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| **Date:** October 28, 2013 |
| **Big Picture(s):**Students will be able to use their reading skills to read and comprehend scary stories.Students will be able to make decisions and defend their choices.Students will be able to share their opinions and support their opinions with textual evidence.Students will be able to use their collaboration and communication skills to write group stories.Students will be able to use their keyboarding skills to type their stories.Students will be able to use their computer skills to navigate the Internet effectively.Students will be able to discuss what they learned and ask for further clarification when necessary. |
| **Content Standards and Objectives:****Standard 3 – Keyboarding Skills**BE.O.BCA1.3.2 – increase keyboarding speed and accuracy.**Standard 4 – Word Processing Applications**BE.O.BCA1.4.2 -- perform basic word processing functions to create, format, edit, save, and print documents.**Standard 8 – Internet Skills**BE.O.BCA1.8.3 – use efficient navigational techniques.**Standard 12 – 21st Century Learning Skills**BE.O.BCA1.12.2 – create information for oral, written, and multimedia communications.BE.O.BCA1.12.4 – adapt to new situations by considering multiple perspectives and a commitment to continued learning.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, 3, and 4 |
| **Materials:** dry-erase board, desktop computers, Internet Explorer, and Microsoft Word |
| **Procedures:****Starter:** Students will log on to their computers, go to <http://padlet.com/wall/shsday46> and answer the teacher-created question (10 minutes).**Activity 1:** Students will go to <http://www.americanfolklore.net/halloween.html#top10scarystories> and vote for the scary story they want to read today. Then, teacher and students will read the story together. Next, students will participate in a teacher-led, whole-class discussion in which they identify what they did and did not like about the scary story, focusing on the aspects that made it good (20 minutes).**Activity 2:** Students will return to their computers and begin writing their own scary stories. They will write for 20 minutes before the teacher tells them to move to the computer next to them and continue writing where their classmate stopped for 10 minutes. This process will continue until students cycle through the classroom and return to their home computers; this will require two class periods for first and third blocks (50 minutes).**Closer:** Students will go to <http://padlet.com/wall/shs321> and complete their exit slips (10 minutes) |
| **Assessment:** Padlet posts, teacher observations, group discussions, student stories, and 3-2-1 answers |

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| **Date:** October 29, 2013 |
| **Big Picture(s):**Students will be able to use their reading skills to read and comprehend scary stories.Students will be able to make decisions and defend their choices.Students will be able to share their opinions and support their opinions with textual evidence.Students will be able to use their collaboration and communication skills to write group stories.Students will be able to use their keyboarding skills to type their stories.Students will be able to use their editing and revising skills to improve their final products.Students will be able to use their computer skills to navigate the Internet effectively.Students will be able to discuss what they learned and ask for further clarification when necessary. |
| **Content Standards and Objectives:****Standard 3 – Keyboarding Skills**BE.O.BCA1.3.2 – increase keyboarding speed and accuracy.**Standard 4 – Word Processing Applications**BE.O.BCA1.4.2 -- perform basic word processing functions to create, format, edit, save, and print documents.**Standard 8 – Internet Skills**BE.O.BCA1.8.3 – use efficient navigational techniques.**Standard 9 – Software Integration**BE.O.BCA1.9.3 – proofread and revise assigned projects to produce correct final output.**Standard 12 – 21st Century Learning Skills**BE.O.BCA1.12.2 – create information for oral, written, and multimedia communications.BE.O.BCA1.12.4 – adapt to new situations by considering multiple perspectives and a commitment to continued learning.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, 3, and 4 |
| **Materials:** dry-erase board, desktop computers, Internet Explorer, and Microsoft Word |
| **Procedures:****Starter:** Students will log on to their computers, go to <http://padlet.com/wall/shsday47> and answer the teacher-created question (10 minutes).**Activity 1:** Students in first and third block will complete the collaborative writing cycle until they return to their home computers. When they arrive at their home computers, students will proofread and revise their collaborative stories before submitting their final products to the teacher (50 minutes).**Contingency Activity:** Students will go to <http://www.americanfolklore.net/halloween.html#top10scarystories> and vote for the scary story they want to read today. Then, teacher and students will read the story together. Next, they will participate in a teacher-led, whole-class discussion in which they identify what they did and did not like about the scary story, focusing on the aspects that made it good.**Closer:** Students will go to <http://padlet.com/wall/shs321> and complete their exit slips (10 minutes) |
| **Assessment:** Padlet posts, teacher observations, group discussions, student stories, and 3-2-1 answers |

