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| **Date:** February 10, 2014 |
| **Big Picture(s):**  Students will be able to use their computer and internet skills to research the topic of cyber bullying.  Students will be able to define cyber bullying.  Students will be able to make text-to-self and text-to-world connections to the topic of cyber bullying.  Students will be able to use communication and typing skills to share their thoughts on cyber bullying.  Students will be able to discuss what they learned and ask for further clarification when necessary. |
| **Content Standards and Objectives:**  **21st Century Skills**  BE.O.BCA1.12.2 -- create information for written communications, adhering to copyright laws  **Internet Skills**  BE.O.BCA1.8.3 -- Use efficient navigational techniques.  **Word Processing Applications**  BE.O.BCA1.4.2 -- perform basic word processing functions to create, format, edit, save, and print documents  BE.O.BCA1.4.3 -- employ word processing features  BE.O.BCA1.4.4 -- create word processing documents |
| **DOK Levels:** 1, 2, and 3 |
| **Materials:** desktop computers, pencils, paper, Microsoft Word, Post-It notes, and website links |
| **Procedures:**  **Starter:** Students will conduct silent, sustained reading (10 minutes).  **Activity 1:** Teacher will lead a discussion about cyber bullying (15 minutes).  **Activity 2:** First, students will watch the Teaching Channel video at <https://www.teachingchannel.org/videos/cyberbullying-or-teasing>. Next, they are to further research the topic at the following links: <http://www.meganmeierfoundation.org/megansStory.php>, <http://www.cnn.com/2012/11/23/health/youth-social-media/index.html>, <http://www.cnn.com/2013/02/27/health/cyberbullying-online-bully-victims/index.html>, and <http://www.stopcyberbullying.org/>. They will take notes about the topic in their own words; if they plagiarize (i.e. copy down information word for word), they will receive a zero and be written up for academic dishonesty (30 minutes).  **Activity 3:** Students will use Microsoft Word to type a two-page essay using the following prompt: Define cyber bullying, discuss your personal experiences or a friend’s experiences with cyber bullying, and explain why you think it is or is not a problem. It should be typed in Times New Roman, 12 point, and double-spaced. This assignment is worth 100 points (30 minutes).  **Closer:** Students will write down their 3-2-1 answers on Post-It notes and stick them on the dry-erase board before leaving the classroom. They must write 3 things they learned today, 2 things they found interesting or exciting, and 1 question they still have (5 minutes). |
| **Assessment:** Group discussion, teacher observation, student essays, and 3-2-1 answers |

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| **Date:** February 11, 2014 |
| **Big Picture(s):**  Students will be able to use their computer and internet skills to research the term digital footprint.  Students will be able to understand and explain the term digital footprint.  Students will be able to make text-to-self and text-to-world connections to the term digital footprint.  Students will be able to reflect on their digital footprints and identify changes they need to make.  Students will be able to discuss what they learned and ask for further clarification when necessary. |
| **Content Standards and Objectives:**  **21st Century Skills**  BE.O.BCA1.12.2 -- create information for written communications, adhering to copyright laws  **Internet Skills**  BE.O.BCA1.8.3 -- Use efficient navigational techniques.  **Word Processing Applications**  BE.O.BCA1.4.2 -- perform basic word processing functions to create, format, edit, save, and print documents  BE.O.BCA1.4.3 -- employ word processing features  BE.O.BCA1.4.4 -- create word processing documents |
| **DOK Levels:** 1, 2, and 3 |
| **Materials:** data projector, document camera, laptop computer, desktop computers, pencils, paper, Post-It notes, and website links |
