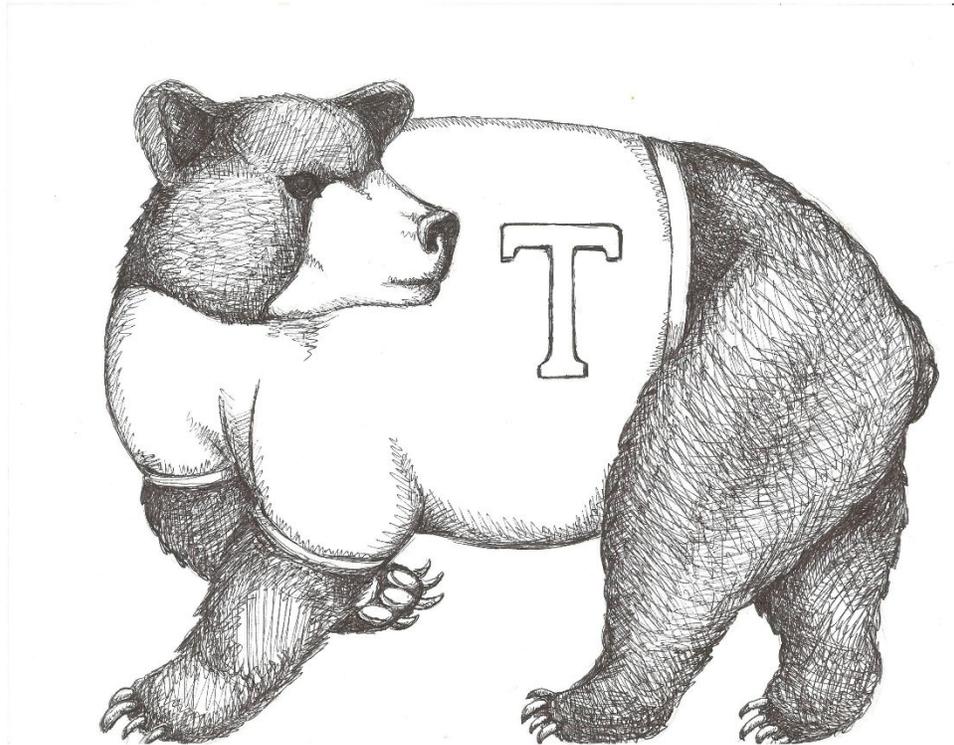


Thomaston Public Schools

158 Main Street

Thomaston, Connecticut 06787

www.thomastonschools.org – 860-283-4796



Thomaston Public Schools Curriculum

**Thomaston High School
Grade 5: 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: October 2015

Technology Curriculum Grade 5

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: Technology and Library Media

Grade/Course: Grade 5

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 use organizational strategies to identify, locate and access a variety of information sources.

Students will understand social, cultural issues relating to media and technology and practice 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

A variety of strategies facilitate research.

<p>Essential Questions What skills and strategies can you use to gather information effectively? What skills and strategies are needed to solve problems, and conduct research?</p>	<p>Big ideas Media Centers and books hold the keys to your knowledge.</p>
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Assessments		
Common Formative Pre-Assessments	Progress Monitoring Checks – “Dipsticks”	Common Formative Mid and or Post-Assessments
<p>List 5 strategies to gather information effectively?</p> <p>What are some available resources in the Media Center? Be specific.</p> <p>What resources work best for specific research tasks?</p>	<p>Working in Google Docs Students will “Define”- pick out an important word or phrase that the author has introduced and “Define” in a shared document. What does the word or phrase mean? Students will be able to add or adjust to the document throughout the entire lesson.</p>	<p>Compare and Contrast- Utilizing Chromebooks students will create a T chart to identify a theory or idea the author has written about and then identify an opposite theory. What are the similarities and differences between these ideas. Students will share document with the class.</p>

Performance Task

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

Engaging Learning Experiences

To be developed over the course of the year.

