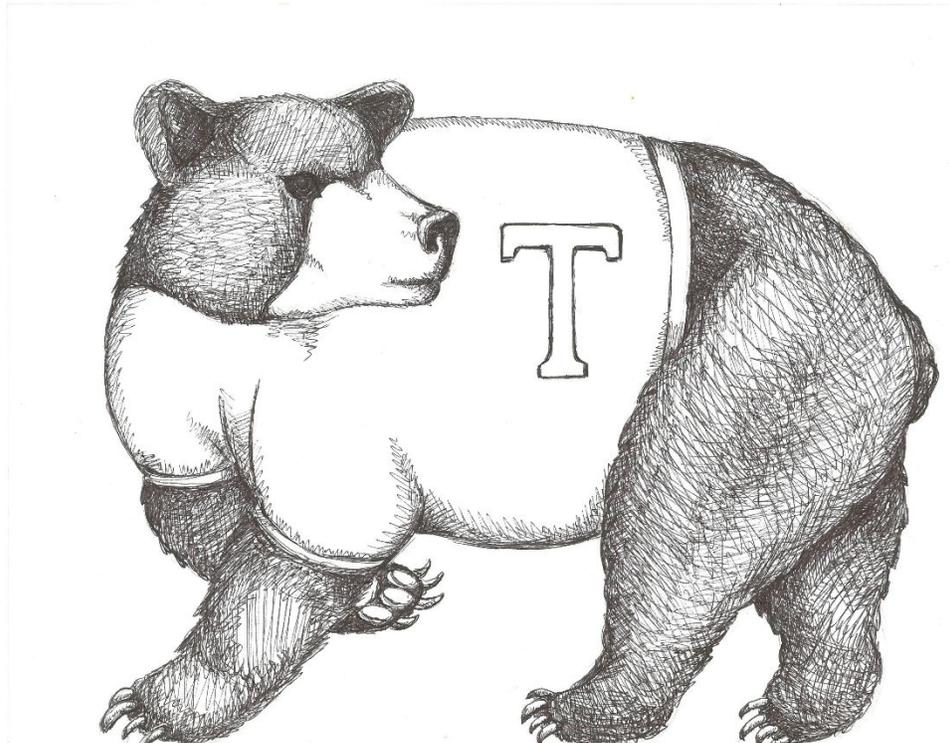


Thomaston Public Schools

158 Main Street

Thomaston, Connecticut 06787

www.thomastonschools.org – 860-283-4796



Thomaston Public Schools Curriculum

**Thomaston High School
Grade 4: Technology 2015**

Learn to Live, Live to Learn

Acknowledgements

Curriculum Writer(s):

Michelle Dayton

We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Thomaston students.

Alisha DiCorpo

Alisha L. DiCorpo

Director of Curriculum and Professional Development

Date of Presentation to the Board of Education: December 2015

Technology Curriculum Grade 4

Board of Education Mission Statement:

IN A PARTNERSHIP OF FAMILY, SCHOOL AND COMMUNITY, OUR MISSION IS TO EDUCATE, CHALLENGE AND INSPIRE EACH INDIVIDUAL TO EXCEL AND BECOME A CONTRIBUTING MEMBER OF SOCIETY.

Departmental Philosophy:

The Thomaston Public School District Technology Curriculum is designed to promote technological and information literacy utilizing the 21st Century Skills of critical thinking, problem solving, collaboration, leadership, adaptability, entrepreneurialism effective oral and written communication, accessing and analyzing information, curiosity and imagination. These skills will enable our students to compete in an ethical and responsible manner in our ever-changing global economy. Our curriculum seeks to promote academic success by embedding technology tools and applications into the teaching and learning process.

All students will develop technology skills in a wide-range of contexts while simultaneously strengthening understanding of essential academic knowledge and skills. This real-world approach allows classroom teachers to enhance the learning process, enrich the academic experience, and provide students with the skills necessary to succeed in life. Students are active participants in the learning process and learn to efficiently access, explore, apply, and synthesize information in our digital world. They will become resourceful learners, utilizing information, media, and technology literacy and will become responsible citizens demonstrating the characteristics of pride, leadership, confidence, respect, motivation and flexibility.

Course Description:

This course not only examines available resources in the Library Media Center but will also give a basic technology framework that will be utilized in all curricula areas. Students will learn to locate, access, evaluate, synthesize and use information effectively. Students will work collaboratively to create innovative projects and presentations using digital media. Students will practice responsible, legal, safe and ethical use of resources and technology. Students will be encouraged to use literature for learning personal growth and enjoyment.

Library Media

Unit One - Using the Library Media Center

Subject: Library Media

Grade/Course: Grade 4

Pacing: Twice a week for six weeks

Unit of Study: Research and Information Fluency

Unit Overview: Students will be introduced to the materials available in the Media Center and where to locate them. Additionally students will learn about Internet safety and will use proper standards of behavior when using the Internet.

Priority Standards:

Students will evaluate, synthesize and use information effectively and efficiently to conduct research, solve problems and manage projects throughout all content areas.

Students will synthesize and use information from a variety of sources.

Students will understand the importance of practicing online safety.

| "Unwrapped" Standards | |
|--|---|
| Concepts (What Students Need to Know) | Skills (What Students Need to Be Able to Do) |
| strategies | use (DOK1) |
| information sources | identify (DOK1) locate (DOK1) access (DOK1) |
| social, cultural issues (relating to media and technology) | understand (DOK1) |
| online safety | practice (DOK1) |

Essential Understanding

Questions Guide Research.

| | |
|--|--|
| Essential Questions What do I need to know before I start my inquiry? Where do you locate appropriate resources in the media center? What are your responsibilities when using the Media Center? | Big ideas Media Centers help you explore your world. |
|--|--|

| Assessments | | |
|--|--|--|
| Common Formative Pre-Assessments | Progress Monitoring Checks – “Dipsticks” | Common Formative Mid and or Post-Assessments |
| List 3 strategies to gather information effectively. What are some available resources in the Media Center? Be specific. Ask students to consider: What resources work best for specific research tasks? What am I supposed to do? What is the problem I need to solve? What are the questions I should answer? What type of information do I need? How much information do I need? Should I narrow my topic? What will my finished product look like? | Working in Google Docs Students will create an interactive pamphlet of available resources in the Media Center. The pamphlet will be collaborative with each student adding and adjusting as the class continues. | What five strategies would you use to gather information effectively and explain why? What are some available resources? Be specific. Students will navigate to Vocabulary.com and play the vocabulary games. Some examples include but not limited to: 100 Words Every Middle Schooler Should Know Cyberbullying Digital Citizenship Libraries Unlimited Literature Vocabulary |

Performance Task

Task 1- Students will be given a list of teacher selected sites and sources that the students will evaluate based on validity and bias of the information on a given topic.

Task 2- Students will evaluate each website and record findings.

Task 3- Students will compare and contrast the websites and relate why they are reliable or unreliable sites.

Task 4- Students will create a presentation on each evaluated website and discuss their findings with the class.

Example list of sources that are considered as reliable and unreliable:

List of reliable sources—print and online: books—authored, edited, and published newspapers and magazines peer-reviewed journals peer-reviewed articles PhD or MBA dissertations and research public library including Google Scholar, Questia scholarly articles or academic research educational institutions and their websites To determine reliability of online sites and their organizations, determine the URL's (Uniform Resources Locator) ending: If the site ends in .edu, it is most likely an educational institution. Remind students to be aware of political bias. If the site ends in .gov, it is most likely a reliable government website. These sites usually provide good sources for statistics and objective reports. If the site ends in .org, it is usually a non-profit organization. These sources vary in being good or poor sources of information. Students need to research their possible agendas or political biases, if they exist. For example-People for the Ethical Treatment of Animals-www.peta.org an excellent site for information but it is important for students to recognize some information may be biased.

Reputable online journals and magazines: Contain a bibliography for every article List sources within that bibliography that are sometimes extensive and always include scholarly, non-Internet sources Have statistics and data within the article that validate the claims made by the author News sources: Every television and print news source has a website. They are reliable, but sometimes the focus is to entertain rather than inform. Think of these sources as a steppingstone to more reliable sources.

List of unreliable sources—print and online: The following are unreliable sources because they require confirmation with a reliable source: Wikipedia. Although this site is a good starting point for finding initial ideas about a topic, some of their information and attached resources may not be reliable. Blogs, tweets, Personal websites, Forums, questionable sites created by organizations that may have political or biased agendas, sites that provide biased information, self-published sources, opinionated articles such as editorials, online sources with an URL (Uniform Resources Locator) that ends in html (HyperText Markup Language). Some online sources with an URL that ends in .com, and sites of companies that conduct their business over the internet. Some of these sites are unreliable because they have hidden agendas.

Engaging Learning Experiences

To be developed over the course of the year. Example Engaging Learning Experience:
Organize a Student and Professionals roundtable discussion including the following professionals:
Media Specialist, Librarian Thomaston Public Library, local News Reporter, local Business or
representative from the Thomaston Rotary and representative from Thomaston Police department.
Roundtable will discuss issues reliable sources, website development, what makes a good
website?, acceptable use, legal issues and student responsibilities.

| Instructional Resources |
|--|
| <p>Big6 Information Skills Video Resource https://www.youtube.com/watch?v=7EsMtlx8wul&feature=share</p> <p>Online resources to support the Big6 http://nb.wsd.wednet.edu/big6/big6_resources.htm</p> <p>International Literacy Association http://www.literacyworldwide.org/</p> <p>Fact Monster http://www.factmonster.com/</p> <p>American Association of School Librarians Standards for the 21st Century Learner http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf</p> <p>ICONN www.iconn.org</p> <p>Media center books and periodicals</p> <p>Social Media Citation Guide http://www.educatorstechnology.com/2013/04/a-great-guide-on-how-to-cite-social.html</p> <p>How do I teach using the Big6</p> <p>The Bright Bird – A story to teach the Big6</p> <p>Kids Health – What is Plagiarism?</p> <p>Exploring Plagiarism, Copyright, and Paraphrasing</p> <p>School Library Journal on Teaching the Big6</p> |

| Instructional Strategies | Meeting the Needs of All Students |
|--|--|
| Oral and written communication | Small group instruction |
| Accessing and analyzing information | Supplementary material |
| Collaboration | Assistive Technology |
| Presentation | Graphic Organizers |
| Teamwork | |
| Cooperative learning | |
| <u>21st Century Skills</u> | <u>Differentiated Instruction</u> |
| Critical thinking and problem solving | Differentiate: |
| Collaboration and leadership | content |
| Agility and adaptability | process |
| Initiative and entrepreneurialism | product |
| Effective oral and written communication | |

Accessing and analyzing information
Curiosity and imagination

Marzano's Nine Instructional Strategies for Effective Teaching and Learning

- 1. Identifying Similarities and Differences:** helps students understand more complex problems by analyzing them in a simpler way
- 2. Summarizing and Note-taking:** promotes comprehension because students have to analyze what is important and what is not important and put it in their own words
- 3. Reinforcing Effort and Providing Recognition:** showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.
- 4. Homework and Practice:** provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments.
- 5. Nonlinguistic Representations:** has recently been proven to stimulate and increase brain activity.
- 6. Cooperative Learning:** has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner.
- 7. Setting Objectives and Providing Feedback:** provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied.
- 8. Generating and Testing Hypotheses:** it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.

