|  |
| --- |
| **Date:** September 3, 2013 |
| **Big Picture(s):**  Students will be able to use Microsoft PowerPoint to present information about themselves.  Students will be able to use 21st Century speaking skills to present information about themselves.  Students will be able to use 21st Century listening skills to learn about their classmates.  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:**  **21st Century 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  **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, dry-erase board, laptop computer, desktop computers, pencils, paper, <http://padlet.com/wall/shsday8>, Extra! Extra! Read All About Me! presentation, Microsoft PowerPoint, Microsoft Word, See-Think-Wonder photos, and Post-It notes |
| **Procedures:**  **Starter:** Students will be assigned to computers, which will be ready for use when they enter the classroom. Students will visit <http://padlet.com/wall/shsday8> and answer the teacher-created question (10 minutes).  **Activity 1:** Students will share their Extra! Extra! Read All About Me! presentations in front of their classmates and teacher (35 minutes).  **Activity 2:** Students will complete a See-Think-Wonder activity in which they type their responses in Microsoft Word (40 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:** Padlet posts, Extra! Extra! Read All About Me! presentations, teacher observations during student presentations, See-Think-Wonder responses, and 3-2-1 answers |

|  |
| --- |
| **Date:** September 4, 2013 – Mr. Messer will be absent (yearbook training) |
| **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:** dry-erase board, desktop computers, pencils, paper, Microsoft Word, Post-It notes, <http://padlet.com/wall/shsday9>, <https://www.teachingchannel.org/videos/cyberbullying-or-teasing>, <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>, <http://www.stopcyberbullying.org/>, and <http://cyberbullying.us/> |
| **Procedures:**  **Starter:** Students will be assigned to computers, which will be ready for use when they enter the classroom. Students will visit <http://padlet.com/wall/shsday9> and answer the teacher-created question (10 minutes).  **Activity 1:** First, students are to watch the Teaching Channel video at the URL address listed above. 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 need to take notes about the topic in their own words; please tell them 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:** 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. Please let them know this assignment is worth 100 points (45 minutes).  **Contingency Activity:** Students are required to get a magazine or newspaper and do silent, independent reading for the remainder of the block. They must summarize at least one article before they leave.  **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:** Padlet posts, student essays, magazine or newspaper article summaries, and 3-2-1 answers |

|  |
| --- |
| **Date:** September 5, 2013 |
| **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, dry-erase board, laptop computer, desktop computers, pencils, paper, Post-It notes, <http://padlet.com/wall/shsday10>, <http://www.brainpopjr.com/artsandtechnology/technology/internetsafety/>, <http://www.brainpopjr.com/artsandtechnology/technology/internetsafety/hardquiz/>, <http://www.brainpopjr.com/artsandtechnology/technology/internetsafety/easyquiz/>, <http://www.youtube.com/watch?v=DinW62zlWcc&safe=active>, and <http://www.readwritethink.org/classroom-resources/student-interactives/profile-publisher-30067.html> |
| **Procedures:**  **Starter:** Students will be assigned to computers, which will be ready for use when they enter the classroom. Students will visit <http://padlet.com/wall/shsday10> and answer the teacher-created question (10 minutes).  **Activity 1:** First, students are to watch the YouTube video at the URL address listed above. Next, students are to further research the topic of digital footprints at the following links: <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>, <http://www.ciconline.org/digitalcitizenship/inctrl>, <http://www.ikeepsafe.org/digital-citizenship-2/your-digital-footprint/>, 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:** Students will complete the TechSteps Digital Footprints lesson and create a fake profile using ReadWriteThink’s Profile Publisher (45 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:** Padlet posts, students’ notes from internet research, TechSteps Digital Footprints activity, teacher observations during group discussion, and 3-2-1 answers |

|  |
| --- |
| **Date:** September 6, 2013 |
| **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, dry-erase board, laptop computer, desktop computers, pencils, paper, <http://padlet.com/wall/shsday11>, and Post-It notes |
| **Procedures:**  **Starter:** Students will be assigned to computers, which will be ready for use when they enter the classroom. Students will visit <http://padlet.com/wall/shsday11> and answer the teacher-created question (10 minutes).  **Activity 1:** Students will watch the Brain Pop internet safety video and take the online quizzes that accompany it (10 minutes).  **Activity 2:** Teacher will talk about internet safety and privacy, illustrating his point with real-life, real-world examples involving each of the students. Students will compare and contrast what they should keep and change using ReadWriteThink’s Venn Diagram tool (20 minutes).  **Activity 3:** Students will complete the TechSteps A Question of Freedom lesson (45 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:** Padlet posts, Brain Pop quizzes, teacher observations during group discussion, TechSteps A Question of Freedom activity, and 3-2-1 answers |