Instructional Resources

NoodleTools

<http://www.noodletools.com/debbie/literacies/information/5locate/adviceengine.html>

NoodleQuest

<http://noodlequest.com>

OpenEd

<https://www.opened.com/>

Big6 Information Skills Video Resource

<https://www.youtube.com/watch?v=7EsMtlx8wul&feature=share>

International Literacy Association

<http://www.literacyworldwide.org/>

Fact Monster

<http://www.factmonster.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

ICONN

www.iconn.org

Media center books and periodicals

Instructional Strategies	Meeting the Needs of All Students
<p>Oral and written communication</p> <p>Accessing and analyzing information</p> <p>Collaboration</p> <p>Presentation</p> <p>Teamwork</p> <p>Cooperative learning</p>	<p>Small group instruction</p> <p>Supplementary materials</p> <p>Assistive Technology</p> <p>Graphic Organizers</p>
<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><u>Differentiated Instruction</u></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>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 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>		
<p align="center">New Vocabulary</p>	<p align="center">Students Achieving Below Standard</p>	<p align="center">Students Achieving Above Standard</p>
<p>Acceptable Use Policy Annotated Autobiography Bibliography Biography Bar Code Biopic Call number Circulation Copyright Cross Reference Fiction Non Fiction Genre Renewal Recall Reserve</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 align="center"><u>Provide Multiple Means of Representation</u></p>	<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</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><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. 	<p>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 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</p>
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	<ul style="list-style-type: none">● 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?● Practice routine to ensure smooth transitions.● Set goals with the students regarding next steps and what to focus on next	<p>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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Technology Library Media

Unit Two: Digital Citizenship

Subject: Library Media

Grade/Course: Grade 5

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 understand social, cultural issues relating to media and technology and practice online safety.

Students will be aware that media literacy is a lifelong skill integral to digital citizenship, critical thinking, informed decision-making and active participation in our society.

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)
assess effectiveness of information gathered	understand (DOK2)

Essential Understanding
There are rights and responsibilities associated with the use of information.

Essential Questions	Big ideas
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<p>What are the ethics 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>The Internet is the information highway.</p>
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Assessments		
Common Formative Pre-Assessments	Progress Monitoring Checks – “Dipsticks”	Common Formative Mid and or Post-Assessments Resources

<p>What is a good digital citizen? Describe five characteristics.</p> <p>Utilizing Quizlet, students create a Digital Citizenship quiz.</p>	<p>Quick entrance and exit slips including key Digital Citizenship terms.</p> <p>3,2,1- What are 3 things I learned, 2 Interesting facts and 1 thing I still need to know.</p> <p>Utilizing a student response system students will receive immediate feedback on key concepts and terms.</p>	<p>What does it mean to be a good digital citizen? Include at least three characteristics.</p> <p>Grade 5 Brain Pop quiz- Digital Etiquette https://www.brainpop.com/socialstudies/culture/digital-etiquette/quiz/</p> <p>Podcast- Students will play the part of a content expert and discuss content-related issues on a podcast, using the free Easy podcast.</p> <p>Students can respond to prompts using Padlet, a virtual corkboard where many computer users can simultaneously post their responses, followed by a focused whole-class discussion of students' answers. The instructor doesn't always have to develop prompts -- students can invent and submit one or more potential exam questions and answers on relevant content. Tell them that you'll include the best contributions on a forthcoming quiz.</p>
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Performance Task

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

Engaging Learning Experiences

To be developed during the course of the year.

Instructional Resources

Infuse Learning is a free student response system that works with any Internet-connected device. Infuse Learning allows teachers to push questions, prompts, and quizzes out to students' devices in private virtual classrooms.

Quiz Socket is a tool developed for the purpose of enabling teachers to quickly gather feedback from students. Quiz Socket enables students to respond to questions through their cell phones, tablets, and laptops. The teacher controls the pace of the quiz by simply clicking "next question" to move the quiz along.

Verso is a free service that offers a nice way to deliver flipped lessons to students and gather feedback from them. As a teacher you can create Verso classrooms that your students join. In your classroom you can post videos, links, and files from your Google Drive account. Include response prompts with each item that you post. You can specify how many responses you want to gather from each student. When students sign into your Verso classroom they will see every new item you've posted for them. If you've posted a video it will play within the Verso environment. Students can track their completion progress in their account dashboards.