Base on Student:
readiness
interests
learning profile

Through:
multiple intelligences
jigsaw
graphic organizers
supplementary materials
small group instruction
varied questioning strategies
additional time
reteaching
manipulatives
mentor/tutor
pre-teaching
use of visuals and realia
ongoing comprehension checks
co-teaching
build on prior knowledge

| <p>9. Cues, Questions, and Advanced Organizers: helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.</p> | | |
|---|---|---|
| <p>New Vocabulary</p> | <p>Students Achieving Below Standard</p> | <p>Students Achieving Above Standard</p> |
| <p>Acceptable Use Policy Cover Title Bibliography Appendix Preface Table of Content Title Page Index Glossary Author Illustrator Publisher Fiction Non-Fiction Electronic resources Scroll Hot links Menu</p> | <p>Reteach Small group instruction Assign a peer mentor</p> <p>The following provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are below grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used.</p> <p><u>Provide Multiple Means of Representation</u></p> <ul style="list-style-type: none"> ● Guide students as they select and practice using their own graphic organizers and models to solve. ● Use direct instruction for vocabulary with visual or concrete representations. ● Use explicit directions with steps and procedures enumerated. ● Guide students through initial practice promoting gradual independence. “I do, we do, you do.” | <p>Serve as a peer mentor Create a website</p> <p>The following chart provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are above grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used. Provide Multiple Means of Representation Teach students how to ask questions (such as, “Do you agree?” and “Why do you think so?”) to extend “think-pair-share” conversations. Model and post conversation “starters,” such as: “I agree because...” “Can you explain how you solved it?” “I noticed that...” “Your solution is different from/ the same as mine because...” “My mistake was to...” Incorporate written reflection, evaluation, and synthesis. Allow creativity in expression and modeling solutions. Provide Multiple Means of Action and Expression Encourage students to explain their reasoning both orally and in writing. Offer choices of independent or group assignments for early finishers.</p> |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> ● Use alternative methods of delivery of instruction such as recordings and videos that can be accessed independently or repeated if necessary. ● Scaffold complex concepts and provide leveled problems for multiple entry points. <p><u>Provide Multiple Means of Action and Expression</u></p> <ul style="list-style-type: none"> ● Have students restate their learning for the day. Ask for a different representation in the restatement. 'Would you restate that answer in a different way or show me by using a diagram?' ● Encourage students to explain their thinking and strategy for the solution. ● Choose tasks that are "just right" for learners but teach the same concepts. <p><u>Provide Multiple Means of Engagement</u></p> <ul style="list-style-type: none"> ● Clearly model steps, procedures, and questions to ask when solving. ● Cultivate peer-assisted learning interventions for instruction (e.g., dictation) and practice (e.g., peer modeling). | <p>Have students share their observations in discussion and writing (e.g., journaling). Facilitate research and exploration through discussion, experiments, internet searches, trips, etc. Let students choose their mode of response: written, oral, concrete, pictorial, or abstract. Increase the pace. Adjust difficulty level by increasing the number of steps (e.g., change a one-step problem to a two-step problem). Provide Multiple Means of Engagement Push student comprehension into higher levels of Bloom's Taxonomy with questions such as: "What would happen if...?" "Can you propose an alternative...?" "How would you evaluate...?" "What choice would you have made...?" Ask "Why?" and "What if?" questions. Accept and elicit student ideas and suggestions for ways to extend games. Cultivate student persistence in problem-solving and do not neglect their need for guidance and support.</p> |
|--|---|--|

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| | <ul style="list-style-type: none">● Have students work together and then check their solutions.● Teach students to ask themselves questions: Do I know the meaning of all the words?; What is being asked?; Do I have all of the information I need?; What do I do first?● Practice routine to ensure smooth transitions.● Set goals with the students regarding next steps and what to focus on next | |
|--|--|--|

Technology Library Media

Unit Two: Digital Citizenship

Subject: Library Media

Grade/Course: Grade 4

Pacing: Twice per week for six weeks

Unit of Study: Internet Use and Digital Citizenship

Unit Overview: Students will practice using online information sources correctly and safely. Students will show good digital citizenship while using online resources and will be able to access appropriate information.

Priority Standards:

Students practice responsible, legal, safe and ethical uses of information resources and technology.

Students will practice online safety.

ISTE: 1a, 1b, 2a, 2b, 2d, 3a-d, 4a-c, 5a-d, 6a, 6b, 6d

| "Unwrapped" Standards | |
|---------------------------------------|---|
| Concepts (What Students Need to Know) | Skills (What Students Need to Be Able to Do) |
| strategies | use (DOK1) |
| variety of knowledge | identify (DOK1) locate (DOK1) access (DOK1) |
| informational strategies | use (DOK1) |
| information need | search (DOK2) |

| | |
|---|--------------------------|
| <p>assess effectiveness of information gathered</p> | <p>understand (DOK2)</p> |
|---|--------------------------|

Essential Understanding
 The appropriate choice and creative use of media allows us to communicate effectively.

| Essential Questions | Big ideas |
|---|--|
| <p>What are the ethics and responsibilities associated with the use of information?</p> <p>What do I need to know before I start my inquiry?</p> <p>What skills and strategies are needed to gather information effectively?</p> <p>How do you utilize the Internet in an ethical and responsible manner?</p> | <p>There are rights and responsibilities associated with the use of information.</p> |

| Assessments | | |
|----------------------------------|--|--|
| Common Formative Pre-Assessments | Progress Monitoring Checks – “Dipsticks” | Common Formative Mid and or Post-Assessments Resources |

| | | |
|---|---|---|
| <p>What is a good digital citizen? List at least three traits.</p> <p>When using the Internet responsibly what three factors do you need to consider?</p> | <p>3,2,1- quick entrance and exit slips including the following information-</p> <p>3 things I learned</p> <p>2 Interesting facts</p> <p>1 thing I still need to know</p> | <p>Write three or more paragraphs explaining guidelines for being a good digital citizen, utilizing the Internet and why they are important.</p> <p>What does it mean to be a good digital citizen? Include at least three characteristics.</p> <p>Brain Pop quiz- Digital Etiquette https://www.brainpop.com/socialstudies/culture/digital-etiquette/quiz/</p> <p>Utilizing Google Docs, students will create a study guide outlining important points/key topics.</p> |
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| Performance Task |
| <p>To be developed during the course of the year in cooperation by Media Specialist and Technology teacher.</p> |
| Engaging Learning Experiences |
| <p>To be developed during the course of the school year.</p> |



Instructional Resources

Utilizing the Chromebooks and Kahoot, a classroom student response system, Teachers create assessments, discussion points, or surveys. Teacher/Library Media Specialist can create a library game show where students answer questions about the library, digital citizenship and a variety of topics using their devices to respond.

Utilizing the website Glossi students will create their own magazine or pamphlet on good Digital Citizenship and then share with students in other grades.

Eduademic Teachers Guide to Digital Citizenship

<http://www.edudemic.com/teachers-guide-digital-citizenship/>

American Association of School Librarians Standards for the 21st Century Learner

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

PBS Webonauts Internet Academy Online Quiz

<http://pbskids.org/webonauts/>

Brain Pop video Digital Etiquette

<https://www.brainpop.com/socialstudies/culture/digitaletiquette/>

Brain Pop Quiz

<https://www.brainpop.com/socialstudies/culture/digitaletiquette/quiz/>

Google Digital Literacy and Citizenship Curriculum:

<http://www.google.com/goodtoknow/web/curriculum/>

Books:

Just Kidding

Author: Trudy Ludwig

Too Perfect

Author: Trudy Ludwig

Sorry!

Author: Trudy Ludwig

Confessions of a Former Bully

Author: Trudy Ludwig

| Instructional Strategies | Meeting the Needs of All Students |
|---|--|
| <p><u>21st Century Skills</u> Critical thinking and problem solving Collaboration and leadership Agility and adaptability Initiative and entrepreneurialism Effective oral and written communication Accessing and analyzing information Curiosity and imagination</p> <p><u>Marzano's Nine Instructional Strategies for Effective Teaching and Learning</u></p> <p>1. Identifying Similarities and Differences: helps students understand more complex problems by analyzing them in a simpler way</p> <p>2. Summarizing and Note-taking: promotes comprehension because students have to analyze what is important and what is not important and put it in their own words</p> <p>3. Reinforcing Effort and Providing Recognition: showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.</p> <p>4. Homework and Practice: provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments.</p> <p>5. Nonlinguistic Representations: has recently been proven to stimulate and increase brain activity.</p> <p>6. Cooperative Learning: has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner.</p> <p>7. Setting Objectives and Providing Feedback: provide students with a direction. Objectives should not be too specific and should be</p> | <p>Differentiated Instruction</p> <p>Differentiate: content process product</p> <p>Base on Student: readiness interests learning profile</p> <p>Through: multiple intelligences jigsaw graphic organizers supplementary materials small group instruction varied questioning strategies additional time reteaching manipulatives mentor/tutor pre-teaching use of visuals and realia ongoing comprehension checks co-teaching build on prior knowledge</p> |

| <p>adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied.</p> <p>8. Generating and Testing Hypotheses: it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.</p> <p>9. Cues, Questions, and Advanced Organizers: helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.</p> | | |
|---|--|---|
| New Vocabulary | Students Achieving Below Standard | Students Achieving Above Standard |
| <p>Media Media Literacy Mass Media Local Media Audience Appeal Ease of Use Cultural Copyright Communication Stereotyping Peers Community Format</p> | <p>The following provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are below grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used.</p> <p><u>Provide Multiple Means of Representation</u></p> <ul style="list-style-type: none"> ● Guide students as they select and practice using their own graphic organizers and models to solve. ● Use direct instruction for vocabulary with visual or concrete representations. | <p>The following chart provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are above grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used. Provide Multiple Means of Representation Teach students how to ask questions (such as, "Do you agree?" and "Why do you think so?") to extend "think-pair-share" conversations. Model and post conversation "starters," such as: "I agree because..." "Can you explain how you solved it?" "I noticed that..." "Your solution is different from/ the same as mine because..." "My mistake was to..." Incorporate written reflection, evaluation, and synthesis. Allow creativity</p> |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> ● Use explicit directions with steps and procedures enumerated. ● Guide students through initial practice promoting gradual independence. “I do, we do, you do.” ● Use alternative methods of delivery of instruction such as recordings and videos that can be accessed independently or repeated if necessary. ● Scaffold complex concepts and provide leveled problems for multiple entry points. <p><u>Provide Multiple Means of Action and Expression</u></p> <ul style="list-style-type: none"> ● Have students restate their learning for the day. Ask for a different representation in the restatement. ‘Would you restate that answer in a different way or show me by using a diagram?’ | <p>in expression and modeling solutions. Provide Multiple Means of Action and Expression Encourage students to explain their reasoning both orally and in writing. Offer choices of independent or group assignments for early finishers. Have students share their observations in discussion and writing (e.g., journaling). Facilitate research and exploration through discussion, experiments, internet searches, trips, etc. Let students choose their mode of response: written, oral, concrete, pictorial, or abstract. Increase the pace. Adjust difficulty level by increasing the number of steps (e.g., change a one-step problem to a two-step problem). Provide Multiple Means of Engagement Push student comprehension into higher levels of Bloom’s Taxonomy with questions such as: “What would happen if...?” “Can you propose an alternative...?” “How would you evaluate...?” “What choice would you have made...?” Ask “Why?” and “What if?” questions. Accept and elicit student ideas and suggestions for ways to extend games. Cultivate student persistence in problem-solving and do not neglect their need for guidance and support.</p> |
|--|---|---|

Technology and Library Media

Unit Three: Communication and Innovation

Subject: Library Media

Grade/Course: Grade 4

Pacing: In collaboration with classroom teacher/specials teacher/ media specialist twice per semester

Unit of Study: Communication and Innovation

Unit Overview: Students will create a media presentation after gathering information online.

Priority Standards:

Students will use appropriate technologies to create, visual, oral and multimedia to present research findings.

