

Tech Trends and Impact on Society

Teacher(s) Names (include collaborators):

Course Name: Social Studies, Comp Sci

Unit/Theme:

Time Frame (in minutes): 90

Grade Level: 9-12

CONTENT AND SKILLS

Learning Objectives:

- Analyze recent trends and developments in technology.
- Evaluate how technology advancements improve accessibility.
- Assess the economic impacts of technological advancements on stakeholders.
- Create a digital or traditional artifact to support a claim about a technology-related law.
- Collaborate effectively to discuss and debate technology-related laws and their implications.

Essential Questions:

- How do recent technological advancements influence society?
- In what ways does technology enhance accessibility for diverse populations?
- What are the economic impacts of technological developments on different stakeholders?
- How do laws and regulations shape the development and use of technology?

Students I can statements . . .

- I can identify and explain recent trends in technology.
- I can evaluate the benefits of technology in improving accessibility.
- I can assess the economic impact of technology on various stakeholders.
- I can create an artifact that supports a claim about a technology-related law.

How will you meet the needs of SWD and ELL/MLL students?

- Provide visual aids and summaries for ELL students.
- Offer additional time for students with processing difficulties.
- Use collaborative groups to support diverse learners.

Content Standards

List all standard indicators (do not need standard statement)

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NYS Computer Science and Digital Fluency Standards

List all standards that authentically align

- **9-12.DL.5:** Transfer knowledge of technology in order to use new and emerging technologies on multiple platforms.
- **9-12.IC.1:** Evaluate the impact of computing technologies on equity, access, and influence in a global society.
- **9-12.IC.2:** Debate laws and regulations that impact the development and use of computing technologies and digital information.

NYS SEL BENCHMARKS

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

- Develop self-awareness and agency.
- Use social awareness and interpersonal skills.
- Demonstrate intentional decision-making skills.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students including how they will construct and practice content knowledge.

Add Standard Indicators next to activity that aligns and highlight them.

- 1. Introduction (10 minutes):**
 - Begin with a discussion on the [latest trends in technology](#) (e.g., AI, IoT, 5G).
 - Pose the essential questions to guide thinking. **DL.5**
- 2. Research and Analysis (30 minutes):**
 - Students research how technology improves accessibility (e.g., text-to-speech, screen readers) and its economic impact on stakeholders. (**IC.1**)
- 3. Group Activity (20 minutes):**
 - In groups, students discuss and choose a law related to a specific technology (e.g., GDPR, net neutrality). **IC.2**
 - Each group will create an artifact (e.g., poster, digital presentation) supporting a claim about the law's impact.

4. **Artifact Creation (20 minutes):**

- Students begin creating their artifacts, using digital tools or traditional materials. (i.e. Canva, Sway, etc)

5. **Presentation and Reflection (10 minutes):**

- Groups present their artifacts and reflect on the learning process.
- Discuss how laws impact technology and stakeholders.

6. Highlight standards 9-12.DL.5, 9-12.IC.1, and 9-12.IC.2 during group discussions and artifact creation.

FUTURE READY COMPETENCIES

Check off each competency that students will interact with during this lesson.

- Collaboration
- Communication
- Critical Thinking/Problem Solving
- Creativity & Innovation

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. **Including Instructional Technology Tools**

- Computers or tablets for research
- Access to digital tools (e.g., Canva, Google Slides)
- Traditional materials (e.g., poster boards, markers)
- Websites listed above