BBT & PDCP 10 – ASSIGNMENT 8
Core Technology Skills – Digital Law

Curriculum Outcomes:

3. Citizenship
3-1. **Understand human, cultural, and societal issues related to technology.**
3-2. **Practice safe, legal, and ethical use of information and technology, including the responsibilities associated with careers explored in the course.**

Click HERE to learn about the eighth unit in Digital Citizenship Education, **Digital Law**. [You will see "Activity 1" on the website (bbtnb.cdxauto). Read everything, but your actual assignment has been condensed and is in this document.] After you complete your readings, **answer the questions below** in a MS Word document. [Please use the "Template" we created in MS Word to get started. Make sure the "AutoSave" feature is "Off" then update the "Header" with the proper assignment number ("8"), name ("Digital Law") and date. Click on "File" then "Save as" and save the assignment on your OneDrive - EECD in your "BBT & PDCP 10" folder in the "Core Technology Skills" sub-folder. Name the assignment "Assignment 8" and make sure the "AutoSave" feature is "On". Type up your responses to the twelve (12) questions then print and submit Assignment 8 to Mrs. Maltby Ingersoll.]

Copyright Matters! *(4th Edition)*, is a booklet which is used in our schools. It was created jointly by the Council of Ministers of Education, Canada (CMEC), Canada School Boards Association (CSBA) and Canadian Teachers' Federation (CTF). **YOU MUST CLICK ON THE LINK TO THIS DOCUMENT AND USE IT TO ANSWER QUESTIONS #1 TO #9:**

1.   What is the purpose of *Copyright Matters!* ? (page 1) (1)

2.   Why is copyright important in a school setting? (page 1) (1)

3.   With regards to "fair dealings", how much of a book can be photocopied and shared with students at school? What about a newspaper? (pages 2 and 3) (2)

4.   Can a school make a large-print book for a student who is visually impaired without permission from the copyright owner? (page 7) (1)

5.   Can teachers play a sound recording, turn on a radio for students to listen to or turn on a television for students to watch? If so, under what conditions? (page 9) (3)

6.   What are the key questions used to determine if music use by teachers or students at school requires permission from the copyright owner? What is the overall deciding factor? (page 13) (4)

7.   Can a teacher play an audiovisual work, such as a DVD, in class without permission from the copyright owner and without the payment of royalties? Explain. (pages 15 and 16) (3)

8.   Can educators and students copy from the internet? If so, what must educators and students do to maintain copyright awareness and respect? (page 19) (2)

9.   Are student-created works protected by copyright? How do you feel about this? (page 20) (2)

The law is there to protect you, yet there are still dangers. Read this true STORY about a "prank" gone wrong then answer questions #10 to #12.

10. When you are online, how do you know someone is who they say they are? How can you verify their identity? (2)

11. How was the young man in this story able to make his "prank" work? (2)

12. What were the legal implications of this "prank"? In other words, which charges were laid and how did the young man plead? (2)

Here's how I would like you to set up your MS Word document:

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1. What is the purpose of *Copyright Matters!* ? (page 1) (1)

    The purpose of this document is…

2. Why is copyright important in a school setting? (page 1) (1)

    Copyright is important in a school setting because… etc.