Students interpret, evaluate and communicate using digital and visual media.

| "Unwrapped" Standards | |
|--|--|
| Concepts (What Students Need to Know) | Skills (What Students Need to Be Able to Do) |
| information | synthesize and use (DOK1) |
| appropriate technologies | use (DOK1) |
| visual, oral and multimedia to present research findings | create (DOK4) |
| research findings | present (DOK3) |
| creative thinking | demonstrate (DOK4) |
| knowledge | construct (DOK3) |

| | |
|---|-------------------------------------|
| products and processes using technologies | develop (DOK4) |
| using digital and visual media | interpret (DOK2) |
| using digital and visual media | evaluate (DOK2), communicate (DOK2) |

Essential Understanding
A variety of skills and strategies facilitate research.

| Essential Questions | Big ideas |
|---|--|
| <p>How can I use digital and web-based media to collaborate with others?</p> <p>How can I creatively present my research?</p> | <p>There is no end to research and creativity.</p> |

| Assessments | | |
|--|--|---|
| Common Formative Pre-Assessments | Progress Monitoring Checks – “Dipsticks” | Common Formative Mid and or Post-Assessments |
| <p>List three sources where you can find information.</p> <p>What are three presentation tools that you can utilize?</p> | Entrance and Exit Slips | <p>Create a list of three “tips” that were most useful in creating your presentation.</p> <p>Reflect on your finished project. What did you learn about new sources, new tools,</p> |

| | | |
|--|--|--|
| | | and creative ways to present your information. |
|--|--|--|

Performance Task
To be developed by the Media Specialist and Technology Teacher over the course of the school year.

Engaging Learning Experiences
To be developed over the course of the school year.

Instructional Resources

Students create an Illustrated digital project: Use scanned or photographed art to illustrate an original work. Additionally students may use a tablet and **Pencil** animation to create animation and illustrations.

Multimedia Presentation: Using multimedia programs such as Google Slides, Google Sites, PreZentit, Animoto, Vcasmo, Prezi, or Creaza students will create a presentation on a research project. These presentations can be incorporated into any discipline or interdisciplinary project in cooperation with the teacher, media specialist and technology teacher. (4th grade assured experience – Social Studies connection). See Appendix

Use data to explore a global issue: Students will utilize graphing tools such as Create-a-Graph, Chartgizmo, Grapholite, or Chartgo to graph real-time data to identify trends and forecast possibilities (ex: migration, climate change, ocean temperature changes.)

Idea Webbing: Use a graphic organizer program such as Ditch That Textbook to brainstorm topics and create: Pre-Made Graphic Organizers, Venn Diagrams, KWL Charts, Timelines, Cause and Effect, Word Web, Flow Chart, Character Map, Plot Diagram and more. Graphic organizers can be used across disciplines.

Comic Life – Students in History, English, Science and Technology class will storyboard and integrate digital images, text, drawings, video to relate a historical event, personal or family story, science issue, or online story.

History Students create a Classroom exchange learning about a variety of cultures and traditions: Participate in a class project with peers through ePals with other schools within or outside of the district.

Publish Class Newscast, Wikispace, Blog or Newspaper: Students will contribute to a class newspaper or multimedia project.

Virtual Field Trip: Students will participate in “virtual field trip” or “Electronic Field Trip” broadcasts online. Google Virtual Field trips-<https://connectedclassrooms.withgoogle.com/>

Video Production: Students utilize the following video production tools to participate in a class video production on a topic related to global issue, particular time frame in history, reenact a historical event, create an original movie based on a variety of topics and curricular areas.

Class Survey: Poll classmates or others on an important issue, analyze data, determine and present conclusion in a collaborative group.

Digital Storytelling: Create a photostory selecting appropriate digital images to best relate information or a story.

Digital Photography: Take daily digital pictures to record a changing phenomenon (ex: soggy paper

experiment, lunar phases).

Internet Resources:

<http://www.iconn.org>

American Association of School Librarians Standards for the 21st Century Learner

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

Additional Resources:

THS Follett (Books and Periodicals)

| Instructional Strategies | Meeting the Needs of All Students |
|---|---|
| <p>Oral and written communication Accessing and analyzing information Collaboration Presentation Teamwork Cooperative learning</p> <p><u>Marzano's Nine Instructional Strategies for Effective Teaching and Learning</u></p> <p>1. Identifying Similarities and Differences: helps students understand more complex problems by analyzing them in a simpler way</p> <p>2. Summarizing and Note-taking: promotes comprehension because students have to analyze what is important and what is not important and put it in their own words</p> <p>3. Reinforcing Effort and Providing Recognition: showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.</p> <p>4. Homework and Practice: provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have</p> | <p>Small group instruction Supplementary materials Assistive Technology Graphic Organizers</p> <p>Differentiated Instruction</p> <p>Differentiate:</p> <p>content process product</p> <p>Base on Student:</p> <p>readiness interests learning profile</p> <p>Through:</p> <p>multiple intelligences jigsaw graphic organizers supplementary materials small group instruction varied questioning strategies additional time reteaching manipulatives mentor/tutor pre-teaching</p> |

a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments.

5. Nonlinguistic Representations: has recently been proven to stimulate and increase brain activity.

6. Cooperative Learning: has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner.

7. Setting Objectives and Providing Feedback: provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied.

8. Generating and Testing Hypotheses: it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.

9. Cues, Questions, and Advanced Organizers: helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.

use of visuals and realia
ongoing comprehension checks
co-teaching
build on prior knowledge

| New Vocabulary | Students Achieving Below Standard | Students Achieving Above Standard |
|---|---|--|
| Copyright Consumers Communication Stereotyping Peers Parents Community Format Materials | <p>Reteach Small group instruction Assign a peer mentor</p> <p>The following provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are below grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used.</p> <p><u>Provide Multiple Means of Representation</u></p> <ul style="list-style-type: none"> ● Guide students as they select and practice using their own graphic organizers and models to solve. ● Use direct instruction for vocabulary with visual or concrete representations. ● Use explicit directions with steps and procedures enumerated. ● Guide students through initial practice promoting gradual independence. "I do, we do, you do." ● Use alternative methods of delivery of instruction such as recordings and videos that can be | <p>Serve as a peer mentor Create a website</p> <p>The following chart provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are above grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used. Provide Multiple Means of Representation -Teach students how to ask questions (such as, "Do you agree?" and "Why do you think so?") to extend "think-pair-share" conversations. Model and post conversation "starters," such as: "I agree because..." "Can you explain how you solved it?" "I noticed that..." "Your solution is different from/ the same as mine because..." "My mistake was to..." Incorporate written reflection, evaluation, and synthesis. Allow creativity in expression and modeling solutions. Provide Multiple Means of Action and Expression Encourage students to explain their reasoning both orally and in writing. Offer choices of independent or group assignments for early finishers. Have students share their observations in discussion and writing (e.g., journaling). Facilitate research and</p> |

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| | <p>accessed independently or repeated if necessary.</p> <ul style="list-style-type: none"> ● Scaffold complex concepts and provide leveled problems for multiple entry points. <p><u>Provide Multiple Means of Action and Expression</u></p> <ul style="list-style-type: none"> ● Have students restate their learning for the day. Ask for a different representation in the restatement. 'Would you restate that answer in a different way or show me by using a diagram?' ● Encourage students to explain their thinking and strategy for the solution. ● Choose tasks that are "just right" for learners but teach the same concepts. <p><u>Provide Multiple Means of Engagement</u></p> <ul style="list-style-type: none"> ● Clearly model steps, procedures, and questions to ask when solving. ● Cultivate peer-assisted learning interventions for instruction (e.g., dictation) and practice (e.g., peer modeling). ● Have students work together and then check their solutions. | <p>exploration through discussion, experiments, internet searches, trips, etc. Let students choose their mode of response: written, oral, concrete, pictorial, or abstract. Increase the pace. Adjust difficulty level by increasing the number of steps (e.g., change a one-step problem to a two-step problem). Provide Multiple Means of Engagement Push student comprehension into higher levels of Bloom's Taxonomy with questions such as: "What would happen if...?" "Can you propose an alternative...?" "How would you evaluate...?" "What choice would you have made...?" Ask "Why?" and "What if?" questions. Accept and elicit student ideas and suggestions for ways to extend games. Cultivate student persistence in problem-solving and do not neglect their need for guidance and support.</p> |
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| | <ul style="list-style-type: none">● Teach students to ask themselves questions: Do I know the meaning of all the words?; What is being asked?; Do I have all of the information I need?; What do I do first?● Practice routine to ensure smooth transitions.● Set goals with the students regarding next steps and what to focus on next. | |
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Technology and Library Media

Unit Four: Technology Operations and Concepts

Subject: Technology and Library Media

Grade/Course: Grade 4

Pacing: Twice per week.

Unit of Study: Technology Operations and Concepts

Unit Overview: Students will demonstrate a foundation of technology concepts, systems and operations and use computers and other technologies for productivity, problem solving, and learning across all content areas.

Priority Standards:

Students will demonstrate an understanding of the Internet.

Students will demonstrate appropriate keyboarding skills, databases and spreadsheets.

| "Unwrapped" Standards | |
|---------------------------------------|--|
| Concepts (What Students Need to Know) | Skills (What Students Need to Be Able to Do) |
| appreciation and self-motivation | develop (DOK2) |
| appropriate materials | determine (DOK1) |
| appropriate materials | select (DOK1) |

| Essential Questions | Big ideas |
|---|--|
| <p>How can I use technology to be productive and solve problems? How will technology transforms the learning environment?</p> | <p>Effective use of technology enables us to live, learn and work.</p> |

| Essential Understandings |
|--|
| <p>Effective use of technology enables us to live, learn and work.</p> |

| Assessments | | |
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| Common Formative Pre-Assessments | Progress Monitoring Checks – “Dipsticks” | Common Formative Mid and or Post-Assessments Resources |
| <p>Utilizing the sticky note app on the Chromebooks students will create sticky notes outlining key concepts.</p> <p>Muddy Moment- what frustrates and confuses you and why?</p> | <p>3-2-1 Three things you found out, 2 interesting things, 1 you still need to find out.</p> | <p>Utilizing FlipQuiz students create their own gameshow style boards with FlipQuiz. Excellent tool for test preparation, assessment or gauging knowledge. students engaged with this game style learning tool. Students can create a research and technology quiz.</p> |

Performance Task

To be developed during the course of the year by Media Specialist and Technology Teacher.

Engaging Learning Experiences

To be developed during the course of the year by Media Specialist and Technology Teacher.

Instructional Resources

Utilizing Shelfari- Teachers, Media Specialist and students create a virtual shelf list of featured books.

<http://www.shelfari.com>

Utilizing the website Book Adventure, students will be able to search for grade level books, read, create their own reading challenges, take the online quizzes and earn prizes.

<http://www.bookadventure.com>

Utilizing the website Giggle Poetry students will read and rate using the “giggle meter” authors and poetry they have written. <http://gigglepoetry.com>

Utilizing the App Audioboom students create a simple 5 minute audio presentation. Students can create a book talk, book review, or character description. <http://www.audioboom.com>

American Association of School Librarians Standards for the 21st Century Learner

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

| Instructional Strategies | Meeting the Needs of All Students |
|---|---|
| <p><u>21st Century Skills</u> Critical thinking and problem solving Collaboration and leadership Agility and adaptability Initiative and entrepreneurialism Effective oral and written communication Accessing and analyzing information Curiosity and imagination</p> <p><u>Marzano's Nine Instructional Strategies for Effective Teaching and Learning</u> 1. Identifying Similarities and Differences: helps students understand more complex problems by analyzing them in a simpler way 2. Summarizing and Note-taking: promotes comprehension because students have to</p> | <p><u>Differentiated Instruction</u> Differentiate: content process product</p> <p>Base on Student: readiness interests learning profile</p> <p>Through: multiple intelligences jigsaw graphic organizers supplementary materials</p> |

analyze what is important and what is not important and put it in their own words

3. Reinforcing Effort and Providing

Recognition: showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.