| **Procedures:**  **Starter:** Students will conduct silent, sustained reading (10 minutes).  **Activity 1:** First, teacher will play the YouTube video at <http://www.youtube.com/watch?v=DinW62zlWcc&safe=active> for the students. Next, students are to further research the topic of digital footprints at the following links:  <http://www.commonsensemedia.org/videos/digital-footprint>,  <http://www.commonsensemedia.org/videos/understanding-impact-digital-footprints>,  <http://www.commonsensemedia.org/videos/abbass-story-pride-in-your-digital-footprint>,  <http://www.commonsensemedia.org/advice-for-parents/be-good-digital-citizen-tips-teens-and-parents>,  <http://www.commonsensemedia.org/advice-for-parents/digital-life-our-kids-connected-culture>, <http://www.webopedia.com/TERM/D/digital_footprint.html>, <http://www.netlingo.com/word/digital-footprint.php>, <http://www.cybersmart.gov.au/Kids/Get%20the%20facts/Digital%20footprint.aspx>, and <http://www.kidsmart.org.uk/digitalfootprints/>. They need to take notes about the topic in their own words; if they plagiarize (i.e. copy down information word for word), they will receive a zero and be written up for academic dishonesty (30 minutes).  **Activity 2:** Teacher will lead a group discussion in which the students share what they learned from the websites and the notes they took (15 minutes).  **Activity 3:** First, teacher will show students how to use Wordle at [www.wordle.net](http://www.wordle.net). Next, students will use their notes from their internet research to create a word cloud with Wordle (30 minutes).  **Closer:** Students will write down their 3-2-1 answers on Post-It notes and stick them on the dry-erase board before leaving the classroom. They must write 3 things they learned today, 2 things they found interesting or exciting, and 1 question they still have (5 minutes). |
| **Assessment:** Teacher observation, group discussion, students’ notes from internet research, students’ word clouds, and 3-2-1 answers |
| **Date:** February 12, 2014 |
| **Big Picture(s):**  Students will be able to understand and explain the concepts of internet safety and privacy.  Students will be able to reflect on their digital footprints and identify changes they need to make.  Students will be able to understand how their digital footprints could negative affect their futures.  Students will be able to understand the difference between what they can do and what they should do.  Students will be able to discuss what they learned and ask for further clarification when necessary. |
| **Content Standards and Objectives:**  **21st Century Skills**  BE.O.BCA1.12.2 -- create information for written communications, adhering to copyright laws  **Internet Skills**  BE.O.BCA1.8.3 -- Use efficient navigational techniques.  **Word Processing Applications**  BE.O.BCA1.4.2 -- perform basic word processing functions to create, format, edit, save, and print documents  BE.O.BCA1.4.3 -- employ word processing features  BE.O.BCA1.4.4 -- create word processing documents |
| **DOK Levels:** 1, 2, and 3 |
| **Materials:** data projector, document camera, laptop computer, desktop computers, pencils, paper, and website links |
| **Procedures:**  **Starter:** Students will conduct silent, sustained reading (10 minutes).  **Activity 1:** Teacher will lead a discussion about cyber safety and the importance of keeping your information private and not posting anything you do not want others to see or that could hurt your reputation. He will use real-world examples taken from the students’ Facebook pages, many of which are public (10 minutes).  **Activity 2:** Students will watch the Brain Pop internet safety video at <http://www.brainpopjr.com/artsandtechnology/technology/internetsafety/> and take the online quizzes that accompany it at <http://www.brainpopjr.com/artsandtechnology/technology/internetsafety/hardquiz/> and <http://www.brainpopjr.com/artsandtechnology/technology/internetsafety/easyquiz/> (10 minutes).  **Activity 3:** Teacher will lead a group discussion in which the students share what they learned from the video (10 minutes).  **Activity 4:** First, teacher will show students how to use the Venn Diagram tool at <http://www.readwritethink.org/files/resources/interactives/venn_diagrams/>. Next, students will compare and contrast what they should keep and change on their social media accounts in a Venn Diagram (20 minutes).  **Activity 5:** First, teacher will show students how to use the Acrostic Poem tool at <http://www.readwritethink.org/files/resources/interactives/acrostic/>. Next, students will work in pairs and write an acrostic poem about cyber safety (25 minutes).  **Closer:** Students will enter their 3-2-1 responses at <http://padlet.com/wall/shs321>. They must type 3 things they learned today, 2 things they found interesting or exciting, and 1 question they still have (5 minutes). |
| **Assessment:** Brain Pop quizzes, teacher observation, group discussion, students’ Venn diagrams, students’ acrostic poems, and 3-2-1 answers |

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| **Date:** February 13, 2014 |
