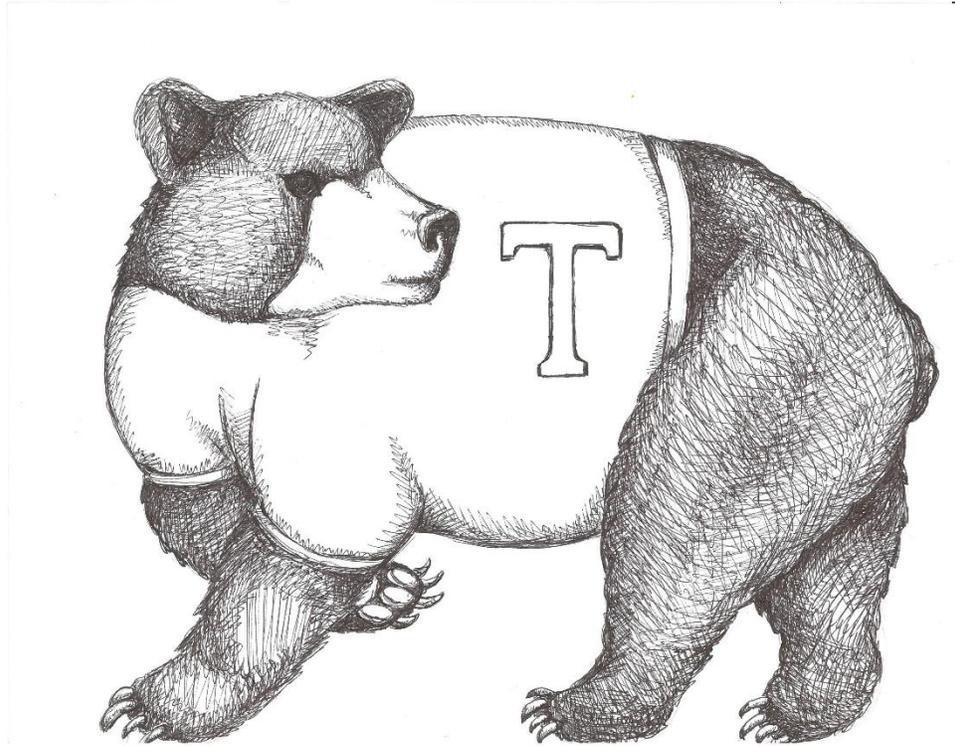


Thomaston Public Schools

158 Main Street

Thomaston, Connecticut 06787

www.thomastonschools.org – 860-283-4796



Thomaston Public Schools Curriculum

Thomaston High School

Grades 9-12: Technology 2015

Learn to Live, Live to Learn

Acknowledgements

Curriculum Writer(s): *Michelle Dayton, Preston Soeprasetyo*

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: August 2015

(Technology Curriculum Grade 9-12)

Grade Nine- Twelve Library Media/Technology

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.

Technology Unit -

Rigorous Curriculum Design Template

Unit : 1

Subject: Library Media/Technology

Grade/Course: Grade 9-12

Pacing: 2 weeks

Unit of Study: Research, Information Fluency

Unit Overview: Students will use effective research and organizational strategies and appropriate multimedia tools to present findings.

Priority Standards:

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

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

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

ISTE 3a-Plan strategies to guide inquiry. 3b-Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media

ALA Standard 8:3: Student will use information technology responsibly.

“Unwrapped” Standards	
Concepts (What Students Need to Know)	Skills (What Students Need to Be Able to Do)
Question Plan Gather information Sort and sift information Synthesize sources and information Evaluate Communicate and Present	Who, What, When Where, Why (1) Identify, (1) Categorize, (2) Investigate (3) Separate (2) Synthesize (4) Differentiate (3) Critique (4) Demonstrate (3) Discuss (3) Creates (4)

Essential Understanding

A variety of skills and strategies facilitate research.

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Essential Questions	Big ideas
<p>What skills and strategies are needed to gather information effectively, solve problems and conduct research?</p> <p>What technology will be most effective in communicating and presenting my research?</p> <p>How can I express and effectively communicate ideas?</p>	<p>Questions guide research.</p> <p>Technology is an important tool in research, communication and presentation.</p> <p>The appropriate choice of information and media allows us to communicate effectively.</p>

Assessments		
Common Formative Pre-Assessments	Progress Monitoring Checks – “Dipsticks”	Common Formative Mid and or Post-Assessments Resources
<p>Pre-assessment of your students’ research skills.</p> <p>Pre-assessment of presentation tools and Digital Media Misconception/ Preconception Check</p> <p>Misconception Check- Give students a common</p>	<p>Entrance and Exit Slips- Students will answer short questions pertaining to research and or list 5 key pieces of evidence they have gathered during research.</p>	<p>Post-Assessment Research Skills Test</p> <p>Multimedia Presentation</p> <p>3-2-1</p> <ul style="list-style-type: none"> -Three things you found out. -Two interesting things. -One question you still have. <p>Have students take the Information Literacy Quiz as a post-assessment tool.</p>

<p>misconception about a topic, students explain why they agree or disagree with it.</p> <p>Have students take the Information Literacy Quiz as a Pre-assessment tool.</p> <p>http://novemberlearning.com/educational-resources-for-educators/information-literacy-resources/1-information-literacy-quiz/</p>		<p>http://novemberlearning.com/educational-resources-for-educators/information-literacy-resources/1-information-literacy-quiz/</p>
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Performance Task
<p>Students apply digital tools to gather, evaluate, and use information. Students:</p> <ul style="list-style-type: none"> ● plan strategies to guide inquiry. ● locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. ● evaluate and select information sources and digital tools based on the appropriateness to specific tasks. ● process data and report results.
Engaging Learning Experiences
<p>To be developed throughout the course of the school year</p>

Instructional Resources

American Association of School Librarians Standards for the 21st Century Learner
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/ASL_Learning_Standards_2007.pdf

Universal Design for Learning
<http://www.udlcenter.org/>

21st Century Skills
<http://www.p21.org/>

Common Sense Media
<https://www.common Sense Media.org>

PBS Worksheet- Copyright and Fair Use
<http://www.studentreportinglabs.com/sites/default/files/Worksheet%201.4.pdf>

Code of Best Practices in Fair Use for Online Video
<http://www.cmsimpact.org/fair-use/related-materials/codes/code-best-practices-fair-use-online-video>

see appendix

Instructional Strategies	Meeting the Needs of All Students
<p>21st Century Skills 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</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>

<p>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 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>ongoing comprehension checks</p> <p>co-teaching</p> <p>build on prior knowledge</p>	
<p>New Vocabulary</p>	<p>Students Achieving Below Standard</p>	<p>Students Achieving Above Standard</p>

<p>Boolean searching Articulate Information Literacy Interpret Synthesize Plagiarism Credibility Authenticity Domain Creative Commons Validity- URL ends in a .com, .org, .gov, or .edu. Digital Media Multimedia Presentation Wiki Prezi</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 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 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</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? ● Practice routine to ensure 	<p>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>smooth transitions.</p> <ul style="list-style-type: none">● Set goals with the students regarding next steps and what to focus on next.	
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Technology Unit -

Rigorous Curriculum Design Template

Unit : Two

Subject: Technology

Grade/Course: 9-12

Pacing: 4 weeks including a buffer week.

Unit of Study: Unit : Multimedia, Communication and Innovation

Unit Overview: Students will use creative thinking skills and multimedia to communicate innovatively.

Priority Standards:

Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technologies.

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

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

ISTE- 3c Evaluate and select information sources and digital tools based on appropriateness to specific tasks. 4.0 Students will demonstrate the ability to use research, writing, and analytical skills to conceptualize, develop, and present an idea; design a project; make a valid judgment 4b Plan and manage activities to develop a solution or complete a project. Standard 2: Students interpret, evaluate, communicate, and work collaboratively to create innovative products using digital and visual media.

“Unwrapped” Standards	
Concepts (What Students Need to Know)	Skills (What Students Need to Be Able to Do)
Creative Thinking	Investigate (3)
Innovation	Design and Apply Concepts (4)
Design	Design and Apply Concepts (4)
Communicate	Demonstrate (3) Discuss (3) Creates (4)
Collaborate	Demonstrate (3) Discuss (3) Creates (4)

Essential Questions	Big ideas
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<p>What is digital media and how will it be effectively utilized in my classes?</p> <p>How does the appropriate choice of Digital Media or Multimedia Presentation allow for more effective communication?</p> <p>How can I use digital and web-based media to collaborate with others?</p> <p>What is in a message?</p>	<p>Digital Media is an important concept in students lives.</p> <p>Appropriate choice and creative use of media allows us to communicate effectively.</p> <p>Digital and Web-based media allows us to collaborate with other people and communities all over the world.</p> <p>In a world of media, it is important to be a critical user in order to understand the impact of both incoming and outgoing messages.</p>
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Essential Understandings

Learning and working in our society requires the use of digital and visual media to plan, interpret, evaluate, work collaboratively and create innovative products. Curriculum connections can be made throughout all content areas– some are assured experiences and others are model lessons/projects that can be collaboratively planned at the school level. **Digital Media** is best described as electronic devices and media platforms such as computers, cell phones, video, the Internet, and video games that allow users to create, innovate, communicate, and interact with one another or with the device or application itself.