4. Homework and Practice: provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments.

5. Nonlinguistic Representations: has recently been proven to stimulate and increase brain activity.

6. Cooperative Learning: has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner.

7. Setting Objectives and Providing Feedback: provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied.

8. Generating and Testing Hypotheses: it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.

9. Cues, Questions, and Advanced Organizers: helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.

small group instruction
varied questioning strategies
additional time
reteaching
manipulatives
mentor/tutor
pre-teaching
use of visuals and realia
ongoing comprehension checks
co-teaching
build on prior knowledge

| New Vocabulary | Students Achieving Below Standard | Students Achieving Above Standard |
|--|---|--|
| <p>Accurate Address Analyze Appropriate Character Communicate Content Copyright Develop Essential Illustration Fable Flashback Foreshadow Irony Tragedy Comedy Setting Point of View Resolution Mood Theme</p> | <p>The following provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are below grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used.</p> <p><u>Provide Multiple Means of Representation</u></p> <ul style="list-style-type: none"> ● Guide students as they select and practice using their own graphic organizers and models to solve. ● Use direct instruction for vocabulary with visual or concrete representations. ● Use explicit directions with steps and procedures enumerated. ● Guide students through initial practice promoting gradual independence. “I do, we do, you do.” ● Use alternative methods of delivery of instruction such as recordings and videos that can be accessed independently or repeated if necessary. ● Scaffold complex concepts and provide leveled | <p>The following chart provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are above grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used. Provide</p> <p>Multiple Means of Representation Teach students how to ask questions (such as, “Do you agree?” and “Why do you think so?”) to extend “think-pair-share” conversations. Model and post conversation “starters,” such as: “I agree because...” “Can you explain how you solved it?” “I noticed that...” “Your solution is different from/ the same as mine because...” “My mistake was to...” Incorporate written reflection, evaluation, and synthesis. Allow creativity in expression and modeling solutions. Provide</p> <p>Multiple Means of Action and Expression Encourage students to explain their reasoning both orally and in writing. Offer choices of independent or group assignments for early finishers. Have students share their observations in discussion and writing (e.g., journaling). Facilitate research and exploration through discussion, experiments, internet searches, trips, etc. Let students choose their mode of response: written,</p> |

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| | <p>problems for multiple entry points.</p> <p><u>Provide Multiple Means of Action and Expression</u></p> <ul style="list-style-type: none"> ● Have students restate their learning for the day. Ask for a different representation in the restatement. 'Would you restate that answer in a different way or show me by using a diagram?' ● Encourage students to explain their thinking and strategy for the solution. ● Choose tasks that are "just right" for learners but teach the same concepts. <p><u>Provide Multiple Means of Engagement</u></p> <ul style="list-style-type: none"> ● Clearly model steps, procedures, and questions to ask when solving. ● Cultivate peer-assisted learning interventions for instruction (e.g., dictation) and practice (e.g., peer modeling). ● Have students work together and then check their solutions. ● Teach students to ask themselves questions: Do I know the meaning of all the words?; What is being asked?; Do I have all of the | <p>oral, concrete, pictorial, or abstract. Increase the pace. Adjust difficulty level by increasing the number of steps (e.g., change a one-step problem to a two-step problem). Provide Multiple Means of Engagement Push student comprehension into higher levels of Bloom's Taxonomy with questions such as: "What would happen if...?" "Can you propose an alternative...?" "How would you evaluate...?" "What choice would you have made...?" Ask "Why?" and "What if?" questions. Accept and elicit student ideas and suggestions for ways to extend games. Cultivate student persistence in problem-solving and do not neglect their need for guidance and support.</p> |
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| | <p>information I need?; What do I do first?</p> <ul style="list-style-type: none"> ● Practice routine to ensure smooth transitions. ● Set goals with the students regarding next steps and what to focus on next. | |
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Technology and Library Media

Unit Five: Literature Appreciation

Subject: Technology and Library Media

Grade/Course: Grade 4

Pacing: School Year

Unit of Study: Literature Appreciation

Unit Overview: Students will choose appropriate literature for pleasure reading and will develop an appreciation for literature.

Priority Standards:

Develop appreciation and self-motivation as a reader.

Determine and select materials appropriate to personal abilities and interests.

| “Unwrapped” Standards | |
|--|---|
| Concepts (What Students Need to Know) | Skills (What Students Need to Be Able to Do) |

| | |
|----------------------------------|------------------|
| appreciation and self-motivation | develop (DOK2) |
| appropriate materials | determine (DOK1) |
| appropriate materials | select (DOK1) |

Essential Understanding
Reading is a foundation skill for learning, personal growth, and enjoyment.

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| Essential Questions | Big ideas |
|----------------------------|------------------|

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| <p>How is reading a lifelong resource for learning, personal growth and enjoyment?</p> | <p>Books open your mind and take you to places you may never have been before!</p> |
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| Assessments | | |
|---|--|---|
| Common Formative Pre-Assessments | Progress Monitoring Checks – “Dipsticks” | Common Formative Mid and or Post-Assessments Resources |
| <p>Students will create a list of what they know and what they think might happen.</p> <p>Students will take a Genre Quizlet to learn about what genres of books are available in the Media Center https://quizlet.com/3576776/library-genres-flash-cards/</p> | <p>The 411- what is the author's objective?</p> <p>3-2-1 Three things you found out, 2 interesting things, 1 you still need to find out.</p> | <p>List the five most interesting, controversial or resonant that you have found in the readings. Include page numbers and a brief rationale.</p> <p>Students share their favorite author with the class and explain why.</p> <p>Students will create a “How Library Media Centers Work” Quizlet https://quizlet.com</p> |

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| Performance Task |
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To be developed during the course of the year by the Media Specialist and Technology Teacher.

Engaging Learning Experiences

To be developed during the course of the year.

Instructional Resources

Utilizing the one or more of the following apps or websites: The app Figment is a community of readers and writers, creators and artists, using the internet to share ideas and stories. In Figment, one can search for particular types of texts/writing, by genre or by tags. Check out Figment's library or spotlight books, or join a group based on interests. There are forums for networking, sharing ideas and opinions, and troubleshooting. Keep up to date on the Daily Fig for contests, polls, and quizzes. Get feedback and share your talents! Grades 4-12. You can use Figment for a summer reading group.

American Association of School Librarians Standards for the 21st Century Learner

http://www.ala.org/aasl/sites/ala.org/aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

| Instructional Strategies | Meeting the Needs of All Students |
|---|---|
| <p><u>21st Century Skills</u> Critical thinking and problem solving Collaboration and leadership Agility and adaptability Initiative and entrepreneurialism Effective oral and written communication Accessing and analyzing information Curiosity and imagination</p> <p><u>Marzano's Nine Instructional Strategies for Effective Teaching and Learning</u></p> <p>1. Identifying Similarities and Differences: helps students understand more complex problems by analyzing them in a simpler way</p> <p>2. Summarizing and Note-taking: promotes comprehension because students have to analyze what is important and what is not important and put it in their own words</p> <p>3. Reinforcing Effort and Providing Recognition: showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if</p> | <p>Differentiated Instruction</p> <p>Differentiate: content process product</p> <p>Base on Student: readiness interests learning profile</p> <p>Through: multiple intelligences jigsaw graphic organizers supplementary materials small group instruction varied questioning strategies additional time reteaching manipulatives mentor/tutor pre-teaching use of visuals and realia</p> |

it is contingent on achieving some specified standard.

4. Homework and Practice: provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments.

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9. Cues, Questions, and Advanced Organizers: helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.

ongoing comprehension checks
co-teaching
build on prior knowledge

| New Vocabulary | Students Achieving Below Standard | Students Achieving Above Standard |
|---|---|--|
| <p>Fiction Non-Fiction Dewey Decimal Call Number Biography Easy Books Chapter Books Graphic Novel Reference Dictionary Bibliography Atlas Almanac World Book Pioneer Library Dictionary Thesaurus Encyclopedia Magazine</p> | <p>The following provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are below grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used.</p> <p><u>Provide Multiple Means of Representation</u></p> <ul style="list-style-type: none"> ● Guide students as they select and practice using their own graphic organizers and models to solve. ● Use direct instruction for vocabulary with visual or concrete representations. ● Use explicit directions with steps and procedures enumerated. ● Guide students through initial practice promoting gradual independence. “I do, we do, you do.” ● Use alternative methods of delivery of instruction such as recordings and videos that can be accessed independently or repeated if necessary. ● Scaffold complex concepts and provide leveled problems for multiple entry points. | <p>The following chart provides a bank of suggestions within the Universal Design for Learning framework for accommodating students who are above grade level in your class. Variations on these accommodations are elaborated within lessons, demonstrating how and when they might be used. Provide</p> <p>Multiple Means of Representation Teach students how to ask questions (such as, “Do you agree?” and “Why do you think so?”) to extend “think-pair-share” conversations. Model and post conversation “starters,” such as: “I agree because...” “Can you explain how you solved it?” “I noticed that...” “Your solution is different from/ the same as mine because...” “My mistake was to...” Incorporate written reflection, evaluation, and synthesis. Allow creativity in expression and modeling solutions. Provide</p> <p>Multiple Means of Action and Expression Encourage students to explain their reasoning both orally and in writing. Offer choices of independent or group assignments for early finishers. Have students share their observations in discussion and writing (e.g., journaling). Facilitate research and exploration through discussion, experiments, internet searches, trips, etc. Let students choose their mode of response: written, oral, concrete, pictorial, or</p> |

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| | <p><u>Provide Multiple Means of Action and Expression</u></p> <ul style="list-style-type: none"> ● Have students restate their learning for the day. Ask for a different representation in the restatement. 'Would you restate that answer in a different way or show me by using a diagram?' ● Encourage students to explain their thinking and strategy for the solution. ● Choose tasks that are "just right" for learners but teach the same concepts. <p><u>Provide Multiple Means of Engagement</u></p> <ul style="list-style-type: none"> ● Clearly model steps, procedures, and questions to ask when solving. ● Cultivate peer-assisted learning interventions for instruction (e.g., dictation) and practice (e.g., peer modeling). ● Have students work together and then check their solutions. ● Teach students to ask themselves questions: Do I know the meaning of all the words?; What is being asked?; Do I have all of the information I need?; What do I do first? | <p>abstract. Increase the pace. Adjust difficulty level by increasing the number of steps (e.g., change a one-step problem to a two-step problem). Provide Multiple Means of Engagement Push student comprehension into higher levels of Bloom's Taxonomy with questions such as: "What would happen if...?" "Can you propose an alternative...?" "How would you evaluate...?" "What choice would you have made...?" Ask "Why?" and "What if?" questions. Accept and elicit student ideas and suggestions for ways to extend games. Cultivate student persistence in problem-solving and do not neglect their need for guidance and support.</p> |
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| | <ul style="list-style-type: none"> ● Practice routine to ensure smooth transitions. ● Set goals with the students regarding next steps and what to focus on next. | |
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Sample Lesson Plan

Cyberbullying: The Power of Words

Essential Question: What should you do when someone uses mean or scary language on the Internet?

Lesson Overview: Students consider that while they are enjoying their favorite websites they may encounter messages from other kids that can make them feel angry, hurt, sad, or fearful. They explore ways to handle cyberbullying and how to respond in the face of upsetting language online. Students discuss all the ways they use technology for communication, put themselves in the shoes of children who are cyberbullied on a kids' game website, and explore both the similarities and differences between in-person versus online communication. Students then brainstorm ways to respond to cyberbullying.

Learning Objectives: Students will be able to empathize with those who have received mean and hurtful messages. Judge what it means to cross the line from harmless to harmful communication online. Generate solutions for dealing with cyberbullying.

Estimated time: 45 minutes

ISTE: 2b, 5a, 5d

Key Vocabulary: Cyberbully: using technology tools such as the Internet and cell phones to Materials and Preparation deliberately upset someone else.

Essential Question: What should you do when someone uses mean or scary language on the Internet?

Lesson Overview: Students consider that while they are enjoying their favorite websites they may encounter messages from other kids that can make them feel angry, hurt, sad, or fearful. They explore ways to handle cyberbullying and how to respond in the face of upsetting language online. Students discuss all the ways they use technology for communication, put themselves in the shoes of children who are cyberbullied on a kids' game website, and explore

both the similarities and differences between in-person versus online communication. Students then brainstorm ways to respond to cyberbullying.

