

Unit – Ethics in CS

Essential Questions:

How should ethics play a role in our decisions when using computers?

What is an individual's responsibility to act ethically?

What is the government's responsibility to define ethical behavior?

Lesson #10 – Bringing it All Together

Objectives - SWBAT identify which ethical computing concerns should be the responsibility of the government and which should be the responsibility of the government.

Supporting EQ: Should people be trusted to act ethically?

Standards (Rhode Island Computer Science Standards)

3-RC-CU-1 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

3-RC-CU-2 Design and analyze computational artifacts to reduce bias and equity deficits.

3-RC-CU-3 Evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society

3-RC-SLE-1 Evaluate the impact of intellectual property laws on the use of digital information

3-RC-SLE-2 Evaluate the social and economic implications of privacy and free speech in the context of safety, law, or ethics.

3-RC-SI-1 Use tools and methods for collaboration on a project to increase connectivity between people in different cultures and career fields.

Overview

Do Now: Can people be trusted to do the right thing?

Activity: Looking back at each of the previous lessons, students will decide who should hold the majority of the responsibility to act ethically: individuals or the government that makes the laws. They will decide if companies and/or individuals can be trusted to make the “right” ethical decisions or if the consequences for acting unethically make it too important to leave to choice. Students will work in pairs and choose two of the topics discussed over the past two weeks and create a persuasive presentation calling for increased or decreased legislation regarding those issues. They will research potential solutions, then argue for their necessity. If time allows, students can make these presentations to the class or in small groups.

Notes

This lesson will start with a discussion about the likeliness of people and corporations making the ethical choice and the consequences of unethical choices. Ultimately, students will be asked to go through the previous lessons and choose one topic to further develop their understanding and proposals of, and develop a final decision if the consequences of not following a certain code of ethics regarding this topic. In pairs, students will create presentations that give an overview of the topic, the primary ethical concern, their proposed solution, and their justification for said solution. These will be delivered in the form of a slide deck or a poster.

Handouts

Google Classroom Slide Template

In-Person Learning Alternative:

Poster materials

Resources

Articles, jamboards, padlets from previous lesson.

Assignment/Assessments

Slide deck with students' thoughts and write-up on several scenarios chosen from the previous two weeks worth of lessons.

Rubric:

Two topics chosen.

For each topic:

-overview

-primary ethical concern
-proposed solution (legislation/de-legislation)
-justification
Presentation (slide deck/poster)