Assessments		
Common Formative Pre-Assessments	Progress Monitoring Checks – “Dipsticks”	Common Formative Mid and or Post-Assessments Resources
Benchmark assessment	An inquiry wall with your students. Students post what	Doodle it- Have students draw what they did not understand

<p>Online Pre Assessment Common Sense Education Unit 1-4 Digital Life https://assessments.commonensemedia.org/9-12/Unit1/loginpage.html</p>	<p>they have learned each day. Instant engagement and interactive.</p> <p>The 60 Second Paper- ask students to describe the most important thing they learned and identify any areas of confusion in under a minute.</p> <p>Vocabulary Entrance and Exit Slips</p>	<p>Have students create a postcard of the content</p> <p>Digital Portfolio of Student's Work</p> <p>Digital Media Exit Card</p> <ul style="list-style-type: none"> ● A six-second Vine video to capture the most critical six seconds of class ● A 16-second video to post to MixBit, YouTube's new video sharing tool ● A tweet that boils down the essence of the class to 140 characters ● A photo illustrating the key learning moment that can then be posted on a class Instagram account ● A question posted to a class Edmodo account inviting a continuation of the learning outside of class
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Performance Task
<p>Recording/Podcasting: Create original poems, folktale, book review or other writing and record recitation using photos, music and images. Podcast an interview with another student or become an expert on a variety of subjects and podcast your knowledge.</p> <p>Multimedia Presentation: Use multimedia program to create a presentation on a research project.</p> <p>Use data to explore a global issue: Use real-time data to identify trends and forecast possibilities (ex: migration, climate change, ocean temperature changes.)</p> <p>Idea Webbing: Use graphic organizer program to brainstorm a topic, synthesize and organize a thesis.</p> <p>Interactive Models: Participate in virtual simulations, manipulate a system and use the information to predict a conclusion.</p> <p>Comic Life – Storyboard and integrate digital images, text, drawings, video to relate a historical event,</p>

personal or family story, science issue, or online story.

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.

Create an animation utilizing one of the free apps or websites such as PowToon or have students create a Blog animation.

Classroom exchange: Participate in a class project with peers through ePals with other schools within or outside of the district or on such sites as Our City.

Use online collaborative tool for group work: Contribute to a group research project using online collaborative tool for multimedia, data analysis or word processing.

Virtual Field Trip: Participate in “virtual field trip” based on curriculum topic (ex: World Languages culture study).

Webquest: Participate in an inquiry-based, online activity and discussion forum.

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.

Book Reviews – Post and share book review using online venue (ex: Destiny or Blogs).

Google Literature Trips: Use Google Earth and Maps to recreate a character’s journey.

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: science experiment, photograph the night sky or a growing plant or flower).

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

Create a Public Service Announcement on a particular subject keeping in mind the target audience.

Create a Documentary on a particular time period in history, relevant social issue or have students chose a period of time in the Thomaston town history.

Create a “Rockumentary”! Students will connect a particular time period in history with it’s musical groups or bands. For example, Crosby Stills Nash and Young, Bob Dylan- protest music.

Desktop Publishing: Create and publish a book, poster or brochure to inform, persuade or entertain

(ex: children’s book, travel brochure, author study, etc.)

Website: Create and publish a website on a research topic or a global issue.

Create a video game that illustrates a particular period in time of historical theme.

Create an app! The website Apps Bar allows students to create free Apps.

Engaging Learning Experiences

Learning and working in our society requires the use of digital and visual media to plan, interpret, evaluate, work collaboratively and create innovative products.

Curriculum connections can be made throughout all content areas– some are assured experiences and others are model lessons/projects that can be collaboratively planned at the school level.

Instructional Resources

Animation Blog <http://www.theanimationblog.com/>

11 second club <http://www.11secondclub.com/>

Animation Mentor <http://blog.animationmentor.com/>

Animation Scoop <http://blogs.indiewire.com/animationscoop/>

Pinterest- www.pinterest.com

Lesson plan ideas- <http://www.ala.org/aasl/ecollab/lpd-912>

See Appendix

Instructional Strategies

Meeting the Needs of All Students

21st Century Skills

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

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 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

Differentiated Instruction

Differentiate:
content
process
product

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

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>Electronic Devices Media Platforms Social Media Adaptive Learning 1:1 learning Blended Learning Digital Citizenship Digital Workflow E-Learning Flipped Classroom Gamification Individualized Learning Mobile Learning Target Audience</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 	<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</p>

	<p>vocabulary with visual or concrete representations.</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?’ ● 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>	<p>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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	<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	
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**Technology Unit -
Rigorous Curriculum Design Template**

Unit : 3

Subject: Technology

Grade/Course: 9-12

Pacing: 4 weeks including 1 week buffer

Unit of Study: Unit: Digital Citizenship

Unit Overview: Students will learn appropriate online practice and behaviors. Additionally, students will learn to think critically, analyze information and media.

Priority Standards: Standard 4: Students practice responsible, legal, safe and ethical uses of information resources and technology. 4.2: Students understand social, cultural issues relating to media and technology and practice online safety. 4.3: 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- 5a: Students advocate and practice safe, legal, and responsible use of information and technology. 5b: Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 5c: Students demonstrate personal responsibility for lifelong learning. 5d: Students exhibit leadership for digital citizenship.

“Unwrapped” Standards	
Concepts (What Students Need to Know)	Skills (What Students Need to Be Able to Do)
Responsible, legal, safe and ethical uses of information resources and technology.	Identify (1) Distinguish (2)
Identify, discuss and practice appropriate safe online behaviors.	Identify (1) Distinguish(2)
Recognize possible risks associated with inappropriate email, viruses, online communities.	Cause/Effect (2) Differentiate (3)
Analyze, question, evaluate and think critically	Analyze(4)

<p>about media and their message.</p>	
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Essential Understandings

Digital Citizenship is navigating the digital world safely, responsibly, and ethically. There are rights and responsibilities associated with the use of information. Media Literacy is an integral skill to digital citizenship, critical thinking, informed decision-making and active participation in our society.

- Discuss and review the district wide Acceptable Use Policy.
- Discuss and review the district wide 1:1 Initiative.
- Discuss and review the following topics- Digital Etiquette, Digital Communication, Digital Literacy, Digital Security, Digital Rights and Responsibilities, Digital Access, Law and Commerce

Essential Questions	Big ideas
<p>What is Digital Citizenship and how will it assist in my classes and in life?</p> <p>What are the ethics and responsibilities associated with the use of information?</p> <p>How is media literacy integral to digital citizenship?</p>	<p>Digital Citizenship is an important concept in every student's life.</p> <p>Ethical and responsible use of information is integral in today's society.</p> <p>Media Literacy is a 21st century approach to education providing frameworks to access, analyze, evaluate, create and participate with messages from print to video to the Internet.</p>

Assessments		
Common Formative Pre-Assessments	Progress Monitoring Checks – “Dipsticks”	Common Formative Mid and or Post-Assessments Resources
What do you know about Digital Citizenship?	<p>Entrance Exit Slips- 5 things you learned 5 things you need to know</p> <p>Graphic Organizer T Chart-List examples of bad etiquette in the following Digital Formats: Emails, IM, Chat/Message Boards, Blogs, Social Networking/Online Games</p>	<p>Brain Pop quiz- Digital Etiquette https://www.brainpop.com/socialstudies/culture/digitaletiquette/quiz/</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>

Performance Task
<p>Cyberbullying Podcast</p> <p>Students are given the one of the following scenarios: <i>A student is suspended after taunting a fellow student on Facebook</i> <i>A student is suspended for creating a fake Facebook page with a similar name and details resembling one of his or her teachers.</i></p> <p>Each podcast design team is expected to assign specific tasks to its members. The students are encouraged to capitalize on different strengths and talents of the team members to research, design the storyboard, find relevant graphics, work on the video and audio components, and edit the podcast.</p> <p>Teams provide peer feedback on the podcasts. They are able to use the rating-log for storyboards in also assessing their podcasts. Teams refine their podcasts and ultimately post podcast on school website. Podcasts could also be presented as public service announcements on the morning announcements.</p>

Engaging Learning Experiences

Step one:

Classroom discussion- why is this unacceptable behavior? Have students draw on their own experiences. Have they bullied, taunted, or posted inappropriate statements online? Discuss the importance of Digital Responsibility. (knowledge and comprehension)

Step Two:

Students will research why teens engage in Cyberbullying, how it affects the victims, and strategies and actions to prevent Cyberbullying. Students will view and discuss cyberwise guides from various social networking sites. (knowledge and comprehension)

Step Three:

Students will interview resource people- police officers, administrators, guidance counselors, and social services.

Step Four:

Utilizing a free online survey resources students will survey students and parents regarding ways to foster appropriate digital practices.

Step Five:

Utilizing an online graphic organizer or T chart students will organize and synthesize the research they feel is most important for their Podcast. (Analysis)

Step Six-

Students will create a Podcast storyboard and will answer the following questions:

Why do teens engage in Cyberbullying?