Learning Objectives: Students will be able to

- empathize with those who have received mean and hurtful messages.
- judge what it means to cross the line from harmless to harmful communication online.
- generate solutions for dealing with cyberbullying.

Estimated time: 45 minutes

Break students into groups of four. Distribute the Words Can Hurt Student Handout, one for every four students. • Copy the Talk and Take Action Student Handout, one for each student

Introduction: Warm-up (5 minutes)

INVITE students to share all the ways they enjoy going online and using digital media, such as cell phones and the Internet.

ASK: • What are your favorite websites, if any? • What are your favorite video games, if any? • Who do you stay in touch with through cell phones and the Internet? Responses will vary.

ENCOURAGE students to share the positive feelings and experiences they have had with cell phones, the Internet, and other types of digital media. teach 1 What's the Problem? (15 minutes)

ORGANIZE students into groups of four, and have each group pick a person to record their ideas.

DISTRIBUTE the Words Can Hurt Student Handout. Have the groups of students read the scenario about Rani and Aruna receiving mean messages through a children's game website.

HAVE each group answer the questions, and then have them share their responses with the class. Look for responses that show empathy for Rani and Aruna and acknowledge that the messages are mean and hurtful and should be stopped. Ask students to read the Use Common Sense! section on the Words Can Hurt Student Handout.

INVITE students to share their own stories.

ASK: Have you seen mean messages sent to you or others online? Tell us about it, but do not use real names. Answers will vary.

DIVIDE students into pairs.

INVITE one partner to write the phrase “You’re weird” on a piece of paper, and then hand it to their partner. Tell them that they just received this text.

ASK: What are the reasons the person might have texted “You’re weird”? They’re continuing an inside joke; the first person did something silly at an earlier time; a group of kids is teasing the kid; the person who sent the text really does think the person is weird but is afraid to say it to his or her face. How did the partner feel who was called weird? Possibly like the other person was kidding around, but maybe that the person was teasing or being hurtful.

TELL one person from each pair to say to the other person, “You’re weird,” with a smile on his or her face.

ASK: Why might you feel differently if you could see the person? People give non-verbal cues through facial expressions and body language. Then ask them to imagine that they are online and somebody has sent them a message, which you will read to them. Utilizing the Chromebooks students will then create a journal responding to each of the following statements.

READ each of these messages aloud and allow time for students to respond in the journal entry:

- You are an idiot.
- I’m having a party and you’re not invited.
- I like your new haircut.
- You are really ugly.
- Thanks for the advice. Next time would you mind telling me in person rather than by texting?
- Did you finish your homework?
- Why is it taking you so long to finish it?
- You are such a freak.

REVIEW with students that kids like to go online and use cell phones to email, chat, watch videos, send messages, play games, and do homework. But sometimes the language can get mean or scary. Messages that make people feel bad cross the line. Sometimes that meanness is unintentional, but when people use tools such as the Internet and cell phones to deliberately upset someone else over and over, that’s cyberbullying.

DISCUSS how easy it is to feel angry or upset when somebody sends you a mean or scary message online.

DEFINE the Key Vocabulary term cyberbullying. Explain that cyberbullies deliberately try to make you feel that way, just like real-life bullies.

DISCUSS the following ideas about what they can do when faced with cyberbullying:

- Cooling down can be a good first step when you receive a mean message online. Taking a deep breath, counting backwards from 10, or pausing to think about what you will do next can give you time to think of the BEST way to handle the situation.
- Finding help or telling a trusted adult or a friend can be a good way to take action. You shouldn't deal with the cyberbullying situation alone. The person you tell should be someone who wants to hear what you have to say, and will help you work on a solution. Adults can be especially good because they often have the power to influence the situation, or can give you advice about what to do.
- Ignoring the person who is cyberbullying you can be very effective. Those who bully often like attention. • Whatever you do, remember to keep a copy of your communication with the individual who is cyberbullying you. If you delete the communication, there is no proof of how the bully treated you if you need to show it to a trusted adult.

DISTRIBUTE the Talk and Take Action Student Handout to each student. Utilizing Chromebooks and the website Make Beliefs Comix <http://www.makebeliefscomix.com/>

Have students create a comic strip depicting a cyberbullying scenario and a possible solution. Allow plenty of time. Once they have completed the comic strip ask students to write a post in their journals.

ASK: Why is it a bad idea to send mean or scary messages online? Because they can make the person who gets them upset, angry, or scared. Why might there be more misunderstandings between people when they send online messages as opposed to face-to-face discussion? Online messages can be more confusing or scarier than face-to-face messages because there are no face-to-face cues to help you understand people's intentions. What can kids do when they get cyberbullying messages? They can 1) calm down and take a deep breath, 2) tell a friend or a trusted adult who can help develop a plan to handle the situation, 3) ignore the bully, 4) keep a copy of the communication with the bully.

Resources:

DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE / REV DATE 2015 | CREATIVE COMMONS www.commonsense.org

Criteria For Evaluating Websites

1. AUTHORITY

Authority reveals that the person, institution or agency responsible for a site has the qualifications and knowledge to do so. Evaluating a web site for authority:

- Authorship: It should be clear who developed the site.
- Contact information should be clearly provided: email address, address, phone number.
- Credentials: the author should state qualifications, credentials, or personal background that gives them authority to present information.
- Check to see if the site supported by an organization or a commercial body

2. PURPOSE

The purpose of the information presented in the site should be clear. Some sites are meant to inform, persuade, state an opinion, entertain, or parody something or someone. Evaluating a web site for purpose:

- Does the content support the purpose of the site?
- Is the information geared to a specific audience (students, scholars, general reader)?
- Is the site organized and focused?
- Are the outside links appropriate for the site?
- Does the site evaluate the links?
- Check the domain of the site. The URL may indicate its purpose.

3. COVERAGE

It is difficult to assess the extent of coverage since depth in a site, through the use of links, can be infinite. One author may claim comprehensive coverage of a topic while another may cover just one aspect of a topic. Evaluating a web site for coverage:

- Does the site claim to be selective or comprehensive?
- Are the topics explored in depth?
- Compare the value of the site's information compared to other similar sites.
- Do the links go to outside sites rather than its own?

- Does the site provide information with no relevant outside links?

4. CURRENCY

Currency of the site refers to: 1) how current the information presented is, and 2) how often the site is updated or maintained. It is important to know when a site was created, when it was last updated, and if all of the links are current. Evaluating a web site for currency involves finding the date information was:

- first written
- placed on the web
- last revised

Then ask if:

- Links are up-to-date
- Links provided should be reliable. Dead links or references to sites that have moved are not useful.
- Information provided so trend related that its usefulness is limited to a certain time period?
- the site been under construction for some time?

5. OBJECTIVITY

Objectivity of the site should be clear. Beware of sites that contain bias or do not admit its bias freely. Objective sites present information with a minimum of bias. Evaluating a web site for objectivity:

- Is the information presented with a particular bias?
- Does the information try to sway the audience?
- Does site advertising conflict with the content?
- Is the site trying to explain, inform, persuade, or sell something?

6. ACCURACY

There are few standards to verify the accuracy of information on the web. It is the responsibility of the reader to assess the information presented. Evaluating a web site for accuracy:

- Reliability: Is the author affiliated with a known, respectable institution?

- References: do statistics and other factual information receive proper references as to their origin?
- Does the reading you have already done on the subject make the information seem accurate?
- Is the information comparable to other sites on the same topic?
- Does the text follow basic rules of grammar, spelling and composition?
- Is a bibliography or reference list included?

I-Chart for Taking Notes

| | |
|---------------------------------|---------------|
| Name: | Topic: |
| Sub Topic: | |
| What I Already Know: | |
| Bibliography: | Facts: |
| | |
| | |
| | |
| Interesting Facts | |
| Key Words | |
| New Question to Research | |
| What I Have Learned | |

Sample Lesson Plans:

What is cyberbullying, and how do you deal with it?

Students discuss positive and negative aspects of interacting with others online. Students learn the definition of cyberbullying and help the teacher fill in a Venn diagram that compares in-person bullying with cyberbullying. They then read a story of a student who is cyberbullied, identifying the players involved and how the target might feel.

Students will be able to ...

- empathize with the targets of cyberbullying.
- recognize some of the key similarities and differences between in-person bullying and cyberbullying.
- identify strategies for dealing responsibly with cyberbullying.

This lesson is intended to start students thinking about how they will respond when and if they witness bullying or cyberbullying. It is also useful for teaching the storytelling process.

Activity One: Introduction

Today we are going to learn how to tell a story. The story is going to be about you in the future. I want you to imagine that you see bullying happening here at school, or you see it happen online while you are playing an online game.

Activity Two: The Beginning

Begin by imagining what will happen in this story, in what order. You might start with where you are when the story starts. You could say "I am on the playground" "I am in the cafeteria" "I am playing video games online"

What happens next? Do you see The sixth grader will be guiding the student- remember this is not happening to you but rather someone in the future.

Activity 3- Students will complete the planning worksheets below to give students a basic story plot and outline. Students will be creating a storyboard to plan their comic book. Once each student completes the Storyboard they may begin to create their comic book in one of the following ways.

- Student may choose to draw and scan the original drawings into the computer.
- Using Pencil Animation software students may choose to create an cartoon animation.
- Students may choose Powtoon to create their comic book.

Activity 4- Create the Comic Book

Using the Comic Book Blanks and the Storyboard template, have students draw their own comic books. Students who struggle with drawing or prefer the computer may work with the Chromebooks.

Story Worksheet

This worksheet will help you write a story about seeing bullying or cyberbullying happen. Remember... This story is NOT about YOU being bullied. It is a story about seeing bullying or cyberbullying.

1. Where are you when you see the bullying or cyberbullying happen? For example you could be on the school playground, or you could be at home on your computer. You could be anywhere!

2. Who else is there with you? Is the person being bullied there or just the bully? Are there other adults present? Teachers, parents, friends, other kids or community members?

3. Once all the characters are there what happens first? For example the bully could walk up to the person being bullied.

4. What happens next? Does the bully speak to the target? What does he or she say? Does anyone else say anything?

5. What happens next?

6. What do you do in the scene? Remember you are the bystander so what do you observe happening? What do you do? Think about what was discussed in class about cyberbullying. What are some of the things bystanders can do? Decide on one or two actions that you will take in the story.

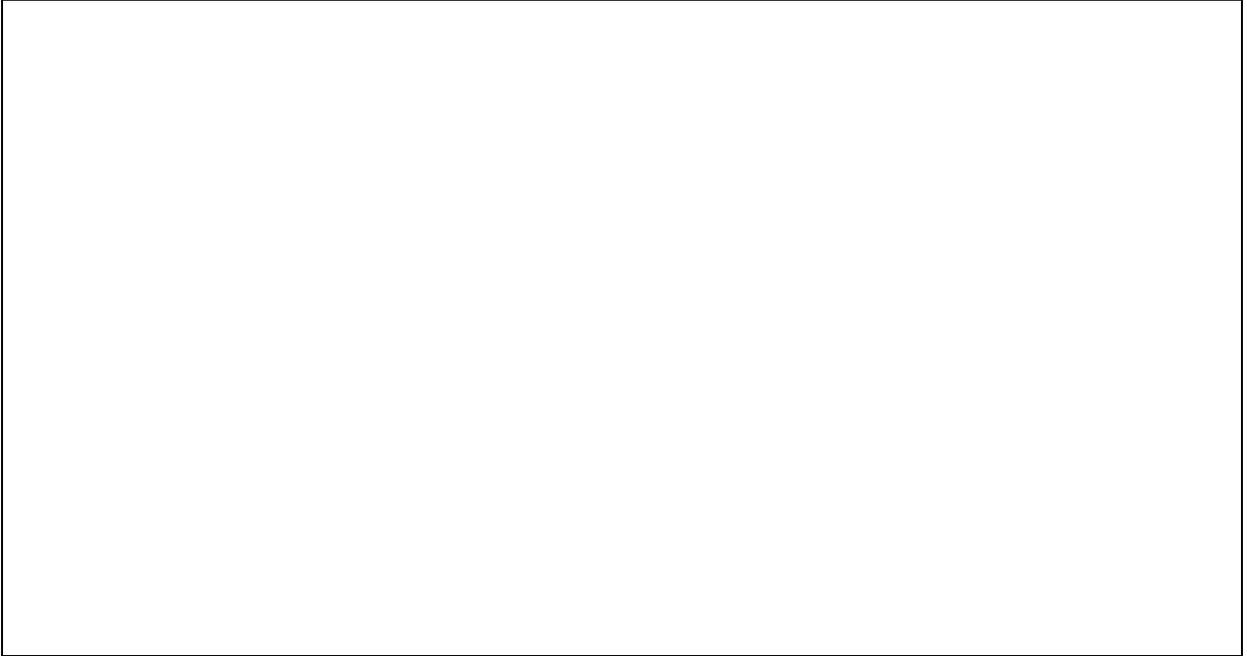
7. How does your story end?

