

Impacts of Computing: Safety, Law & Ethics Grade: 5

Standard: 5.IC.SLE.01

Discuss personal consequences and social impact of violating intellectual property rights or failing to provide appropriate attribution.

Essential Skills

Explain why it is important to give credit (attribution) to the original creator.

Articulate the personal and social consequences of using intellectual property.

Essential Questions

What is considered intellectual property?

When is it appropriate to provide attribution and how is it done appropriately?

What are the rights associated with intellectual property?

Explanation

When someone creates something, which can include a photo, video game, a computer program, music, data, or even an idea, they often have the intellectual property rights to decide “who, what, when, where, why, and how” their creation can be used. Many creations are often available for people to experience or use on the internet and the same “who, what, when, where, why, and how” that the author intended for their creation applies online. Often there is a copyright or a creative commons license that gives information about how the creator wants the creation used and what kind of attribution to provide if it is used. Creators can decide if they want their work copied, shared, broadcast, etc. and if so, what attribution they would like. Violating intellectual property rights is unfair, can affect creators' ability to earn money, and can have legal consequences for the violators.

Think of this as similar to....

Create a list of sources or bibliography when writing a research paper.

Implementation Examples—What would this look like in the classroom?

Title	Description	Link	Content Connection & Notes
Sharing Fairly	<p>Grade 3--After students create an original project (could be art, story, or computer program), they learn about what copyright is, what types of works can be protected by copyright. and then they protect their own work with a copyright.</p> <p>Grade 4--Students learn about Fair Use and distinguish between which items are covered under Fair Use and which are not. They should discuss how to provide attribution for items that are not covered by Fair Use.</p> <p>Grade 5--Students use a portion from another student's work. They react to someone else reusing their project and what type of attribution they would like to be given. The class can have a larger discussion about the impact on society and individuals of violating copyrights.</p>	Sharing Fairly	This lesson also aligns with CS AP.PD.02. To appropriately meet this standard, the students should create a computer program. This is also lesson 10 Digital Sharing from Code.org Course E.
Creative Commons	<p>Grade 4--Students find an image that they would like to use for a Scratch project (or other project). They then determine if and how the attribution for the image should be included in the project. Include the attribution in the appropriate format. Students learn about Creative Commons licenses and how that affects attribution and permitted use.</p> <p>Grade 5--Students explain why attribution should be included for the image, and not solely for legal reasons. They should determine how they would feel if their image were used without their permission and discuss the consequences of using others' work without their permission.</p>	Creative Commons	This lesson also aligns with CS AP.PD.02
Music Sharing	<p>Grade 5--Students take part in a collaborative discussion regarding reasons why musicians who sell their songs in digital format choose to license their work so that they can earn money for their creative efforts. If others share the songs without paying for them, the musicians do not benefit financially and may struggle to produce music in the future.</p>		This lesson also aligns with ELA SL.5.1

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These annotations are a collaboration between [Maryland Center for Computing Education](#) and the [Maryland State Department of Education](#).