How does it affect the victims?

What can we do to stop Cyberbullying?

(Application and Synthesis)

Step Seven-

Working in groups students will create a Podcast discussing Cyberbullying that will be made available to students, teachers, administration, parents and community members. Creating Public Service Announcements and broadcast on the morning announcements or creating a link on school website is two options.

(Synthesis and Evaluation)

Instructional Strategies

Meeting the Needs of All Students

21st Century Skills

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

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 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

Differentiated Instruction

Differentiate:
content
process
product

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>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>	
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New Vocabulary	Students Achieving Below Standard	Students Achieving Above Standard
<p>Digital Citizenship Digital Literacy Cyberbullying Media Literacy Digital Identity Avatar Emoticon Flaming/Flamewars Misrepresentation Bystander Hacker Harassment Identity Theft Intellectual Property Malware Malicious Netiquette Open Source Phishing Predator Spyware Tolerance Upstander Virus Worm</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. 	<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</p>

	<ul style="list-style-type: none"> ● 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><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 	<p>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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	<p>learning interventions for instruction (e.g., dictation) and practice (e.g., peer modeling).</p> <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 	
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Instructional Resources
Common Sense Media
https://www.common Sense Media.org/educators/cyberbullying-toolkit
Edutopia
www.edutopia.org/article/digital-citizenship-resources
Digital Citizenship
http://digital-id.wikispaces.com/Digital+Citizenship
Digital Citizenship
www.digitalcitizenship.net
Evaluating Webpages Terms and Definitions
http://moodleshare.org/pluginfile.php/8801/mod_resource/content/1/Evaluating_Web_Pages.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/
Understanding YouTube and Digital Citizenship
https://www.google.com/edu/teachers/youtube/curric/index.html
Learning First Alliance
http://www.learningfirst.org/bullying
Mashable- Complete Guide to Twitter Etiquette
http://mashable.com/2013/10/14/twitter-etiquette/

The Ten Essentials of Twitter Etiquette
<http://www.entrepreneur.com/article/227038>



21 Things 4 Students provides lessons for students to make connections in the following areas; [Digital FootPrint](#), [Cybersafety](#), [Social Networking](#) & [Buyer Beware](#).

Rating-Log to Assess Storyboards and Podcasts

Names of Team Members

Explanation of ratings:

3 = We did an awesome job.

2 = We did a satisfactory job.

1 = We need to do a much better job.

Criteria	Rating	Teacher Comments	Student Comments
We clearly state our purpose.			
We accurately and clearly identify major points and details.			
We include graphics that are relevant to the content.			
We organize our presentation so that it flows smoothly and logically.			
We clearly summarize our message.			

We give credit to our sources.		
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Technology Unit

Rigorous Curriculum Design Template

Unit : 4

Subject: Technology

Grade/Course: Grade 9-12

Pacing: Full year in various courses

Unit of Study: Literature Appreciation

Unit Overview: Students will develop an appreciation of literature, an understanding of the importance of literature and the pleasure of reading.

Priority Standards: 5: Students read widely and use a variety of digital media resources for personal growth, independent learning and enjoyment.

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)

<p>Understand and utilize the library media center as an information and pleasure reading source.</p> <p>Recognize reading is a lifelong pursuit.</p> <p>Conduct critical research to enhance appreciation and understanding of literature.</p>	<p>Understand (3)</p> <p>Draw Conclusions (4)</p> <p>Recognize (1)</p> <p>Investigate (3)</p>
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<p>Essential Understandings</p>
<p>Reading is a foundation skill for learning, personal growth, and enjoyment.</p>

<p>Essential Questions</p>	<p>Big ideas</p>
<p>How can reading become a foundational skill for learning, personal growth and enjoyment?</p> <p>How does reading open my world to let me explore places, people and cultures I may not otherwise experience?</p>	<p>Reading increases vocabulary skills, improves writing skills and enhances communication skills. Reading is entertainment.</p> <p>Reading increases knowledge and understanding and enhances imagination.</p>

Assessments		
Common Formative Pre-Assessments	Progress Monitoring Checks – “Dipsticks”	Common Formative Mid and or Post-Assessments Resources
<p>Vocabulary Pre Assessment</p> <p>Reading graphic organizers</p> <p>Hand signals to display progress</p> <p>3 minute pause with partners: students discuss why they were surprised, empathetic, or changed their attitude about something they learned or a character.</p>	<p>Entrance and Exit Vocabulary Slips</p> <p>3-2-1: What I’ve learned, interesting facts, question I still have.</p> <p>The 411- Describe the author’s objective.</p> <p>Muddy Moment- Ask students What frustrates and confuses you about the text? Why?</p> <p>Comic Book- Have students use a comic book creation tool like Bitstrips to represent understanding.</p>	<p>Predicting</p> <p>Self Evaluation</p> <p>Now you write the story!</p> <p>Students rewrite the ending of the story</p> <p>Illustrate a chapter</p> <p>Students can explore a historic place featured in literature or a class reading assignment. What was There</p>

Performance Task
<p>To be developed throughout the school year.</p> <ul style="list-style-type: none"> -What type of app would best support the needs of your Media Center? Have the students build that app. -Have an introductory Media Center orientation quiz game to get students interested and engaged with their new library. -You and your students can customize an existing collection or create your own “playlist of learning resources.” -Utilizing <i>Knowmia</i> have students “Check out” the myriad of videos on digital citizenship, information literacy, and enhance your library instruction with these great tools.
Engaging Learning Experiences
<p>To be developed throughout the school year.</p>



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 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:</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>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>	
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New Vocabulary	Students Achieving Below Standard	Students Achieving Above Standard
<p>Acumen Auspicious Belie Chicanery Circumlocution Deleterious Epiphany Facetious Fatuus Incognito Incontrovertible Inculcate Infrastructure Interpolate Irony Lexicon Loquacious Metamorphis Nomenclature Paradigm Plagiarize Precipitous</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. 	<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</p>

<p>Reciprocal Reparation Sanguine Soliloquy Taxonomy Totalitarian Unctuous Usurp Vacuous Vehement Vortex Wrought</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><u>Provide Multiple Means of</u></p>	<p>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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	<p><u>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. <ul style="list-style-type: none"> ● Set goals with the students regarding next steps and what to focus on next 	
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Instructional Resources
<p>American Library Association www.ala.org American Association of School Libraries www.aasl.org Edutopia http://www.edutopia.org/discussion/why-should-students-read-literature New York Times Best Sellers list http://www.nytimes.com/best-sellers-books/young-adult/list.html Goodreads Booklist https://www.goodreads.com/list/tag/teen Best Teen Books of 2014 Kirkus - Kirkus Reviews</p>

<https://www.kirkusreviews.com/issue/best-of-2014/.../teen...>

100 Best Young Adult Books of All Time

www.time.com/100-best-young-adult-books

Best Books for Young Adults - American Library Association

www.ala.org/yalsa/booklists/bbya

Multimedia and Research Project Scoring Rubric:

Worth 25 points

Score Levels	Chosen Media <i>The organization and integration of media objects such as text and graphics to represent and convey information. Electronic media also may include video,</i>	Collaboration <i>Working together jointly to accomplish a common intellectual purpose in a manner superior to what might have been accomplished working alone.</i>	Content <i>The topics, ideas, concepts, knowledge, and opinions that constitute the substance of the presentation</i>	Writing/ Mechanics <i>The language, organization, punctuation, spelling, grammar and capitalization</i>	Oral Presentation <i>The clarity, and ability to articulate content while speaking</i>
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	<i>animation, and sound.</i>				
5	Students have used media in exemplary, creative and effective ways that exploit the particular strengths of the chosen format. All elements make a contribution. With electronic media, there are few minor technical problems	Students were a very effective team. Division of responsibilities capitalized on the strengths of each team member. The final product was shaped by all members and represents something that would not have been possible to accomplish working alone.	The content presented is superior and clearly demonstrates a solid understanding of the topic. It reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic; compels the audience's attention.	All elements of writing and language are superior. There are no mistakes	Presentation was well organized and captivating. Information was presented clearly and succinctly.
4	Presentation blends media elements in a balanced, attractive, easy-to-follow format. With minor exceptions, all elements contribute rather than detract from the presentation's overall effectiveness.	Students worked together as a team on all aspects of the project. There was an effort to assign roles based on the skills/talents of individual members. All members strove to fulfill their responsibilities.	The project has a clear goal related to a significant topic or issue. Information included has been compiled from several relevant sources. The project is useful to an audience beyond the students who created it.	All elements of writing and language are very good. There are only a 1-2 mistakes.	Presentation was very well organized and kept the audience attention. Information was presented clearly and succinctly most of the time.
3	Presentation uses media elements adequately. With electronic media there are some technical problems, but the viewer is able to follow the presentation	Students worked together on the project as a team with defined roles to play. Most members fulfilled their responsibilities. Disagreements were resolved or managed	The project presents information in an accurate and organized manner that can be understood by the intended audience. There is a focus that is maintained	Most elements of writing and language are good. There are 3-4 mistakes.	Presentation was well organized and kept the audience attention most of the time. Information was a little confusing at times.

	with few difficulties.	productively.	throughout the piece.		
2	Presentation uses a limited amount of media objects and the organization confusing. With electronic media there are technical difficulties seriously interfere with the viewer's ability to see, hear, or understand content.	Presentation is the result of a group effort, but only some members of the group contributed. There is evidence of poor communication, unresolved conflict, or failure to collaborate on important aspects of the work.	The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried through consistently. There may be factual errors or inconsistencies, but they are relatively minor.	Writing and language elements are fair. There are 5-7 mistakes.	Presentation was not very well organized and difficult to follow at times. Information was confusing at times.
1	The presentation is of poor quality and is disorganized and difficult to follow.	Presentation was created by one student working more or less alone (though may have received guidance or help from others).	Project seems haphazard, hurried or unfinished. There are significant factual errors, misconceptions, or misunderstandings.	Writing is poor. There are more than 7 mistakes throughout.	Presentation poor and disorganized.
Total					

Multimedia Project Rubric

Assignment: Communicate complete information on _____ topic with ___ Cards, ___ imported graphics, _____ original graphics, _____ animations, _____

video clips or advanced features.