Storyboard for Comic Book

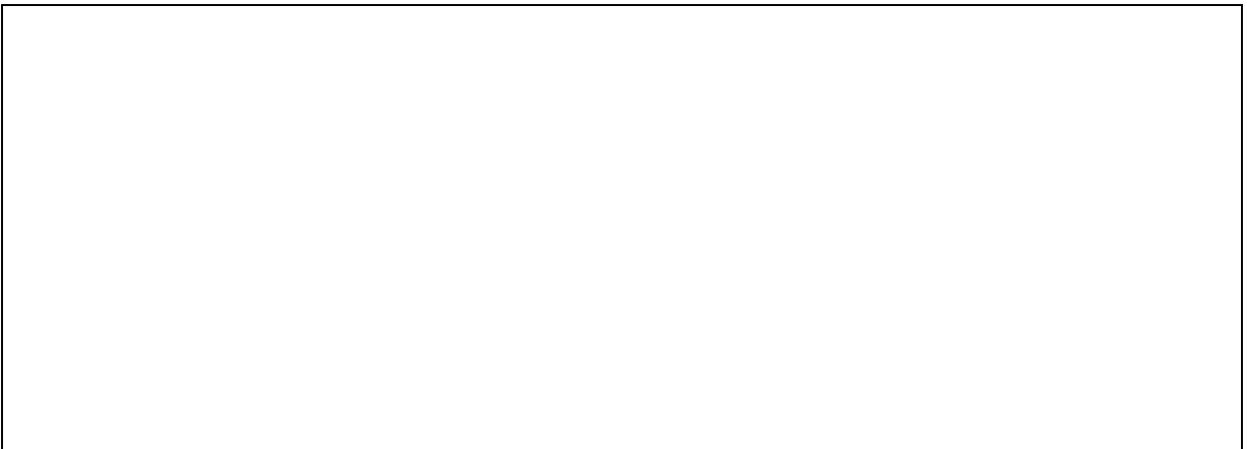
Where are you when you see the cyberbullying happen?

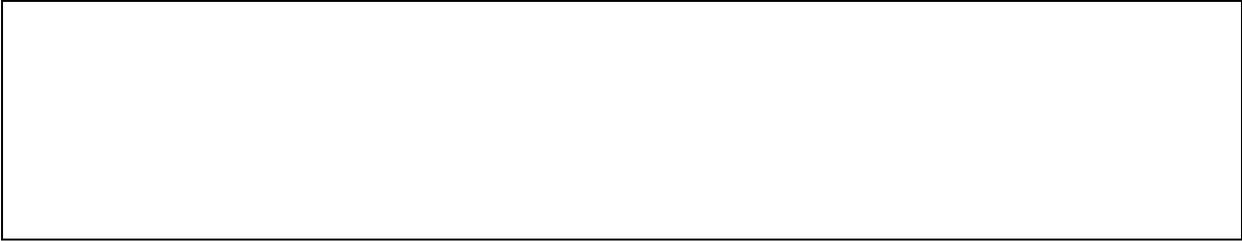


Who else is there?

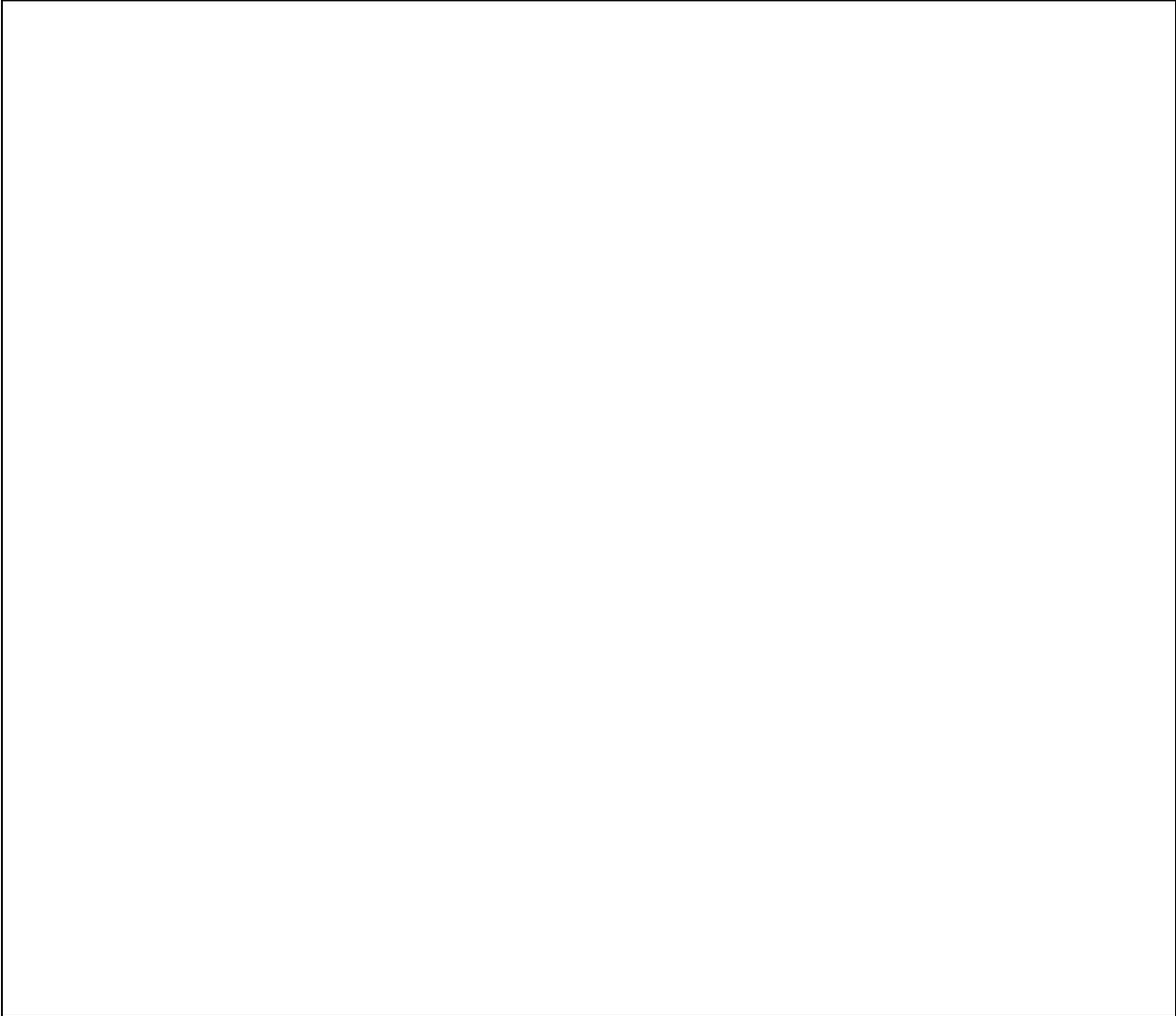
A large, empty rectangular box with a thin black border, intended for a student to write their answer to the question above.

Once all the characters are there what happens first?

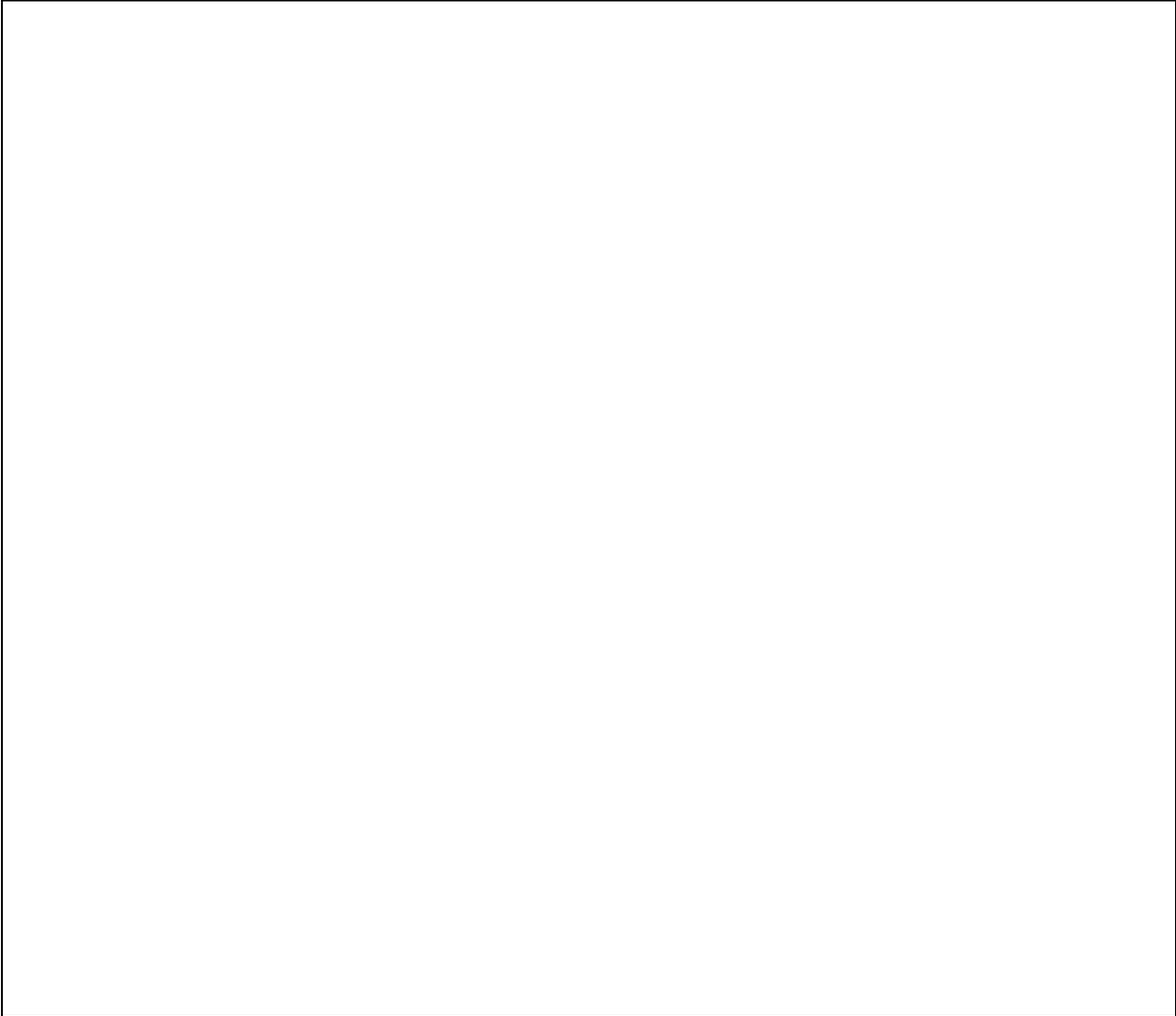
A large, empty rectangular box with a thin black border, intended for a student to write their answer to the question above.