| **Big Picture(s):**  Students will be able to understand and explain the concepts of cyber bullying.  Students will be able to understand and explain the concepts of digital footprints.  Students will be able to understand and explain the concepts of cyber safety.  Students will be able to produce social media profiles that are appropriate and safe.  Students will be able to discuss what they learned and ask for further clarification when necessary. |
| **Content Standards and Objectives:**  **21st Century Skills**  BE.O.BCA1.12.2 -- create information for written communications, adhering to copyright laws  **Internet Skills**  BE.O.BCA1.8.3 -- Use efficient navigational techniques.  **Word Processing Applications**  BE.O.BCA1.4.2 -- perform basic word processing functions to create, format, edit, save, and print documents  BE.O.BCA1.4.3 -- employ word processing features  BE.O.BCA1.4.4 -- create word processing documents |
| **DOK Levels:** 1, 2, and 3 |
| **Materials:** data projector, document camera, laptop computer, desktop computers, pencils, paper, and website links |
| **Procedures:**  **Starter:** Students will conduct silent, sustained reading (10 minutes).  **Activity 1:** First, teacher will show students how to use the Flip Book tool at <http://www.readwritethink.org/files/resources/interactives/flipbook/>. Next, students will work in pairs and create a flip book about cyber bullying, a flip book about digital footprints, and a flip book about cyber safety. Each flip book must be 10 pages long (45 minutes).  **Activity 2:** First, teacher will show students how to use the Profile Publisher tool at <http://www.readwritethink.org/files/resources/interactives/profile/>. Next, students will complete a new profile for themselves based on what they have learned this week (30 minutes).  **Closer:** Students will enter their 3-2-1 responses at <http://padlet.com/wall/shs321>. They must type 3 things they learned today, 2 things they found interesting or exciting, and 1 question they still have (5 minutes). |
| **Assessment:** Teacher observation, students’ flip books, students’ profiles, and 3-2-1 answers |

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| **Date:** February 14, 2014 |
| **Big Picture(s):**  Students will be able to use their Internet skills to complete activities and assignments.  Students will be able to closely examine photos and use critical-thinking skills to infer meaning.  Students will be able to use communication and typing skills to share their thoughts and opinions.  Students will be able to discuss what they learned and ask for further clarification when necessary. |
| **Content Standards and Objectives:**  **Keyboard Skills**  BE.O.BCA1.3.2 -- increase keyboarding speed and accuracy.  **Word Processing Skills**  BE.O.BCA1.4.2 -- perform basic word processing functions to create, format, edit, save, and print documents.  **Internet Skills**  BE.O.BCA1.8.3 -- use efficient navigational techniques.  BE.O.BCA1.8.4 -- integrate Internet information into software applications.  **Software Integration Skills**  BE.O.BCA1.9.2 -- prioritize and complete assigned tasks using integrated software.  **21st Century Learning Skills**  BE.O.BCA1.12.2 -- create information for oral, written, and multimedia communications, adhering to copyright laws  BE.O.BCA1.12.5 -- exhibit ethical behavior and positive leadership while working collaboratively in the school and/or community.  BE.O.BCA1.12.6 -- model legal and ethical behaviors in the use of technology. |
| **DOK Levels:** 1, 2, and 3 |
| **Materials:** data projector, laptop computer, desktop computers, Internet Explorer, Microsoft Word, and website links |
| **Procedures:**  **Starter:** Students will conduct silent, sustained reading (10 minutes).  **Activity 1:** First, teacher will introduce the See-Think-Wonder strategy to students and model it for them. Next, students will complete a See-Think-Wonder activity in which they type their responses at <http://padlet.com/wall/shsstw> with photos found at <http://mrmessershs.weebly.com>. Students will share their answers in a whole-group, teacher-led discussion between photos (60 minutes).  **Activity 2:** Students will practice their math skills at [www.sumdog.com](http://www.sumdog.com) (15 minutes).  **Closer:** Students will enter their 3-2-1 responses at <http://padlet.com/wall/shs321>. They must type 3 things they learned today, 2 things they found interesting or exciting, and 1 question they still have (5 minutes). |
| **Assessment:** Teacher observation, group discussion, See-Think-Wonder answers, and 3-2-1 answers |