	Beginner: 1 point	Novice: 2 Points	Intermediate: 3 points	Expert: 4 points	Self Evaluati on	Teacher Evaluati on
Topic/ Content	Includes little essential information and one or two facts	Includes some essential information with few citations and few facts.	Includes essential information with most sources properly cited. Includes enough elaboration to give readers an understanding of the topic.	Covers topic completely and in depth. Includes properly cited sources and complete information . Encourages readers to know more.		
Technica l Require ments (To be filled in by teacher)	Includes ____ cards or less, few graphics from outside sources, few animations and advanced features.	Includes ____ cards or less, fewer than 3 graphics from outside sources, fewer than 3 animations and few advanced features, such as video, 3-D, or sound.	Includes at least ____ cards, at least 3 graphics from outside sources, at least 3 animations and some advanced features, such as video.	Includes at least ____ cards, 5 or more graphics from outside sources, 5 or more animations and several advanced features, such as video.		
Mechani cs	Includes more than 5 grammatical errors, misspellings, punctuation	Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.	Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.	Grammar, spelling, punctuation capitalization are correct. No errors in the		

	errors, etc.			text.		
Cooperative Group Work	Cannot work with others in most situations. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and contributes fair share to group.	Works well with others. Assumes a clear role and related responsibilities. Motivates others to do their best.		
Oral Presentation Skills	Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work.	Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work	Communicates ideas with proper voice projection. Adequate preparation and delivery.	Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.		
Scale: 18 - 20=Expert 10 - 14=Novice			15 - 17=Intermediate 6 - 9=Beginner		<u>Total Points</u>	

Model Lesson Plans:

Learner Background: Students will have a prior basic knowledge of the following key points.

Digital Citizenship: is best defined as a holistic and positive approach to helping students learn how to be safe and secure, as well as smart and effective participants in a digital world. That means helping them understand their rights and responsibilities, recognize the benefits and risks, and realize the personal and

ethical implications of their actions. Helping a child become a good digital citizen cuts across all curricular disciplines and includes knowledge, awareness, and skills in three key areas:

- **Safety & Security:** Understanding the risks that we face from others as well as from our own conduct, and the dangers posed by applications like viruses and phishing.
 - **Digital Literacy:** Learning how to find, sort, manage, evaluate and create information in digital forms. These literacy skills build on but are somewhat different from the traditional literacy of reading and writing.
 - **Ethics & Community:** Becoming aware of and practicing appropriate and ethical behaviors in a variety of digital environments. This area includes shaping your digital reputation and being a responsible citizen of the communities in which you participate, from social networks, to games, to neighborhood civic forums.
- Rights and Responsibilities of a Digital Citizen**
- Rights include access & participation, free speech, community, privacy, physical & psychological safety, safety of identity and of material and intellectual property.
 - Responsibilities include respect & civility to self & others; protecting own/ others' rights & property; respectful interaction; demonstrating the blended literacy of a networked world: digital, media, social.

Lesson One

Digital Footprints

Overview

This is an interactive curriculum for students grades 9-12. Today's world has been transformed and we live and interact daily in a digital world. Therefore, we are all digital citizens. Understanding how students should act and behave in this world is not always clear. In this lesson students will learn about digital citizenship and how they can be safe and secure, as well as smart and effective participants in the digital world. Students will gain an awareness of the rights and responsibilities of digital citizens, how they personally fit into the digital world, and how to embody healthy attributes of a digital citizen.

Time effective

One Block Period- 73 minutes. Additional time for resources.

Lesson objective

Appreciate potential short-term and long-term consequences of irresponsible social networking. *Students will be able to ...*

- identify some of the benefits of sharing information online.
- reflect on the risks of sharing inappropriate information (oversharing) online.
- think critically about what they choose to post and share about themselves online.

Standards Alignment/competencies: ISTE- 4a,c 5a, b, c, d

Materials/preparation:

Youtube video "Kate's Reputation Problem" on Youtube. (2 minutes).

Digital Footprints quiz, articles, game- links below.

Introduce the concepts below:

Digital Footprint - Is basically everything on the internet that is about you! Sometimes content about you may be viewed by people you don't know. Your digital footprint may include photos, audio, videos, blog posts, posts you write on friends' walls. Like all information on the internet, it can be permanent. Remember - internet information has a global audience.

Warm up Activity- 10 minutes

Give students a few minutes to list what they believe are potential short-term and long-term consequences of irresponsible online behaviour. Then write up the answers on the class board or Interactive Whiteboard. Discuss the answers.

Examples Short-term consequences -

Expose you to ridicule, harassment or bullying Discipline at home or at school Trouble with law enforcement/police Contacted by strangers Fired from a part-time job

Long-term consequences -

Future employment prospects Criminal activity - police record Expulsion from school Future relationships Acceptance into some future colleges.

Instruction/Activities Direct instruction:

1. Begin a discussion with students on what should be considered appropriate use of technology.
2. Utilizing the Chromebooks or the Interactive Whiteboard have students read the short introduction and watch the video.

<http://digitalfootprintimu.weebly.com/introduction.html>

3. Ask students to think about their own habits in regards to technology usage.

4. Students should read and study the Follow Your Footprint facts.

<http://digitalfootprintimu.weebly.com/follow-your-footprint.html>

5. Then, have students click on the Measure Your Footprint page to learn more about their footprints.

<http://digitalfootprintimu.weebly.com/measure-your-footprint.html>

Students should answer all three poll questions to get a sense of how their habits compare with those of their peers. In small groups, students can compare their footprints with their classmates. Utilizing their Chromebooks instruct students to "**Google yourself**".

Students will Google themselves by typing your name into Google's search box in whatever way(s) someone doing a search about you might i.e. John Smith, teacher. Take a look at what you see. Have students share their results.

6. Students can complete the Game scenarios to see how their choices could affect their digital footprint and their careers.

<http://digitalfootprintimu.weebly.com/game.html>

7. Students should complete the Assess Yourself quiz, to see how much they have learned.

<http://digitalfootprintimu.weebly.com/assess-yourself.html>

Discussion starters:

-After completing the lessons, are you concerned about the shape or size of your digital footprint?

-Do you worry about the parts of your footprint that can be seen (e.g., your Facebook profile), or the parts that are invisible to most people (e.g., web sites that collect marketing data to send you targeted commercial messages)?

-What are some things you can do right now to shape your digital footprint in the way you want?

-What do you think about parents who post photos or videos of their kids? How will those kids feel about having their baby pictures online when they grow up?

-How about friends? What responsibility do we have for our friends' digital footprints?

-How much of our digital footprints can we realistically expect to control?

-Together with your students, make a list of activities on the whiteboard that the students have participated in in the last day or week. Do those activities have a positive, negative, or neutral impact on their digital footprints?

Modeling and guided practice: Utilizing an interactive whiteboard write down some of the key statements made by students and display the links listed below. Guide students through some of the links.

Independent practice: Students use independent time to take the Digital Footprint quiz or read additional related articles. Students will have time to search for sources.

Sharing and reflecting: As work progresses, the student's will have small group discussion and whole group sharing experiences and discussion.

Exit Slip: Students will detail 3 things they learned, 2 things they found interesting, 1 thing they still need to know.

Strategies for differentiation:

supplementary materials

small group instruction

varied questioning strategies

additional time

reteaching

Additional Digital Footprint Activities and Resources

- [Spezify](#) who you are.

Spezify is a search tool presenting results from a large number of websites in different visual ways. The site moves web search away from endless lists of blue text links and towards a more intuitive experience giving viewers an overview of a subject. The site mixes all media types: blogs, videos, microblogs and images. Everything communicates and helps building the bigger picture.

