|  |
| --- |
| **Date:** September 30, 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/shsday27> 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:** October 1, 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/shsday28> 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 |

|  |
| --- |
| **Date:** October 2, 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/shsday29> 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:** October 3, 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/shsday30> and answer the teacher-created question (10 minutes)**Activity 1:** Students will complete a See-Think-Wonder with the Mumbai photo, which they will access at <http://mrmessershs.weebly.com> (10 minutes).**Activity 2:** Students will read and discuss the Scholastic Upfront story entitled “Where Your Cellphone Goes to Die” at <http://upfront.scholastic.com/issues/09_16_13/book#/10> and supplement entitled “What You Can Do to Limit E-Waste” at <http://upfront.scholastic.com/resource/uploads_upfront/Issues/091613/UPF-091613-DL-EWaste.pdf> (20 minutes).**Activity 3:** 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).**Activity 4:** Working in pairs or groups, students will write a letter to their representatives in Congress to share their thoughts on e-waste and what action, if any, you believe the United States should take. Mr. Messer will email and mail the final product to the appropriate politicians (20 minutes).**Closer:** Students will go to <http://padlet.com/wall/shs321> and complete their exit slips (10 minutes) |
| **Assessment:** Padlet posts, teacher observations, See-Think-Wonder responses, What Do You Think answers, student letters, and 3-2-1 answers |

|  |
| --- |
| **Date:** October 4, 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 SkillsBE.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/shsday31> 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 |