Edudemic 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

Brain Pop video Digital Etiquette

<https://www.brainpop.com/socialstudies/culture/digital-etiquette/>

Brain Pop Quiz

<https://www.brainpop.com/socialstudies/culture/digital-etiquette/quiz/>

Google Digital Literacy and Citizenship Curriculum:

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

Teaching Channel

<https://www.teachingchannel.org/videos/teaching-digital-citizenship>

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>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>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.</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
scam multimedia cyberbullying storyboard netiquette plagiarism Internet safety Digital Citizenship	<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. 	<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,</p>

	<ul style="list-style-type: none"> ● 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><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>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 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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Technology and Library Media

Unit Three: Communication and Innovation

Subject: Library Media

Grade/Course: Grade 5

Pacing: In collaboration with classroom teacher per semester

Unit of Study: Communication and Innovation

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

Priority Standards:

Students use digital media to interact with others, work collaboratively and demonstrate global awareness.

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

“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)

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Essential Understanding

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

Essential Questions	Big ideas
<p>How does the appropriate choice of media allow for more effective communication?</p> <p>Is there more to the message than meets the eye?</p>	<p>Communication, Innovation and Creativity are limitless.</p>

Assessments		
Common Formative Pre-Assessments	Progress Monitoring Checks – “Dipsticks”	Common Formative Mid and or Post-Assessments
<p>List 3 Effective Ways of Communicating your ideas.</p> <p>List 10 Keywords you must include in your presentation and why.</p>	<p>Letter- Explain the _____ in a letter to your best friend.</p> <p>Entrance and Exit Slips</p> <p>Why now? Ask Students why now- and have them explain to you the progress of their project.</p>	<p>Rate Understanding.</p> <p>Clicker/Response system.</p> <p>Talk Show Panel- have students become the panel of experts and debate the finer points presented.</p> <p>Using Pencil Animation/ Flash or another free graphic program visually represent</p>

		new knowledge.
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Performance Task

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

Engaging Learning Experiences

To be developed through the course of the year.

Instructional Resources

Illustrated digital project: Use scanned or photographed art to illustrate an original work.

Use data to explore a global issue: Use real-time data to identify trends and forecast possibilities (ex: migration, climate change, ocean temperature changes.)

Interactive Models: Manipulate electrical circuit variables and predict outcomes, create the elements of a system using the Interactive Whiteboard (Smartboard).

Comic Life – Storyboard and integrate digital images, text, drawings, video to relate a historical event, personal or family story, science issue, or online story.

Classroom exchange: 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: Contribute to a class newspaper or multimedia project.

Virtual Field Trip: Participate in “virtual field trip” - study space through virtual space tour.

Webquest: Participate in an inquiry-based, online activity and discussion forum. (5th grade assured experience – Science connection).

Video Production: Participate in a class video production on a topic related to global issue.

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).

Digital Video Production: Incorporate still, moving images, sound and audio to create a presentation about an issue, personal story or creative work.

Internet Resources:

<http://www.common sense media.org>

<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 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</p>	<p>Small group instruction Supplementary materials Assistive Technology Graphic Organizers</p> <p>Differentiated Instruction 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>

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.

New Vocabulary	Students Achieving Below Standard	Students Achieving Above Standard
<p>Audience Annotate Consistent Contrast Design Effective Embedded Evaluate Layout Overlay Template Transition</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.” ● 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>

	<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 5

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 in the use of computers and applications including an understanding of technology concepts, systems and operations.

Students will use productivity software including word processing and multimedia/presentation.

“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 transform the learning environment?</p>	<p>Effective use of technology enables us to live, learn and work.</p>

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

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Performance Task

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 Chromebooks and Haiku Deck, students create stunning, image-rich slideshows in a fraction of the time required by most presentation software. Easily import photos from Google Drive, Facebook, and other popular sites, or tap into millions of free Creative Commons images through the app's unique built-in keyword image search. Sizing, formatting, and attribution are all handled seamlessly, leaving you plenty of time to focus on your message.

Utilizing the website Newsela-Explore a library of high-quality, engaging nonfiction articles as well as assessments. Newsela's constantly expanding archive helps students develop a love of reading while they expand their understanding of the world.

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</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</p>

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.

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 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>

	<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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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 the ability to independently read and understand a variety of literature.

Determine and select materials appropriate to personal abilities and interests.

Develop the ability to recognize and identify various genres of literature.

“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 Understandings

Reading will give students a link to the past, present and the future.

Essential Questions	Big ideas
How does reading become a foundational skill for learning, personal growth and enjoyment?	Books allow you to experience things you may never experience!
How does an understanding of literary elements increase enjoyment of fiction, poetry and drama?	Reading critically is essential to growth as a person.