A large, empty rectangular box with a thin black border, positioned at the top of the page.

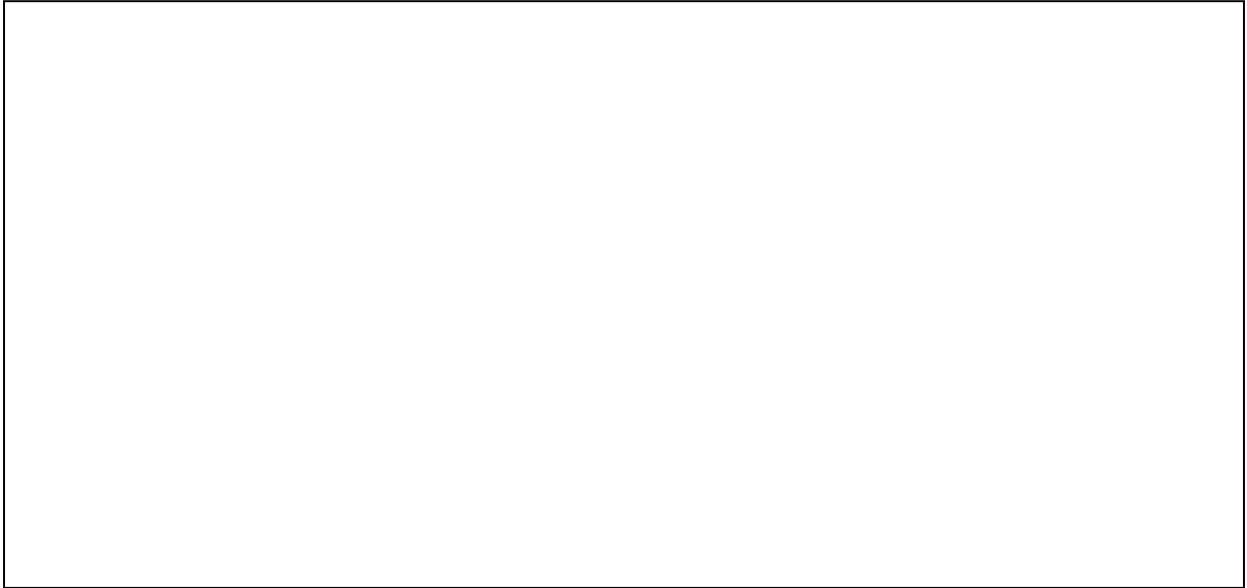
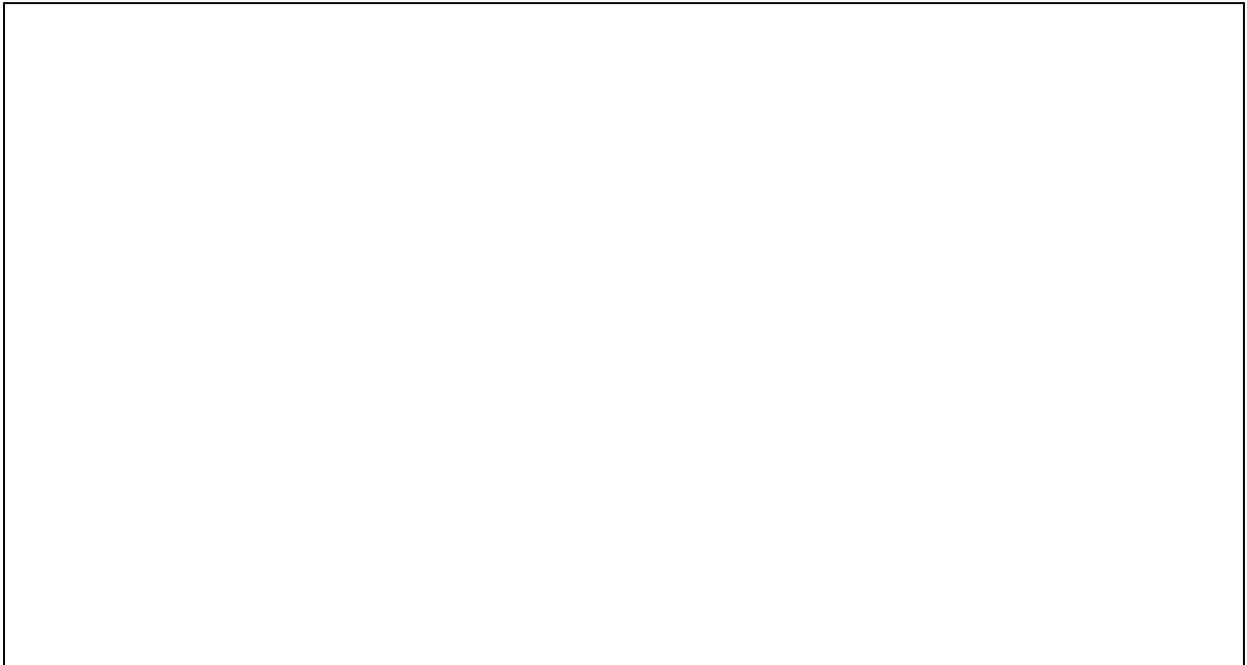
What happens next?

A large, empty rectangular box with a thin black border, occupying the lower half of the page. It is intended for a response to the question above.

What happens next?



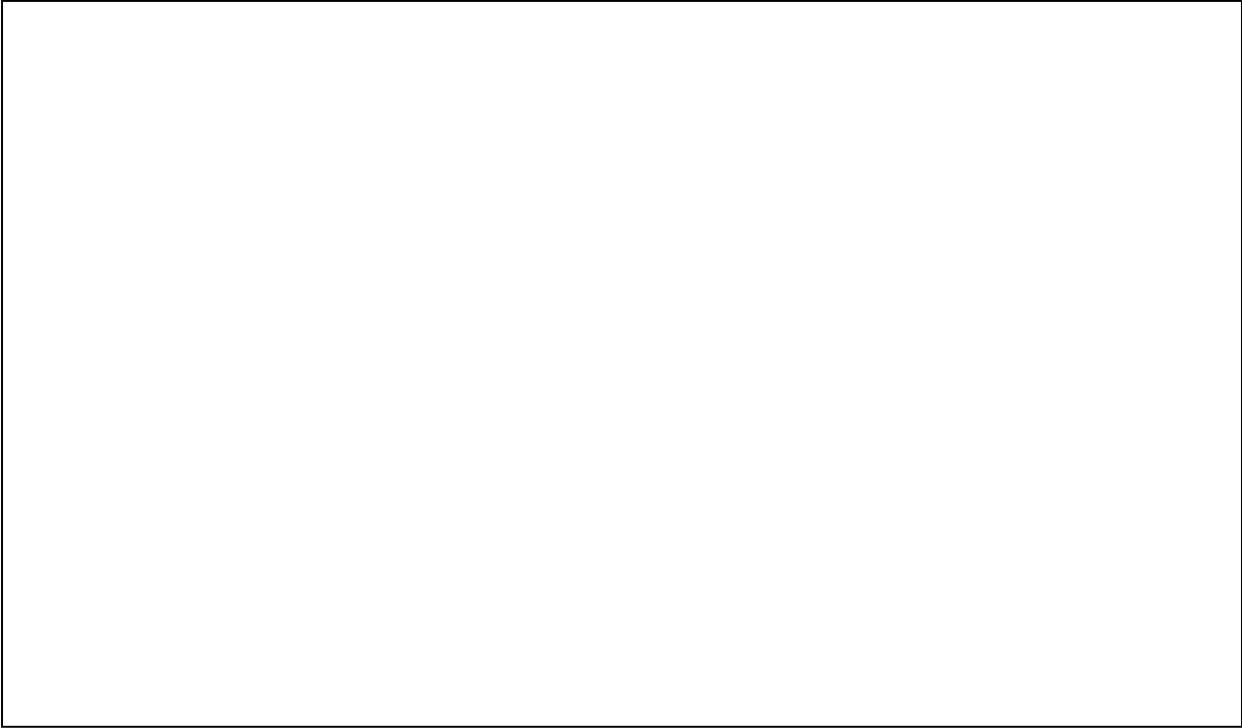
What do you do in this scene? Remember you are the bystander. Think back to the classroom discussion. What should you do? What are some things that bystanders can do? Decide on one or two actions to take.

A large, empty rectangular box with a thin black border, intended for the student to write their response to the prompt above.A second large, empty rectangular box with a thin black border, identical to the one above, providing space for the student to continue their response.

A large, empty rectangular box with a thin black border, intended for writing a story.

How does your story end?

A large, empty rectangular box with a thin black border, intended for writing the ending of a story.



