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| **Date:** September 23, 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.  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.  BE.O.BCA1.4.3 -- employ word processing features to format documents, insert graphics, create tables, sort data, use templates, etc.  BE.O.BCA1.4.4 -- create word processing documents  **Presentation Skills**  BE.O.BCA1.7.2 -- perform basic presentation functions to create, format, edit, save, and print a presentation.  BE.O.BCA1.7.3 -- employ presentation features such as slide transitions, animations, timing, graphics, sounds, and print options.  **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.BCA1.12.5 -- 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:** dry-erase board, desktop computers, and Internet Explorer |
| **Procedures:**  **Starter:** Students will log on to their computers, go to <http://padlet.com/wall/shsday22> and answer the teacher-created question (10 minutes).  **Activity 1:** Students will log in to [www.weebly.com](http://www.weebly.com) and complete their websites about their careers (35 minutes).  **Activity 2:** Students will peer review another student’s or another group’s website and offer suggestions for editing and revising it. When both students or groups finish, they will make the suggested edits and revisions before publishing their final product (35 minutes).  **Note:** Students can go to <http://mrmessershs.weebly.com/>, where they can listen to and watch the screencasts about making a website as often as necessary as a review.  **Closer:** Students will go to <http://padlet.com/wall/shs321> and complete their exit slips. They must type  3 things they learned today, 2 things they found interesting or exciting, and 1 question they still have  (10 minutes). |
| **Assessment:** Padlet posts, teacher observations, student websites, and 3-2-1 answers |

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| **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, insert graphics, create tables, sort data, use templates, etc.  BE.O.BCA1.4.4 -- create word processing documents  **Presentation Skills**  BE.O.BCA1.7.2 -- perform basic presentation functions to create, format, edit, save, and print a presentation.  BE.O.BCA1.7.3 -- employ presentation features such as slide transitions, animations, timing, graphics, sounds, and print options.  **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.BCA1.12.5 -- 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:** dry-erase board, desktop computers, and Internet Explorer |
| **Procedures:**  **Starter:** Students will log on to their computers, go to <http://padlet.com/wall/shsday23> and answer the teacher-created question (10 minutes).  **Activity 1:** Students will log in to [www.weebly.com](http://www.weebly.com) and pull up their websites about their careers. Students will take turns traveling around the room from computer to computer exploring and viewing each other’s websites. They must take notes about each website, particularly the positive and negative aspects of each one (60 minutes).  **Closer:** Students will go to <http://padlet.com/wall/shswebsites> and evaluate each other’s website and give each of their classmates a letter grade and descriptive feedback about his or her website (20 minutes). |
| **Assessment:** Padlet posts, teacher observations, student websites, peer evaluations, and 3-2-1 answers |

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| **Date:** September 25, 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/shsday24> and answer the teacher-created question (10 minutes)  **Activity 1:** Watch a New York Times video about Malala Yousafzai at <http://www.nytimes.com/video/2009/02/22/world/asia/1194838044017/class-dismissed-in-swat-valley.html> (15 minutes).  **Activity 2:** Read Scope Magazine story about Malala Yousafzai together at <http://www.scholastic.com/scopemagazine/pdfs/SCOPE-090113-Nonfiction.pdf> (10 minutes).  **Activity 3:** Read BBC blogs by Malala Yousafzai independently at <http://www.malala-yousafzai.com/2012/10/Malala-Diary-for-BBC.html> (10 minutes).  **Activity 4:** Students will take the Scope Magazine interactive quiz at <http://www.scholastic.com/scopemagazine/pdfs/SCOPE-090113-Nonfiction-InteractiveQuiz.pdf> (10 minutes).  **Activity 5:** Students will write a two-paragraph response to the following prompt: A crusade is a campaign to change something. What makes Malala a crusader? What impact has her crusade had? Support your claims with details from “Malala the Powerful” (15 minutes).  **Closer:** Students will go to <http://padlet.com/wall/shs321> and complete their exit slips(10 minutes) |
| **Assessment:** Padlet posts, teacher observations, quiz results, writing responses, and 3-2-1 answers |
| **Date:** September 26, 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, text-to-text, 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 compare and contrast.  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/shsday25> and answer the teacher-created question (10 minutes)  **Activity 1:** Read Scope Magazine stories – “Are These Chips Too Delicious” and “A Blood History” – at <http://www.scholastic.com/scopemagazine/pdfs/SCOPE-090113-PairedTexts.pdf> (15 minutes).  **Activity 2:** Students will take the Scope Magazine interactive quiz at <http://www.scholastic.com/scopemagazine/pdfs/SCOPE-090113-PairedTexts-InteractiveQuiz.pdf>  (15 minutes).  **Activity 3:** Students will complete the Scope Magazine graphic organizer with a partner at <http://www.scholastic.com/scopemagazine/pdfs/SCOPE-090113-PairedTexts-GraphicOrganizerA.pdf>  (20 minutes).  **Activity 4:** Students will answer the Scope Magazine questions with a partner at  <http://www.scholastic.com/scopemagazine/pdfs/SCOPE-090113-PairedTexts-CloseReading.pdf>  (20 minutes).  **Closer:** Students will go to <http://padlet.com/wall/shs321> and complete their exit slips(10 minutes) |
| **Assessment:** Padlet posts, teacher observations, quiz results, graphic organizers, short-essay answers to close-reading questions, and 3-2-1 answers |
| **Date:** September 27, 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, text-to-text, 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 compare and contrast.  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/shsday26> and answer the teacher-created question (10 minutes)  **Activity 1:** Read Scope Magazine story – “Should Kids Be on Reality TV” – at <http://www.scholastic.com/scopemagazine/pdfs/SCOPE-090113-Debate.pdf> (10 minutes).  **Activity 2:** Students will complete the Scope Magazine graphic organizer with a partner at <http://www.scholastic.com/scopemagazine/pdfs/SCOPE-090113-Debate-EssayKit.pdf> and develop an argumentative essay, which they will use for a class debate (60 minutes).  **Note:** A handout about transitions for essays is available at <http://www.scholastic.com/scopemagazine/pdfs/SCOPE-Library-GreatTransitionsHandout.pdf>.  **Closer:** Students will go to <http://padlet.com/wall/shs321> and complete their exit slips(10 minutes) |
| **Assessment:** Padlet posts, teacher observations, graphic organizers, student essays, group discussion via class debate, and 3-2-1 answers |