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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Information Technology |
| **Course Name** | Networking |
| **Lesson/Unit Title** | Ethics and the Digital Age |
| **TEKS Student Expectations** | **130.305.(c) Knowledge and Skills**  (1) The student demonstrates the professional standards/employability skills as required by business and industry.  (A) The student is expected to identify and demonstrate work behaviors that enhance employability and job advancement such as regular attendance, promptness, attention to proper attire, maintenance of a clean and safe work environment, appropriate voice, and pride in work  (B) The student is expected to identify and demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, listening attentively to speakers, and willingness to learn new knowledge and skills  (C) The student is expected to employ effective reading and writing skills  (D) The student is expected to employ effective verbal and nonverbal communication skills  (E) The student is expected to solve problems and think critically  (F) The student is expected to demonstrate leadership skills and function effectively as a team member  (G) The student is expected to identify and implement proper safety procedures  (H) The student is expected to demonstrate an understanding of legal and ethical responsibilities in relation to the field of IT  (3) The student relates core academic skills to the requirements of telecommunications and data network services.  (A) The student is expected to demonstrate effective verbal and written communication skills with individuals from varied cultures such as fellow workers, management, and customers |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective:**  Upon completion of this assignment, the student will be able to describe and model ethical behaviors and develop a Digital Ethics/Acceptable Use policy for a network as required in the IT field.  **Specific Objectives:**   * Define professionalism * Define ethics * Identify personal behaviors/characteristics that help us define our personal code of ethics * Identify behaviors/actions as either professional or unprofessional, ethical or unethical * Identify circumstances that might need to be addressed in a networking environment (both personal and digital) * Discuss the need for a Digital Ethics/Acceptable Use plan from the perspective of a network administrator * Develop a Digital Ethics/Acceptable Use plan for a network |
| **Rationale** | In the emerging technology world, students need to develop knowledge of the concepts and skills related to data networking technologies and practices and apply them to personal or career development. |
| **Duration of Lesson** | 250 minutes |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Ethics Presentation * Activity 1: Role Playing Professional Behavior * Activity 2: Ethics in Action * Digital Ethics Plan Handout (one per student as a reference for formal assessment) * Activity 3: Investigating the Acceptable Use Policy at Your School (one per student) * Online Research (one per student)   **Materials Needed:**   * Paper, pen/pencil (if students want to hand write assignments) * Printer paper if students wish to type assignments and print them out   **Equipment Needed:**   * Computers with Internet access Presentation projector |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Teacher greets class unprofessionally: (“Hey Dude…how’s it goin’? I just been hangin’ at the crib lately…Man we gotta talk about how to act right at yo job” NOTE: Use wording that your students might use in slang)  Teacher asks class how he/she sounds speaking that way (expect answers ranging from “You sound cool” to “You sound silly”)  Teacher re-greets class professionally: (“Good Afternoon/Morning. How are you?  Today we are going to talk about professionalism and ethics in the workplace”)  Ask about the difference in perceptions about the two different greetings   1. First greeting sounds like you are talking like someone who is ‘cool’ by student standards today but not necessarily knowledgeable or educated about the topic 2. Second greeting indicates pride, self-confidence, and knowledge about the topic as well as someone who takes the job/discussion seriously |
| **Direct Instruction \*** | Outline:   1. Introduce presentation regarding professionalism and ethics. Students should take notes and participate in a class discussion regarding presentation. The presentation is written in such a way that the instructor can read from it verbatim if he/she would like.    1. Explain to the students that you (the instructor) are a professional, and as such, you are expected to behave and dress in a certain way.    2. Point out that at this point in their lives, they are actually ‘professional students’ as they have spent the past 10, 11, or 12 years building an ‘educational career’. Ask students if they feel that they have developed a professional and ethical ‘persona’. Why or why not? (Note that many of the answers you will receive will vary from being silly to serious and there is no real ‘correct’ answer, simply help the students to understand that they are going to have to learn this behavior if they have not already)    3. As you move through the presentation, encourage students to comment and have a class discussion regarding the information presented and how they perceive the material (Remember that you may have to guide the comments to help the students realize how the topic relates to them) 2. **See Guided Practice Activity 1** 3. **See Guided Practice Activity 2** 4. Digital Ethics Plan Handout: Instructor should review the handout with the class and point out various important points.    1. Rules for appropriate use include ‘keeping information confidential’ such as passwords and user names    2. User is responsible for what happens on his/her account whether he/she personally did it or not    3. Ask students if the example ethics plan seems fair. (Answers will vary)    4. Ask students if there is anything they would remove from the example ethics plan    5. Ask students if there is anything they would add in the example ethics plan    6. What would they change if the plan were for a high school and why?    7. What would they change if the plan were for a middle school and why?    8. What would they change if the plan were for an elementary school and why? 5. **See Independent Practice Activity** |
| **Guided Practice \*** | **Activity 1:** Role Playing Professionalism  **Activity 2:** Ethics in Action  **Activity 3:** Investigating the Acceptable Use Policy at Your School |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Online Research Questions – Students will use Internet research to answer questions regarding the Texas State Acceptable Use policy |
| **Lesson Closure** | Have each student state one fact that he/she learned from this lesson.  Ask the students if this lesson has changed their perspective regarding ethical and professional behaviors regarding   1. Usage of electronic devices 2. The workplace 3. School 4. Personal views |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**  After students complete Activity 3, the instructor will lead a class discussion based on student answers to the questions in the activity  Instructor monitors progress during independent practice and provides redirections/reteach as needed - Students will complete Online Research Questions (found in the Independent Practice section) as a classwork/daily grade  **Formal Assessment**  Developing Your Own Digital Ethics Plan – Students are given a scenario and expected to develop a unique Acceptable Use Policy based on their Internet research and the example they were provided during the course of the lesson. |
| **References/Resources/**  **Teacher Preparation** |  |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Suggest that students apply their newfound information on ethical behavior throughout all of the daily activities including school, work, and home life. By respecting other people’s thoughts, opinions, and actions, students can lead a more successful enjoyable life. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA, Technology Student Association (TSA) |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)