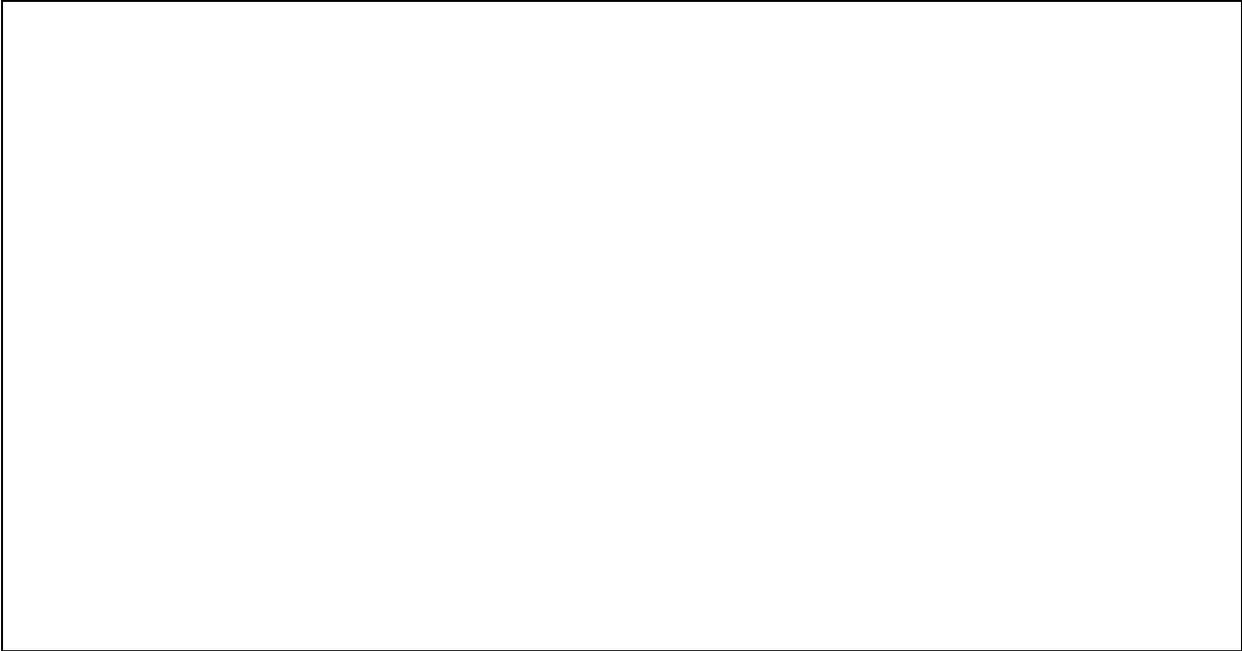
My Comic Book

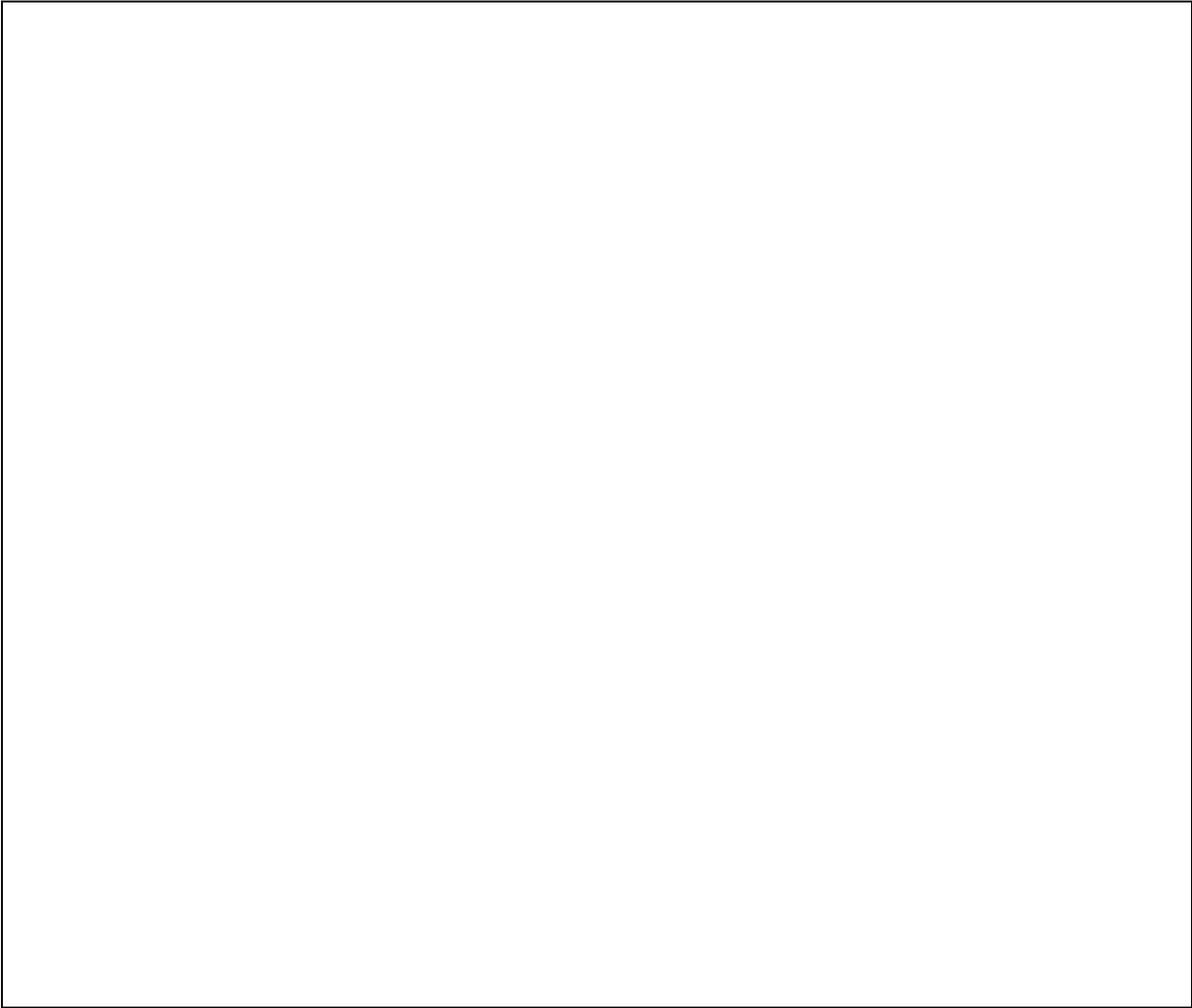
Title _____

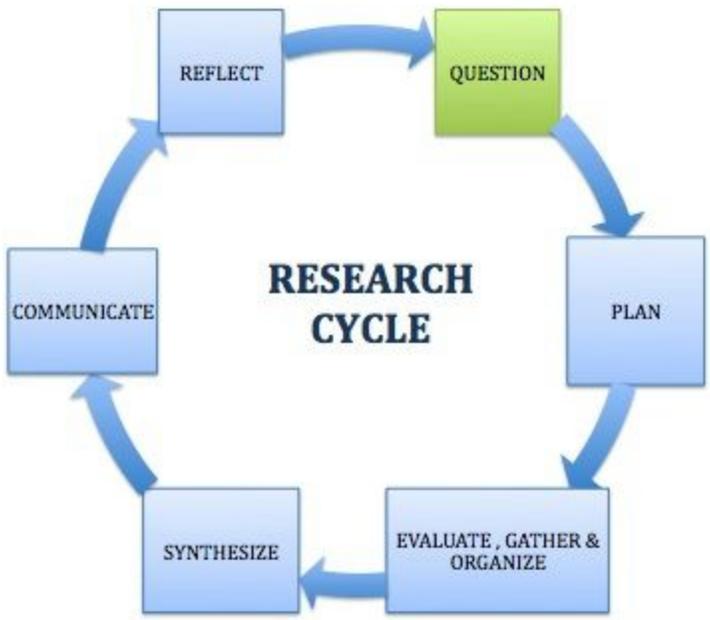
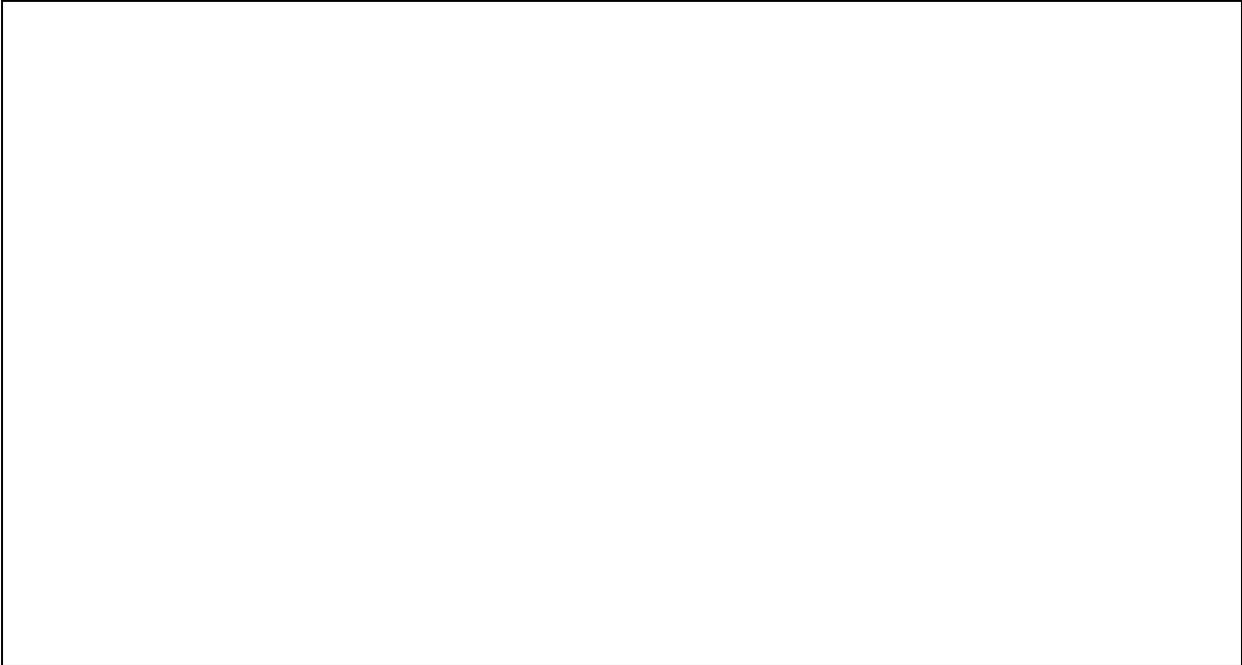
Author _____

Teacher _____









Resources:

13 Google Search Tricks That Make Life a Whole Lot Easier!

<http://www.educatorstechnology.com/2015/04/google-search-tips.html>

Noodle Tools

<http://www.noodletools.com/>

Symbaloo

<http://edu.symbaloo.com/home/mix/researchtechtools>

The 5 W's of Website Evaluation: Who, What, Where, When and Why

<http://www.schrockguide.net/uploads/3/9/2/2/392267/5ws.pdf>

13 Google Search Tricks That Make Life a Whole Lot Easier!!

<http://www.educatorstechnology.com/2015/04/google-search-tips.html>

14 Essential Google Search Tips For Students

<http://www.educatorstechnology.com/2015/08/essential-google-search-tips-for-students.html>

Some Very Good Tutorials To Help Students Develop Online Search Skills

<http://www.educatorstechnology.com/2015/04/tutorials-to-help-students-develop-online-search-skills.html>

USC Beaufort Library Bare Bones Searching Skills

<http://www.sc.edu/beaufort/library/pages/bones/lesson1.shtml>

<http://www.educatorstechnology.com/2015/04/google-search-tips.html>

15 Rules of Netiquette for Online Discussion Boards

that means
"etiquette for the net"

"Netiquette" refers to rules of etiquette that apply to online communication.

Follow these 15 rules of netiquette to make sure you sound respectful, polite, and knowledgeable when you post to your class's online discussion boards.



RULE OF THUMB

If you wouldn't do or say something in real life, don't do it online either.

1

Before posting your question to a discussion board, check if anyone has asked it already and received a reply. Just as you wouldn't repeat a topic of discussion right after it happened in real life, don't do that in discussion boards either.

2

Stay on topic - Don't post irrelevant links, comments, thoughts, or pictures.

3

Don't type in ALL CAPS! If you do, it will look like you're screaming.

4

Don't write anything that sounds angry or sarcastic, even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.

5

Always remember to say "Please" and "Thank you" when soliciting help from your classmates.

6

Respect the opinions of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. Acknowledge that others are entitled to have their own perspective on the issue.

7

If you reply to a question from a classmate, make sure your answer is accurate! If you're not 100% sure when the paper is due, DO NOT GUESS! Otherwise, you could really mess things up for your classmates and they will not appreciate it.

9

Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.

8

If you ask a question and many people respond, summarize all answers and post that summary to benefit your whole class.

10

Don't badmouth others or call them stupid. You may disagree with their ideas, but don't mock the person.

13

Check the most recent comments before you reply to an older comment, since the issue might have already been resolved or opinions may have changed.

11

If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.

12

Before asking a question, check the class FAQs or search the internet to see if the answer is obvious or easy to find.

14

Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go - it happens to the best of us.

15

Run a spelling and grammar check before posting anything to the discussion board. It only takes a minute, and can make the difference between sounding like a fool and sounding knowledgeable.



Virtual Field Trip Resources

John Muir Exhibit This exhibit by the Sierra Club offers the concise story of Muir's life, writings, and works. It includes sounds, video, and text.

Secrets of Easter Island This is a beautiful Web site put together by Nova and PBS. It includes a tour of the island and the game Move a Megalith.

Explore the Estuary If your students are studying the tides, ocean, or water dwellers, this is an excellent site. It includes video tours.

The JASON Project This many-faceted site hopes to "put the thrill of discovery back into the classroom." It offers several different trips, including one that follows a crew living aboard the space station.

Reach the World Sail around the world on a 43-foot sailboat, and meet the crew who did it. You'll find separate centers for teachers and students.

PolarHusky.com This site chronicles the dogsledding expeditions made especially to educate the children of the world.

GOALS: Global Online Adventure Learning Educators developed this Web site to "intrigue you with the adventures, the sciences, the technologies and the underlying laws of nature that make them possible."

Virtual Field Trips If you're looking for a museum trip, here's a list of several available on the Web.

Virtual Field Trips Here's another site where you can create your own field trip or try out other teachers' efforts.

- See more at: http://www.educationworld.com/a_tech/tech/tech071.shtml#sthash.C691cs6j.dpuf

Electronic Field Trip- <http://www.history.org/history/teaching/eft/index.cfm>

Smithsonian Museum

Not all cities have access to an incredible natural history museum like the Smithsonian. This virtual tour is the next best thing to taking an actual field trip to the Smithsonian.

UPM Forest Life- www.upmforestlife.com

Moon in Google Earth- <http://www.google.com/earth/explore/showcase/moon.html>

Planet in Action-<http://planetinaction.com/places.htm>

AR sites- <http://www.arsights.com/>