- People Searches

There are several people searches. Are you listed? Here are some common ones to check. <http://www.zabasearch.com> | <http://pipl.com> | www.123people.com

While the initial reaction by some when they discover they are listed is concern, keep in mind that people have been listed in phone books for a very long time. There is no evidence that having this information available is cause for concern. Instead, the primary cause of danger is rarely by strangers. Instead when it comes to maltreatment of children the number one source is in the home followed by a close friend or family member. Source: [U.S. Department of Health and Human Services Administration for Children & Families Child Maltreatment](#)

Reflect Upon Your Social Media Footprint with Recap Apps

Recap apps are a great tool for teachers to get to know students and for students to get to know each other. It provides a vehicle for students to reflect upon what messages they are sharing with their friends over the past year. You may want to ask students to create a status collage of what they might want their message to be in the new year or ask them what their photos may represent. It also provides a fantastic way for students to get ideas for further sharing and publishing about the topic they are most expert in...themselves.

Koppel on Discovery *Your Digital Footprint* Interactive

<http://dsc.discovery.com/convergence/koppel/interactive/interactive.html>

In this activity, primarily targeted at adults, the user learns about how his or her habits--from visiting web sites to using a magnetic ID badge--contributes to his or her digital footprint.

Digital Footprints: *Your New First Impression* Video

http://www.youtube.com/watch?v=eZjmrJvL_eg

This video (3 minutes, 41 seconds) summarizes the positive and negatives about developing a digital footprint, including information about what employers look for when researching job candidates online.

The Innovative Educator: *Discover what your digital footprint says about you!* Blog Entry

<http://theinnovativeeducator.blogspot.com/2011/08/discover-what-your-digital-footprint.html>

This blog entry provides some easy activities that you can do to get a sense of your digital footprint and what others might find if they search for you online.

Common Sense Media's *Digital Literacy and Citizenship in the 21st Century* Site

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

This site features information about integrating digital literacy into existing curricula. Common Sense Media also has lesson plans about digital footprints and digital citizenship, and tips for parents about keeping kids safe.

Lesson Two:

Cyberbullying

Grade Level:

High School (9-12)

Overview

In this lesson, students will learn about cyberbullying: what it is, its impact on individuals and communities, and what can be done about it. This lesson urges students to analyze the various aspects of cyberbullying that make it a complex issue, in schools, legislation, and in their everyday lives. This lesson will encourage students to evaluate various scenarios that constitute cyberbullying, to view these scenarios from multiple perspectives, and to discuss this sensitive topic with their teachers, classmates, and administrators. It will help to educate them on their school's policy on cyberbullying and get them directly involved in action to spread awareness and help to prevent cyberbullying by formulating proposals and public service campaigns. By learning about cyberbullying and how students are able to take a stand against online bullying,

students may think more deeply about this in their own community. This lesson can be a collaborative lesson with Civics Class. Students could create a school wide action campaign against Cyberbullying.

Standards Alignment/competencies: ISTE- 4a,c 5a, b, c, d

Materials

- Chromebooks
- “Students Take On Cyberbullying” video
- Interactive Whiteboard
- Internet- to explore online resources on cyberbullying, as well as niot.org/nios

Essential questions: Why do teens engage in cyberbullying? How does it affect the victims? What can we do to stop cyberbullying?

Objectives:

Students will:

Examine visual media for meaning through pre- and post-viewing exercises

Gain a well-rounded understanding of the topic of cyberbullying and its impact, especially on teens

Write reflectively both from their own perspective on the issue, as well as by taking on the role of someone involved in cyberbullying

Write persuasively to impact school policy/protocol for cyberbullying

Run their own anti-cyberbullying campaign

Introduce concepts: Cyberbullying. What does it mean to be bullied online? What does friendship mean in person versus in a social network such as Facebook? How can students move from being bystanders to becoming an upstander? Ask students- Can they alone make a difference?

Suggested Activities:

Anticipation guides — ask students to express an opinion about the following ideas prior to lesson:

- Students are the most powerful influence on their school’s tone and climate. They decide what kind of behavior is acceptable and unacceptable.
- Stepping in when you see someone treated unfairly is easier in person than online.
- It is unrealistic to think that social networks (such as Facebook) can be places where all students are treated fairly and kindly.

- If someone is verbally or physically attacking another student – someone you do not know – the best thing to do is stay out of it.
- Cyberbullying is less harmful than face to face bullying.
- Bystanders have the power to stop injustice.
- If bullies knew their behavior was unacceptable, they would stop acting that way.
- The best way to stop teasing, harassment and bullying is to have a stronger system of enforcement and punishment.

Not in Our School: Sample Anticipation Guide:

Directions: Read the statement in the left column. Decide if you strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) with the statement. Circle your response.

Statements	Your opinion
1. Students are the most powerful influence on their school's tone and climate. They decide what kind of behavior is acceptable and unacceptable.	SA A D SD
2. Bystanders have the power to stop or prevent injustice.	SA A D SD
3. Stepping in when you see someone treated unfairly is easier in person than online.	SA A D SD
4. The best way to stop teasing, harassment and bullying is to have a stronger system of enforcement and punishment.	SA A D SD
5. If someone is verbally or physically attacking another student – someone you do not know – the best thing to do is to stay out of it.	SA A D SD

6. It is unrealistic to think that social networks (such as Facebook) can be places where all students are treated fairly and kindly.	SA A D SD
7. If someone is verbally or physically attacking your friend, the best thing to do is to stay out of it.	SA A D SD

Students will view the following video on Cyberbullying either individually on Chromebooks or projected via LCD- <https://www.niot.org/nios-video/students-take-cyberbullying>

Class Discussion-

After students have had the opportunity to process the video independently or as a class, facilitate a whole-class conversation. Ask students to respond to the following questions:

What were students responding to in this video?

What problem were they trying to solve?

What did they do?

What strategies did they employ?

What community or school resources did they draw from?

What risks did they take? What challenges did they confront?

What do you think of their response? What did they accomplish?

What advice would you offer these students?

What could be some next steps these students could take to further address this problem?

If you had the opportunity, what would you want to ask the students in this video?

What resources do students need to be successful?

What might be the consequences of doing nothing?

What power do you think students have to do to change attitudes and actions?

What gives students power?

Finally- can you- one individual student make a difference?

Using the Thomaston High School Bullying Policy, Acceptable Use Policy and Internet resources on school climate, bullying and hate crimes: After having students watch the video have students utilize Chromebooks to locate information from credible sources on bullying

and/or hate crimes. Students can report back to the class about what they found. Or, you can use information from these websites to create a short lecture. Suggested websites:

- Bullyinginfo.org
- National School Climate Center
- Cyberbullying Research Center
- Students' Reports of Being Called Hate-Related Words and Seeing Hate-Related Graffiti (National Center for Educational Statistics)
- Bullying at School and Cyberbullying Anywhere (National Center for Educational Statistics)
- Southern Poverty Law Center
- Federal Bureau of Investigation, Hate Crimes Division
- "Combating Hate," Anti-Defamation League

Students are now urged to take action! What can you do to make a difference? Students will work in small groups and brainstorm a Thomaston High School Cyberbullying Campaign.

Additional Resources:

http://www.facinghistory.org/resources/lesson_ideas/nios-1

<http://ostracism.facinghistory.org/>

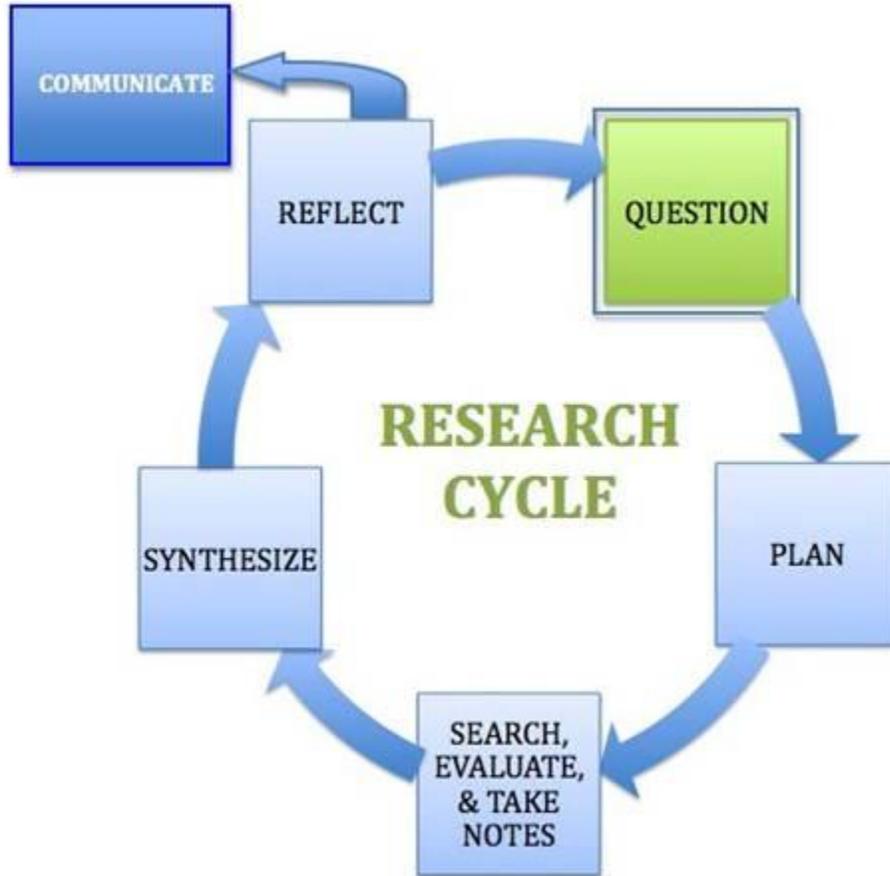
Lesson plan based on Not In Our Town- Cyberbullying. www.niot.org