Assessments		
Common Formative Pre-Assessments	Progress Monitoring Checks – “Dipsticks”	Common Formative Mid and or Post-Assessments Resources
Create an Intrigue Electronic Journal Survey students to gauge perception and feeling about reading.	The 411- what is the author's objective? 3-2-1 Three things you found out, 2 interesting things, 1 you still need to find out.	List the five most interesting, controversial or resonant that you have found in the readings. Include page numbers and a brief rationale. Have students illustrate perceptions and feelings about what they are reading.

		Share your favorite book, poem or character with the class.
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Performance Task

Students will create a Voki that best resembles the student, a character in a story or an author of their choice.

Engaging Learning Experiences

Step one:

Classroom discussion- students will discuss favorite books and authors with the class and identify several authors that they have read and enjoyed. Students will identify several characters that they identify with. (knowledge and comprehension)

Step Two:

Students will research a specific topic that relates to a novel they have read- for example Chris Crutcher and Athletic Shorts topics include bullying, prejudice, physical and emotional abuse(knowledge and comprehension)

Step Three:

Students will research cultural and political influences and storyboard important discussion points.

Step Four:

Students will then create a script for their Voki out of the discussion points.

Step Five:

Students will record the created script utilizing the Voki website. (Application and Synthesis)

Step Six:

Students will present to the class their created Voki.

Step Seven:

Group discussion on the information presented via the Voki. Who's Voki was most realistic to the author, student? Which Voki presented the best information? What new information did students learn? Final thoughts and comments?

Instructional Resources

Ideas:

Skitch is a free app that helps students to communicate visually with friends, co-workers, and the world. Students can markup and edit images, add text, highlight, blur, arrows, sticker to mark images.

Digital Public Library of America (DPLA) brings together the riches of America's libraries, archives, museums, and cultural heritage sites making them freely available to students and teachers. DPLA is project-based learning at its best. Use the open DPLA API and have your students [develop apps](#).

Adobe Voice is a tool for creating stories by recording voice over your own images or a library of themes, images, fonts and music. Students can easily create beautiful presentations with virtually no learning curve.

Glogster- This favorite web-based interactive poster tool is even better as an app, because of the drag-and-drop Glog canvas. There's an impressive library of educational graphics, categorized by subject, as well as handy templates and a sweet collection of text displays. Finished Glogs can be shared on Pinterest, Facebook, or may be tweeted, emailed or exported. Saved glogs are instantly synced and available online. A button links glog creators to Glogpedia, a template library of thousands of categorized Glogs from classrooms around the world.

Lego Movie Maker allows students to create stop-motion movie with this intuitive app that makes it easy to stage LEGOs and other objects, take multiple pictures and bring them to life as a sophisticated animation. Have your students use this app to set up stop motion films. Have students place characters in historic or book character scenes.

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

Voki

<http://www.voki.com>

Storyboard That

<http://www.storyboardthat.com>

Read Write Think

<http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html?tab=4#tabs>

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 adaptable to students' individual objectives. There is no such thing as too much positive</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>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>Accurate Address Analyze Appropriate Character Communicate Content Copyright Develop Essential Illustration Fable Flashback Foreshadow Irony Tragedy Comedy Setting Point of View Resolution</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 	<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</p>

<p>Mood Theme</p>	<p>organizers and models to solve.</p> <ul style="list-style-type: none"> ● 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><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>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 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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Provide Multiple Means of Engagement

- 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?
- Practice routine to ensure smooth transitions.
- Set goals with the students regarding next steps and what to focus on next.

Sample Lesson Plan

Library Media Center

Grade 5

Brief Description

Students learn the six criteria for evaluating Web sites and then use those criteria to locate three sites that provide good information and three that do not.

Objectives

Students will

- Understand the six criteria for evaluating Web sites
- Identify Web sites with accurate, relevant, and current information on a given topic

Keywords

Internet research, Web site evaluation, information literacy

Materials Needed

- Chromebooks
- Access to Google Docs

Lesson Plan

To prepare for this lesson, review the Education World techtorial [Improving Media Literacy](#), which explains the six criteria for evaluating a Web site: coverage, objectivity, currency, origin, accuracy, and purpose. You might want to use the techtorial as the basis for your opening discussion of this activity with students.

