|  |
| --- |
| **Date:** October 8, 2013 |
| **Big Picture(s):**  Students will be able to use their Internet skills to complete activities and assignments.  Students will be able to make text-to-self and text-to-world connections.  Students will be able to answer reading comprehension questions.  Students will be able to respond to a writing prompt with their opinions and facts to support their opinions.  Students will be able to cite textual evidence.  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.  BE.O.BCA1.4.3 -- employ word processing features to format documents and use templates.  Internet Skills  BE.O.BCA1.8.3 -- use efficient navigational techniques.  **Software Integration Skills**  BE.O.BCA1.9.2 -- prioritize and complete assigned tasks using integrated software.  **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.BCA1.12.6 -- model legal and ethical behaviors in the use of technology. |
| **DOK Levels:** 1, 2, and 3 |
| **Materials:** dry-erase board, desktop computers, and Internet Explorer |
| **Procedures:**  **Starter:** Students will log on to their computers, go to <http://padlet.com/wall/shsday32> and answer the teacher-created question (10 minutes).  **Activity 1:** Students will read and discuss the Scholastic Upfront story entitled “Gettysburg: The Battle and the Address” at <http://upfront.scholastic.com/issues/09_16_13/book#/16>, a supplement entitled “Primary Source: After Gettysburg” at <http://upfront.scholastic.com/resource/uploads_upfront/Issues/091613/UPF-091613-DL-GettysburgLetter.pdf>, and another supplement entitled “The Gettysburg Address” at <http://upfront.scholastic.com/issues/09_16_13/book#/20> (25 minutes).  **Activity 2:** Working in pairs or groups, students will go to <http://mrmessershs.weebly.com>, download the photo entitled “What Do You Think,” and answer the four questions (20 minutes). Working in pairs or groups, students will go to <http://mrmessershs.weebly.com>, download the document entitled “Primary Source Questions,” and answer the four questions (30 minutes).  **Activity 4:** Pick one of the major events from the Civil War timeline on page 18, research the topic, go to <http://padlet.com/wall/shscivilwar>, and create a Padlet post in which you write at least five sentences about the topic and include a photo that goes with it (15 minutes).  **Closer:** Students will go to <http://padlet.com/wall/shs321> and complete their exit slips (10 minutes) |
| **Assessment:** Padlet posts, teacher observations, What Do You Think answers, Primary Source Questions answers, Civil War Timeline posts, and 3-2-1 answers |

|  |
| --- |
| **Date:** October 9, 2013 |
| **Big Picture(s):**  Students will be able to use their Internet skills to complete activities and assignments.  Students will be able to make text-to-self and text-to-world connections.  Students will be able to answer reading comprehension questions.  Students will be able to respond to a writing prompt with their opinions and facts to support their opinions.  Students will be able to cite textual evidence.  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.  BE.O.BCA1.4.3 -- employ word processing features to format documents and use templates.  Internet Skills  BE.O.BCA1.8.3 -- use efficient navigational techniques.  **Software Integration Skills**  BE.O.BCA1.9.2 -- prioritize and complete assigned tasks using integrated software.  **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.BCA1.12.6 -- model legal and ethical behaviors in the use of technology. |
| **DOK Levels:** 1, 2, and 3 |
| **Materials:** dry-erase board, desktop computers, and Internet Explorer |
| **Procedures:**  **Starter:** Students will log on to their computers, go to <http://padlet.com/wall/shsday33> and answer the teacher-created question (10 minutes).  **Activity 1:** Teacher will introduce Chalk Talk strategy to students and model it for them. Students then will complete a Chalk Talk session related to steroids as a prelude to the Scholastic Scope story they will read in class (25 minutes).  **Activity 2:** Students will read and discuss the Scholastic Upfront story entitled “Dying to be Strong” at <http://www.scholastic.com/scopemagazine/pdfs/SCOPE-100113-Nonfiction.pdf> (10 minutes).  **Activity 3:** Students will take the quiz at <http://www.scholastic.com/scopemagazine/pdfs/SCOPE-100113-Nonfiction-InteractiveQuiz.pdf> (15 minutes).  **Activity 4:** Working in pairs or groups, students will answer the questions at <http://www.scholastic.com/scopemagazine/pdfs/SCOPE-100113-Nonfiction-CloseReading.pdf> (15 minutes).  **Note:** Students also will read the real-life examples of steroids-related deaths at <http://taylorhooton.org/real-stories/> if time allows.  **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, quiz results, reading comprehension question answers, and 3-2-1 answers |
| **Date:** October 10, 2013 |
| **Big Picture(s):**  Students will be able to use their Internet skills to complete activities and assignments.  Students will be able to communicate with international peers.  Students will be able to use their research skills to learn about another country.  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.  BE.O.BCA1.4.3 -- employ word processing features to format documents and use templates.  **Internet Skills**  BE.O.BCA1.8.3 -- use efficient navigational techniques.  **Software Integration Skills**  BE.O.BCA1.9.2 -- prioritize and complete assigned tasks using integrated software.  **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.BCA1.12.6 -- 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/shsday34> and answer the teacher-created question (10 minutes).  **Activity 1:** Teacher will introduce epals website to students and distribute their log-in information for [www.epals.com](http://www.epals.com). Students then will send an introductory email to their epals from Russia; they will complete their rough draft in Microsoft Word, allowing them to use the word processing software to check their spelling and grammar (25 minutes).  **Activity 2:** Students will do internet research about Russia in order to learn more about the country in which their epals live (35 minutes).  **Closer:** Students will go to <http://padlet.com/wall/shs321> and complete their exit slips (10 minutes) |
| **Assessment:** Padlet posts, teacher observations, epals emails, and 3-2-1 answers |

|  |
| --- |
| **Date:** October 11, 2013 |
| **Big Picture(s):**  Students will be able to use their computer skills to create websites.  Students will be able to use their communication and typing skills to share their knowledge and experiences.  Students will be able to use their research skills to find photos for their websites.  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.  **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.BCA1.12.5 -- 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, and Internet Explorer |
| **Procedures:**  **Starter:** Students will log on to their computers, go to <http://padlet.com/wall/shsday35> and answer the teacher-created question (10 minutes).  **Activity 1:** Students will use <http://students.weebly.com/> to create autobiographical websites to share with their Russian epals (70 minutes).  **Closer:** Students will go to <http://padlet.com/wall/shs321> and complete their exit slips (10 minutes) |
| **Assessment:** Padlet posts, student websites, and 3-2-1 answers |