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| **Date:** October 30, 2013 |
| **Big Picture(s):**Students will be able to use their reading/listening skills to read/listen to their scary stories.Students will be able to make decisions and defend their choices.Students will be able to share their opinions and support their opinions with textual evidence.Students will be able to use their keyboarding skills to type their thoughts.Students will be able to use their computer skills to navigate the Internet effectively.Students will be able to discuss what they learned and ask for further clarification when necessary. |
| **Content Standards and Objectives:****Standard 3 – Keyboarding Skills**BE.O.BCA1.3.2 – increase keyboarding speed and accuracy.**Standard 4 – Word Processing Applications**BE.O.BCA1.4.2 -- perform basic word processing functions to create, format, edit, save, and print documents.**Standard 8 – Internet Skills**BE.O.BCA1.8.3 – use efficient navigational techniques.**Standard 12 – 21st Century Learning Skills**BE.O.BCA1.12.2 – create information for oral, written, and multimedia communications.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, 3, and 4 |
| **Materials:** dry-erase board, desktop computers, Internet Explorer, and Microsoft Word |
| **Procedures:****Starter:** Students will log on to their computers, go to <http://padlet.com/wall/shsday48> and answer the teacher-created question (10 minutes).**Activity 1:** Students will read their collaborative stories in front of their classmates, who will be taking notes on each story and writing what they like or do not like about it (40 minutes).**Activity 2:** Students will vote for their three favorite stories, ranking each one and explaining why they liked it (30 minutes).**Contingency Activity:** Students will go to <http://www.americanfolklore.net/halloween.html#top10scarystories> and vote for the scary story they want to read today. Then, teacher and students will read the story together. Next, they will participate in a teacher-led, whole-class discussion in which they identify what they did and did not like about the scary story, focusing on the aspects that made it good.**Closer:** Students will go to <http://padlet.com/wall/shs321> and complete their exit slips (10 minutes) |
| **Assessment:** Padlet posts, teacher observations, student stories, student responses, and 3-2-1 answers |

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| **Date:** October 31, 2013 |
| **Big Picture(s):**Students will be able to use their 21st Century skills to read articles, look at photos, and watch videos as part of internet research and independent learning.Students will be able to use their keyboarding skills to type their notes.Students will be able to use their computer skills to navigate the Internet effectively.Students will be able to discuss what they learned and ask for further clarification when necessary. |
| **Content Standards and Objectives:****Standard 3 – Keyboarding Skills**BE.O.BCA1.3.2 – increase keyboarding speed and accuracy.**Standard 4 – Word Processing Applications**BE.O.BCA1.4.2 -- perform basic word processing functions to create, format, edit, save, and print documents**Standard 8 – Internet Skills**BE.O.BCA1.8.3 – use efficient navigational techniques.BE.O.BCA1.8.4 – integrate Internet information into software applications.**Standard 9 – Software Integration**BE.O.BCA1.9.2 – prioritize and complete assigned tasks using integrated software.**Standard 12 – 21st Century Learning Skills**BE.O.BCA1.12.1 – search online using a range of technology tools and media to access relevant information needed for problem solving.BE.O.BCA1.12.2 – create information for oral, written, and multimedia communications.BE.O.BCA1.12.6 – model legal and ethical behaviors in the use of technology. |
| **DOK Levels:** 1, 2, and 3 |
| **Materials:** dry-erase board, desktop computers, Internet Explorer, and Microsoft Word |
| **Procedures:****Starter:** Students will log on to their computers, go to <http://padlet.com/wall/shsday49> and answer the teacher-created question (10 minutes).**Activity 1:** Students will go to <http://www.history.com/topics/halloween> and conduct research about Halloween. Links to specific articles, interactives, photos, and videos will be available at <http://padlet.com/wall/shsday49> in order to promote student success in navigating the website and finding the information. Students are required to take notes on each webpage they visit (70 minutes).**Closer:** Students will go to <http://padlet.com/wall/shs321> and complete their exit slips (10 minutes) |
| **Assessment:** Padlet posts, teacher observations, student notes, and 3-2-1 answers |