Begin the lesson by asking students if they think everything on the Internet is accurate. Ask them to share how they decide whether information on the Web is accurate. You might want to display [Save the Pacific Northwest Tree Octopus](#) and ask students to evaluate the site based on their own criteria.

Then, walk students through the six criteria in [Improving Media Literacy](#). Encourage students to take notes, or have a handout available to them.

Ask students to choose an appropriate -- and fun -- topic (such as skateboarding), or assign a topic to them. Then have them (working individually or with a partner):

- Type or handwrite a list of the six criteria, and explain what a good site might include to fulfill each criterion. For example, a student researching skateboarding may write:
 - Coverage: A good Web site would include information on the top skateboarders in the world, as well as links to manufacturers, competitions, and hints/tips for skateboarding.
 - Objectivity: A good Web site would provide both sides of the debate on whether skateboarders should be allowed on such public areas as sidewalks, plazas, parks, and so on.
 - Currency: A good Web site would provide the results from the most recent major skateboarding competitions.
- Open the Internet on the computer.
- Use a search engine to find six Web sites related to their chosen topic; three sites that are useful for doing research and three that are not. (Note: If students have not searched the Internet before, you might want to walk them through this step.)
- Write or type the URL and site name for each.
- Explain in writing and in complete sentences why the site is a good or poor choice for research, including the criteria used to make those decisions. For example: *Bob'sSkateboardingMagic.net is NOT a good choice for research because Bob, who is 9 years old, only has copied and pasted pictures of his favorite skateboarders. There's not much information (coverage) and Bob is not an expert (origin) on skateboarding.*
- Turn in their work or share their work with their classmates, perhaps displaying one good and one poor Web site.

As each student or student pair share their work, encourage other students to discuss whether they agree or disagree with the choices made.

Assessment

Students will be evaluated on

- their understanding and application of the six criteria for evaluating Web sites as demonstrated in their written work
- their interpersonal skills and teamwork (if working with a partner)

National Standards

TECHNOLOGY

GRADES K - 12

[NT.K-12.2](#) Social, Ethical, and Human Issues

[NT.K-12.5](#) Technology Research tools

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

Fifth Grade Cyberbullying Movie

This lesson utilizes the creation of simple, animated movies to encourage children to present their own views of bullying and cyberbullying.

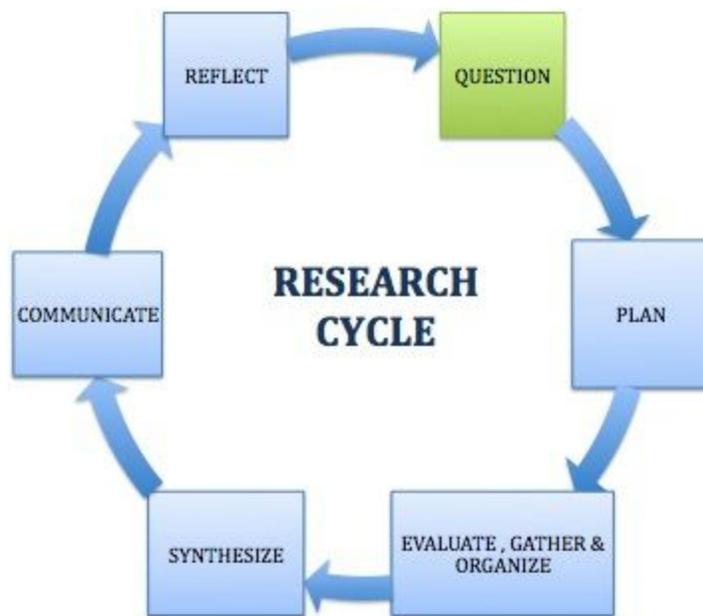
Activity #1: Introduction Today we're going to explore what kinds of experiences you've had or seen with cyberbullying. Before we start, can anyone define cyberbullying for us?

- Intentional meanness or cruelty
- Happens more than once
- The bully has more power than the target.
- Bullying that happens on the computer or on cell phones?

Activity #2: Utilizing one of the following programs:

- Animoto
- One True Media
- Pencil Animation
- Motion Box

Students will create an online cartoon, animated movie or movie about cyberbullying. This activity involves students planning a brief story about cyberbullying, and then using



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>

<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.