Video Resources-

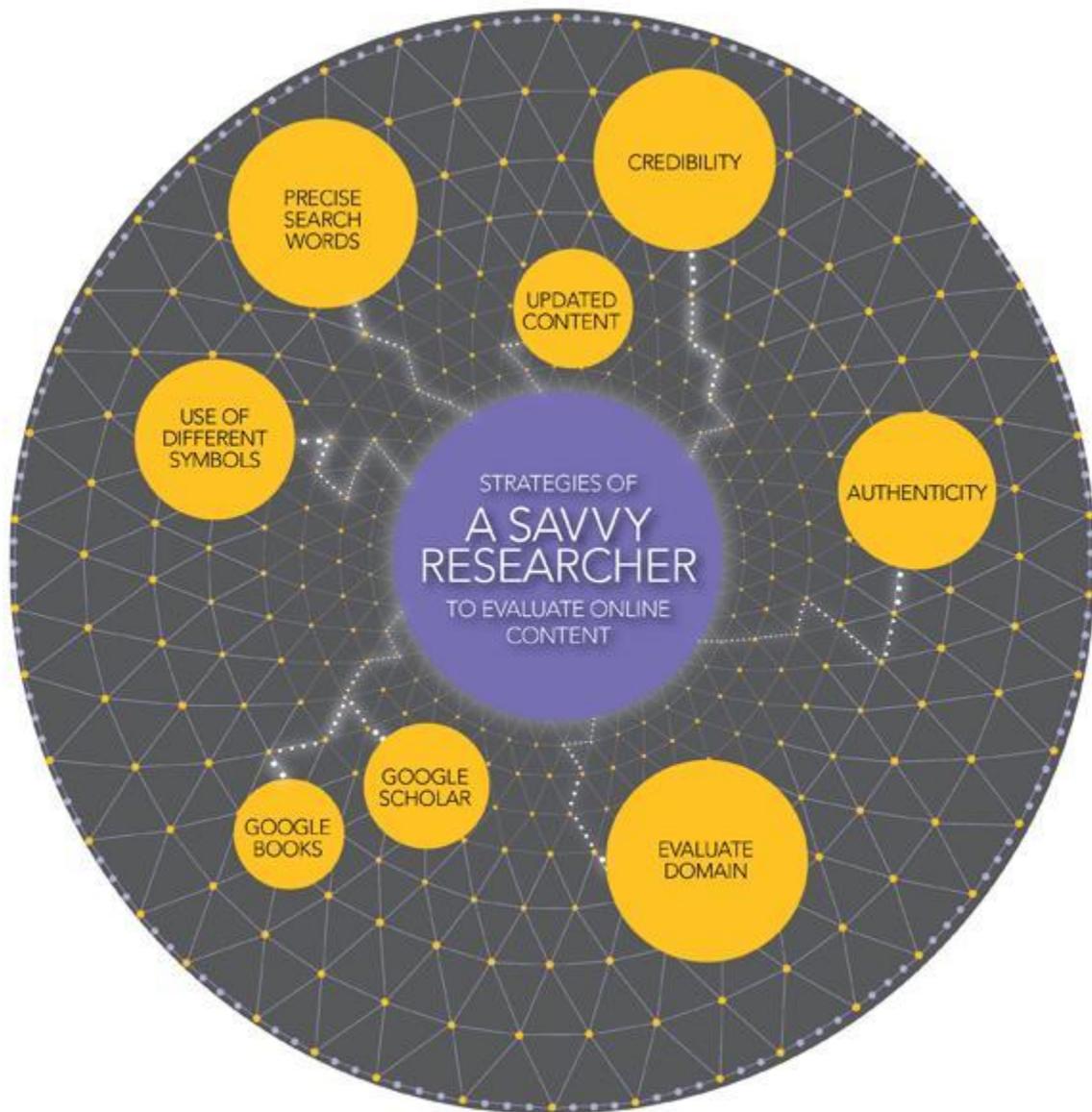
Video Playlist: Technology Addiction- videos available on Youtube.

1. [Sherry Turkle: Connected, but Alone? \(19:49\)](#)
2. [The Upside of Social Media Narcissism \(03:14\)](#)
3. [I Forgot My Phone \(02:11\)](#)
4. ["#Hashtag" with Jimmy Fallon & Justin Timberlake \(02:01\)](#)
5. [Are Cell Phones Replacing Reality? \(07:17\)](#)
6. [Instacurity Public Service Announcement \(01:48\)](#)
7. [Salve Jorge Bar presents The Offline Glass \(01:26\)](#)
8. [Media Overload: The Problem With Infinite Choice \(04:11\)](#)

Guide to Research:



Strategies to Evaluate Online Content:

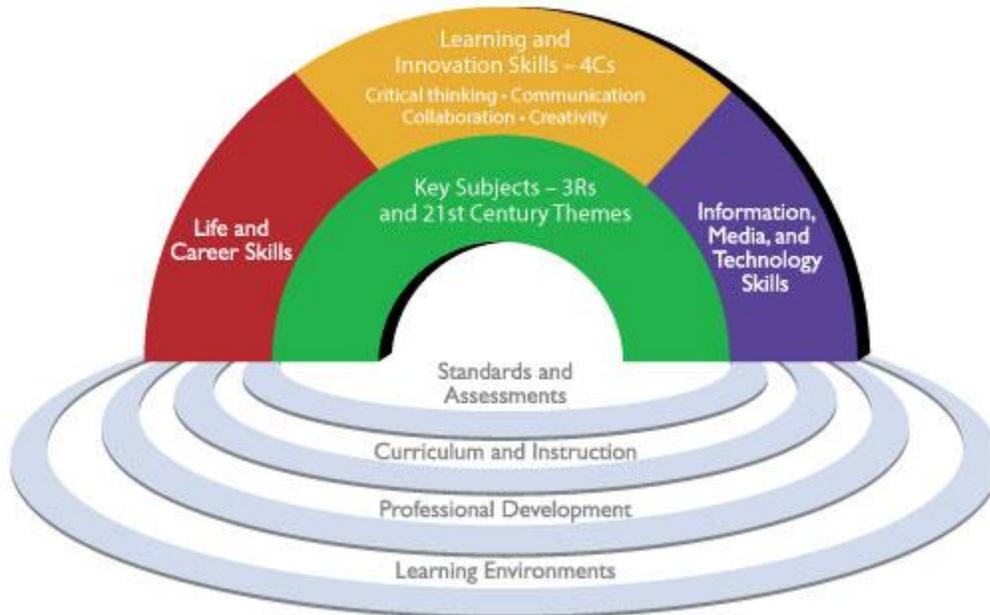


EDUCATION WEEK

21st Century Skills

P21 Framework for 21st Century Learning

21st Century Student Outcomes and Support Systems



© 2009 Partnership for 21st Century Learning (P21)
www.P21.org/Framework

21st Century Skills at a glance:

The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with 21st century skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, virtual workspaces
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism

- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

Thinking critically and making judgments about the barrage of information that comes their way everyday—on the Web, in the media, in homes, workplaces and everywhere else. Critical thinking empowers students to assess the credibility, accuracy and value of information, analyze and evaluate information, make reasoned decisions and take purposeful action.

Solving complex, multi disciplinary, open-ended problems that all workers, in every kind of workplace, encounter routinely. One of the challenges students will face when they enter the workforce is that workers don't come in a multiple-choice format and typically don't have a single right answer. Nor can they be neatly categorized as "math problems," for example, or passed off to someone at a higher pay grade. Businesses expect employees at all levels to identify problems, think through solutions and alternatives, and explore new options if their approaches don't pan out. Often, this work involves groups of people with different knowledge and skills who, collectively, add value to their organizations.

Creativity and entrepreneurial thinking—a skill set highly associated with job creation. Many of the fastest-growing jobs and emerging industries rely on workers' creative capacity—the ability to think unconventionally, question the herd, imagine new scenarios and produce astonishing work. Think of the workplace environment of Google, Apple, and Facebook among many others. Likewise, Americans can create jobs for themselves and others with an entrepreneurial mindset—the ability to recognize and act on opportunities and the willingness to embrace risk and responsibility, for example.

Communicating and collaborating- with teams of people across cultural, geographic and language boundaries—a necessity in diverse and multinational workplaces and communities. Mutually beneficial relationships are a central undercurrent to accomplishments in businesses—and it's not only top managers who represent companies anymore. All students must be skilled at interacting competently and respectfully with others. Making innovative use of knowledge, information and opportunities to create new services, processes and products. The global marketplace rewards organizations that rapidly and routinely find better ways of doing things. Companies want workers who can contribute in this environment.

Taking charge of financial, health and civic responsibilities and making wise choices. From deciding how to invest their savings to choosing a health care plan, students need more specialized skills—simply because the options are increasingly complex and the consequences of poor decisions could be disastrous.