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| **Date:** November 1, 2013 |
| **Big Picture(s):**Students will be able to use their writing and typing skills to share their knowledge and opinions.Students will be able to use their communication skills to correspond with their international peers.Students will be able to use the necessary skills to complete missing assignments or improve areas of deficiency on other assignments in an effort to increase their academic achievement.Students will be able to use their computer skills to navigate the Internet effectively.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.**Presentation Skills**BE.O.BCA1.7.2 -- perform basic presentation functions to create, format, edit, save, and print a presentation.**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.BE.O.BCA1.9.3 -- proofread and revise assigned projects to produce correct final output.**Literacy and Numeracy Skills**BE.O.BCA1.11.1 -- utilize a variety of technical sources to complete career/technical projects. BE.O.BCA1.11.2 -- demonstrate writing skills required to complete career/technical assignments and projects.BE.O.BCA1.11.4 -- analyze tables, charts, graphs and multiple data sources to complete career/technical assignments and projects.**21st Century Learning Skills**BE.O.BCA1.12.1 -- search online using a range of technology tools and media to access relevant information needed for problem solving.BE.O.BCA1.12.2 -- create information for oral, written, and multimedia communications, adhering to copyright laws. BE.O.BCA1.12.6 -- model legal and ethical behaviors in the use of technology. |
| **DOK Levels:** 1, 2, 3, and 4 |
| **Materials:** dry-erase board, desktop computers, Internet Explorer, Microsoft Word, and Microsoft PowerPoint |
| **Procedures:****Starter:** Students will log on to their computers, go to <http://padlet.com/wall/shsday50> and answer the teacher-created question (10 minutes).**Activity 1:** Using the notes from their Halloween research, students will complete a Chalk Talk session in which they share what they learned about each topic (25 minutes).**Activity 2:** Students will complete missing assignments or revise and improve assignments on which they received a D or an F. If neither scenario applies to them, students will log in to [www.epals.com](http://www.epals.com) and correspond with their international peers (45 minutes).**Closer:** Students will go to <http://padlet.com/wall/shs321> and complete their exit slips (10 minutes) |
| **Assessment:** Padlet posts, teacher observations, Chalk Talk responses, student work, and 3-2-1 answers |

**HALLOWEEN LINKS**

**Articles**

<http://www.history.com/topics/halloween>

<http://www.history.com/topics/jack-olantern-history>

<http://www.history.com/topics/pumpkin-facts>

<http://www.history.com/topics/historical-ghost-stories>

<http://www.history.com/topics/halloween-around-the-world>

<http://www.history.com/topics/history-of-trick-or-treating>

**Videos**

<http://www.history.com/topics/halloween/videos#bet-you-didnt-know-halloween>

<http://www.history.com/topics/halloween/videos#haunted-history-of-halloween>

<http://www.history.com/topics/halloween/videos#bet-you-didnt-know-witches>

<http://www.history.com/topics/halloween/videos#halloweens-origins>

<http://www.history.com/topics/halloween/videos#all-about-the-pumpkin>

<http://www.history.com/topics/halloween/videos#halloween-primal-fear-the-face-of-fear>

<http://www.history.com/topics/halloween/videos#halloween-primal-fear-controlling-fear>

<http://www.history.com/topics/halloween/videos#candy-corn>

<http://www.history.com/topics/halloween/videos#modern-marvels-halloween-tech>

<http://www.history.com/topics/halloween/videos#mothman>

<http://www.history.com/topics/halloween/videos#halloween-goes-commercial>

<http://www.history.com/topics/halloween/videos#monsterquest-monster-close-encounters>

<http://www.history.com/topics/halloween/videos#monsterquest-americas-wolfman>

<http://www.history.com/topics/halloween/videos#monsterquest-americas-wolfman>

<http://www.history.com/topics/halloween/videos#pumpkin-carving-george-washington>

<http://www.history.com/topics/halloween/videos#pumpkin-carving-alan-shepard-on-the-moon>

<http://www.history.com/topics/halloween/videos#pumpkin-carving-ben-franklin>

<http://www.history.com/topics/halloween/videos#pumpkin-carving-mount-rushmore>

<http://www.history.com/topics/halloween/videos#halloween-primal-fear-fear-and-the-brain>

<http://www.history.com/topics/halloween/videos#halloween-primal-fear-fear-and-memory>

<http://www.history.com/topics/halloween/videos#holidays-the-village-halloween-parade>

<http://www.history.com/topics/halloween/videos#the-bonanza-hotel>

<http://www.history.com/topics/halloween/videos#vampire-myths>

<http://www.history.com/topics/halloween/videos#bats>

<http://www.history.com/topics/halloween/videos#ghost-house>

<http://www.history.com/topics/history-of-trick-or-treating/videos#makeup>

**Interactives**

<http://www.history.com/topics/halloween/interactives/halloween-by-the-numbers>

<http://www.history.com/topics/halloween/interactives/hidden-spirits-game>

<http://www.history.com/topics/halloween/interactives/pumpkin-carving-patterns>

**Photos**

<http://www.history.com/topics/halloween/photos>