A complete list of 21st CENTURY STUDENT OUTCOMES:

National Educational Technology Standards: NETS standards are skills and knowledge students need to learn effectively and live productively in a digital world. Within NETS for Students there are six Performance Indicators. Each Performance Indicator indicates and outlines what the student should be able to achieve within technological literacy by the completion of a school year. The Performance Indicators are guidelines where the students are aware of the programs goals and what they are attempting to achieve to meet NETS standards. The Performance Indicators are as follows:

- Creativity and Innovation: Using creative thinking and innovative technology the students demonstrate and develop models and simulations to explore and identify complex systems and forecast possibilities as well as they use existing knowledge to generate new ideas and creative thoughts.
- Communication and Collaboration: Students use digital media and environments to collaborate, communicate and interact with other students, teachers and professionals. They also engage in a cultural and global awareness and contribute to project teams to produce original works or solve problems.
- Research and Information Fluency: Students apply digital tools to plan, organize and gather information, in order to be able to inquire, analyze, organize and evaluate information.
- Critical Thinking, Problem Solving and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- Digital Citizenship: Students demonstrate personal development to be lifelong learners because they are aware of the human, cultural and social issues related to technology and they practise ethical and legal digital behaviour.
- Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations so they are able to select, transfer, understand and troubleshoot various systems and applications productively and effectively.

Resources:

Media Sharing

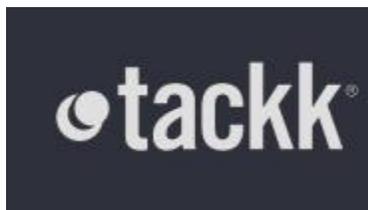
Standards for the 21st-Century Learner

- **3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.
- **3.3.4** Create products that apply to authentic, real-world context.



[TouchCast](#)

TouchCast is an entirely new way to experience video. Embed web links, documents, pictures and more into video presentations. Make video completely interactive. Touchcast offers templates and easy to use options. Users can create content online or use the Touchcast App for a full hands-on experience. Create and show videos on the Touchcast site, or opt to share via Youtube, Facebook, Twitter, and other social media. Grades: 6-12



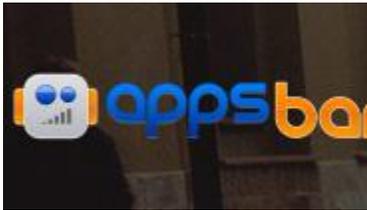
[Tackk](#)

Tackk is a free, simple way to create beautiful pages and collaborate in the classroom. Teachers can use Tackk for assignments, presentations, blogs, discussions and more. Use like Google sign-in; tagging, built-in media search and app embed without needing tech or design skills. It is also very easy to embed, email and share on various social media networks. Grades: 6-12



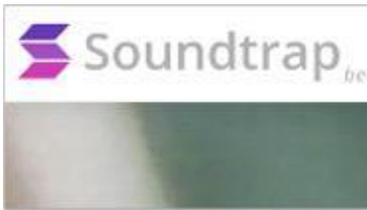
[Pear Deck](#)

Live presentation and slides from the teacher to the students in the classroom. Students can respond to pre-planned or impromptu questions from the teacher or librarian. Question types are only limited by your imagination. Draw it out, ask in a multiple choice format, or take it further if you wish. Students can respond anonymously or with their names, in real time in the classroom. Gain reports, map out responses, and show the class their answers. Great interactive fun. Grades: 3-12.



[Apps Bar](#)

Apps Bar is a place to build your free mobile apps. Looking for the perfect app? Can't find it? Build it. With video tutorials and a free, easy to use space students, educators, and librarians can learn how to create apps for a myriad of purposes. Apps can be created for different operating systems including Android, Apple, and Windows. Grades: 8-12



[Soundtrap](#)

Soundtrap provides a place for your students and you to create music online quickly and easily. Users can plug in their own instruments, use the instruments provided on Soundtrap, or record a song directly using an external microphone. This online tool works with multiple devices and system platforms. Create by yourself or start creating and collaborate with friends. When finished users can publish their work on Facebook, Twitter, or on Soundtrap. Publishing to iTunes is also available for a fee. Grades: 8-12

Digital Storytelling

Standards for the 21st-Century Learner

- 4.1.8 Use creative and artistic formats to express personal learning.
- 4.3.1 Participate in the social exchange of ideas, both electronically and in person.



[Storyboard That](#)

Storyboard That is a storyboarding tool that offers templates for students to create stories. This site offers scenes, characters, text bubbles, and much more to fill the storyboard frames. Need to outline a story, plan out an idea in a fun way; break down or plan out, Storyboard is a great way to do just that. Grades: K-12



[Recite](#)

Recite is where you can go to "Turn a Quote into a Masterpiece." Pick a quote from literature, a movie, a mentor, teacher, or create of your own, choose a template, and voila, you have created a gorgeous quote with Recite This. A wonderful resource for bulletin boards, classroom walls, door decorating contests, Power Point and other online based presentation tools. Grades K-12.



[Booktrack Classroom](#)

Booktrack Classroom creates an immersive reading experience which allows students to read with a movie-style soundtrack. Students can read booktracks already created or can create and publish their own Booktracks using books preloaded in Booktrack or by adding in their own stories. Student work will be published and visible for their peers to enjoy. Grades: 3rd-12th



[Figment](#)

Figment is more than an app or a tool. 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.



[Beyond Pad](#)

With an easy and efficient way to organize, structure, and keep track of notes your students and you will want to check out Beyond Pad. Part white board, part digital post it notes, this organization and management style site gives students and their educators another way to present notes, ideas, and information. Track, tag, and list information on each board to gain a better idea of content. Grades: 8-12



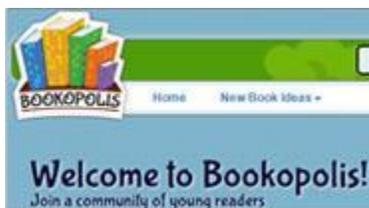
[FlipQuiz](#)

Create your own game-show style boards with FlipQuiz. So much fun and the possibilities are endless for questions, test preparation, quiz or knowledge bowls and much more. Keep students engaged with this game style learning tool. Using FlipQuiz is so easy. Sign up for an account, create new boards on any topic desired, and then present to your class. Grades: 3rd-12th

Social Networking & Communications

Standards for the 21st-Century Learner

- **3.1.2** Participate and collaborate as members of a social and intellectual network of learners.
- **4.1.7** Use social networks and information tools to gather and share information.
- **4.3.1** Participate in the social exchange of ideas, both electronically and in person.



[Bookopolis](#)

Bookopolis is a social network and book discovery tool for young children. Think of this as similar to Shelfari or GoodReads for children. Teachers create a private class where their students earn points, write book reviews, and build personal reading communities. There are various tools for teachers to use to track reading progress. Grades: 2nd-8th



[Answerables](#)

Answerables lets teachers create lessons and then “gamify” them using the site’s cutting-edge technology. The platform is a multiplayer game set on planet Proxima. Students choose an avatar and then customize and expand their home PODS (Personal Online Development Space) with learning activities. Students collaborate and develop social learning skills as responsible digital citizens. Teachers can monitor student progress and share resources with other educators. Grades: 1-12



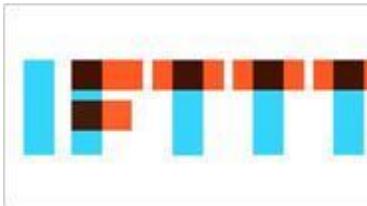
[DIY](#)

DIY is an exciting space for kids to learn and share new skills online. Similar to a virtual scouting troop, kids can complete challenges and post their projects on the site to earn badges like Bike Mechanic, Darkness Engineer, and Instrument Maker. Student accounts are linked to an adult account so that parents and teachers can easily monitor their students' progress and posts. Grades: 3-12



[BeenPod](#)

Create, curate, and share “beens” or collections of web pages which you can organize and comment on. Create student accounts for your classes and share beens with them. Also create and participate in beens with other educators. Collections and comments can be public or private. Grades: 4-12



[IFTTT](#)

Put the internet to work for you with IFTTT (If This, Then That). Create recipes that connect two or more apps, websites, or products. Browse through curated recipes like Back to School, Outer Space, or Photo Enthusiast. IFTTT is a great way to jump start efficiency! Grades: 9 and Up

Curriculum Collaboration

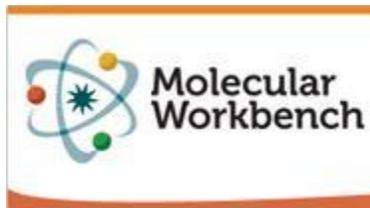
Standards for the 21st-Century Learner

- 1.3.4 Contribute to the exchange of ideas within a learning community.
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 4.3.1 Participate in the social exchange of ideas, both electronically and in person.



[Gooru](#)

Gooru is a free, educational search engine for online resources and lesson plans in science, math, social studies and language arts. Teachers and students can search for and curate collections of multimedia resources, digital textbooks, videos, handouts, games, and quizzes. Collect and gather information into “My Collections” and “My Classes” categories. Grades: K-12.



[Molecular Workbench](#)

Molecular Workbench is a free, open source environment providing visual, interactive computational experiments for teaching and learning science. Even though there are many simulations ready for use in the classroom, teachers can also create simulations based on their specific curricular needs and share them with other teachers. Grades: 9-12.



[Knowmia](#)

Knowmia is a web location that features short video lessons from teachers around the globe. The lessons cover a wide range of topics, having trouble teaching a difficult subject or concept Knowmia is here to help. Over 30,000 video lessons are available to users. Search for topics using an easy, simple search tool. There is a teacher, style, subject, and lesson for every style of educator and classroom. Don't see what you're looking for, add a lesson of your own and help other educators in the field. Grades: 4th-12th



[Hstry](#)

Hstry is a multimedia timeline creation tool that will work on your laptop, Chromebook, iPad or tablet. Students can interact and comment on peer timelines. Use a variety of media to highlight important biographical, historical, or literary events in chronological order. Add in video, images, audio, and text to the events these engaging timeline. Grades: 3-12



[Engineering is Elementary](#)

Engineering is Elementary uses children's love for building things to engage them in real-world engineering design challenges. The hands-on projects integrate an elementary school science topic with a specific field of engineering. A searchable database is included. Projects combine science, technology, engineering, and mathematics (STEM) to encourage problem-solving, inquiry, and innovation. Units include lesson plans, assessment tools, and a wealth of multimedia resources to assist teachers before and during the projects. Grades: 1-8

Content Resources

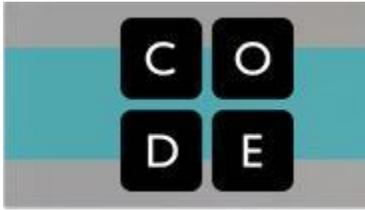
Standards for the 21st-Century Learner

- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.4.4 Develop directions for future investigations.
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.



[What Was There](#)

This innovative site adds the history to the place. Using Google Maps, this site explores the way places used to look. Students can search and explore their own personal history, that of relatives, or of an important place in class. What was There allows registered users to upload images of buildings and landmarks and have them displayed in the location where they were taken. Grades K-12



[Code](#)

Code is a non-profit educational foundation whose goal is that every student in every school has the opportunity to learn how to code. The first step in learning to code is to participate in the “Hour of Code,” where K-12 students and their teachers learn that coding can be fun. Code.org provides an integrated computer science curriculum as well as professional development opportunities for educators. Grades: K-12.



[BioDigital Human](#)

BioDigital Human moves learning beyond textbook diagrams and the life-sized skeleton in the corner of the science classroom! This tool is an interactive 3D environment providing a stunningly realistic way to examine the human body. Students can explore and manipulate the 3D images as they zoom in and out of the various layers of anatomical animations. Descriptions of health conditions related to each system of the human body are included. Grades: 7–12



[PhET](#) 

PhET is a collection of science and math interactive computer simulations. With over 200 million simulations delivered to date, students learn through exploration in an animated, game-like environment. PhET simulations encourage inquiry, use real-world connections and can be used in a variety of educational settings. Play with existing simulations or run simulations on this engaging, interactive site. Grades: 2-12.

[NASA](#) Search hundreds of resources by subject, grade level, type and keyword. These lesson plans and teaching materials support



your STEM curriculum.

[History Channel](#)

The History Channel extends beyond the television and takes history to the classroom with a comprehensive and unique range of educational resources for teachers.

[Ted ED](#)

TED-Ed's commitment to creating lessons worth sharing is an extension of TED's mission of spreading great ideas. Within TED-Ed's growing library of lessons, you will find carefully curated educational videos, many of which represent collaborations between talented educators and animators nominated through the TED-Ed platform. This platform also allows users to take any useful educational video, not just TED's, and easily create a customized lesson around the video. Users can then distribute TED-Ed lessons, publicly or privately, and track their impact on the world, a class, or an individual student. This platform is also the home to TED-Ed Clubs – an exciting new program that aims to stimulate and celebrate the best ideas of students around the world.

[Ted Talks](#) TED is a global set of conferences run by the private non-profit Sapling Foundation, under the slogan "Ideas Worth Spreading" TED believes passionately that ideas have the power to change attitudes, lives, and ultimately, the world. This underlying philosophy is the driving force behind all of TED's endeavors, including the TED Conferences, TEDx, TED Books, the TED Fellows Program, and the TED Open Translation Project. With this philosophy in mind, and with the intention of supporting teachers and sparking the curiosity of learners around the world, TED-Ed is the newest of TED's initiatives

[Khan Academy](#)

Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. We tackle math, science, computer programming, history, art history, economics, and more. Our math missions guide learners from kindergarten to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps. We've also partnered with institutions like NASA, The Museum of Modern Art, The California Academy of Sciences, and MIT to offer specialized content.



Edudemic

NEWSELA

Newsela is an innovative way to build reading comprehension.



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



Big 6 Skills: <http://big6.com/>



WHAT WORKS IN EDUCATION
THE GEORGE LUCAS EDUCATIONAL FOUNDATION

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

Ed Tech Tools to try in 2015



1. Paper.li

Turn Hand-Picked Content into Your Own Online Newspaper

Difficulty Level: Medium

Prerequisites: It helps to be familiar with Twitter.

Teaching students to [curate](#) — to carefully select content and build a collection around a particular theme — engages some of the high-level thinking skills and standards that are hardest to get at: Consider the Analyze and Evaluate levels of the [Revised Bloom's Taxonomy](#), or the Common Core's [Reading Anchor Standard 7](#), which asks students to “Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.”

Curation digs into all of this. Plus, it's a real-world skill that takes your students far, far away from multiple-choice land. But it's a skill most teachers rarely bother with.

A tool like [Paper.li](#) is a fun, visually appealing, tech-savvy way to teach curation. It lets the user choose online content around a specific theme, then place it into their own online “newspaper,” displaying individual items as stories. The newspaper then gets its own unique link which can be shared with others.

Suggested Uses:

- For a **lesson on research skills**, assign students to produce their own Paper.li newspaper on a topic related to your content area.
- If your students are on Twitter, assign a unique [hashtag](#) that connects to a **whole-class newspaper**. Individual students' tweets (which could be given deadlines and grades) would be selected for each edition.

- Teachers or whole schools could create a **school-wide Paper.li** on a weekly or monthly basis to share with students and families.



2. Emaze

Gorgeous, Web-Based Alternative to PowerPoint

Difficulty Level: Easy

Prerequisites: It helps to know some PowerPoint.

If you're already familiar with PowerPoint. And if you've also been wowed by what [Prezi](#) can do, with all its moving around and zooming in and whatnot, you'll want to get to know [emaze](#). It's a web-based presentation tool, which means that, like with Prezi, you create your presentations online, store them there, and can share them from anywhere with internet access. No more flash drives to carry around!

The most amazing aspect about emaze is their templates. They're just gorgeous and cool. The Gallery template is set up like an art museum, and with every click you sort of walk around the gallery in 3-D, looking at the stuff on the walls. The Infographic template is sort of like a living, breathing infographic you can move around on.

Suggested Uses:

- Have students give **presentations** and reports with emaze.
- Record an emaze presentation with a voice-over for use as an **instructional video**, a video yearbook, or a promotional video for a school, district, or classroom.
- Have students use emaze to assemble art, writing, or music **portfolios**.
- Create **your own lectures** and presentations with emaze



3. Voxer

Discussions Any Place, Any Time

Difficulty Level: Easy

Prerequisites: Smart phone or iOS or Android device for all users.

Voxer is an app for any Android or iOS device (iphone, iPad, iPod) that allows users to have voice chats. Imagine any message board you'd find on a website, where lots of people contribute to a discussion, except it's all voice recordings. Just press play on the first one and they will all play, one after the other, in the order they were put there.

Why is this so great? Because of time. Because sitting at a computer and typing gets old after a while and sometimes it's just faster to say it. Even faster than texting. And to be able to have a lot of people all in the same discussion at once, participating *whenever they're able to* rather than trying to find one exact time when everyone can be there? That is just so good for busy people.

Suggested Uses:

- Put students into **Voxer study groups** and include yourself in each one, so when they have a question about homework or class content, they can ask each other and maybe even get an answer from you.
- Have students participate in **literature circles** on Voxer, including you in each group, and give them a grade for the quality and quantity of their participation. Even absent students can still participate!
- Put your **PLC, grade-level team, or department** into a Voxer group. A Voxer chat can substitute for a meeting or at least cut way back on the time needed for face-to-face discussion.
- Use Voxer to **keep in touch with friends and family**. Listening to and participating in a Vox chat is easy to do while running errands or commuting, because you never have to look down at your phone.



4. QR Codes

Scan a Little Picture, Take Students Anywhere.

Difficulty Level: Medium

Prerequisites: Teacher needs to download a free QR creator; students need hand-held devices (phones or tablets) with free QR readers. Can work even if class has a limited number of devices.

QR codes — short for *quick response codes* — are those funny little black-and-white pictures that have popped up everywhere in the last few years.

Suggested Uses:

- Have **students create their own QR codes** to add multimedia to essays, flippables, or poster assignments.
- Post **QR codes around your classroom or school**, linked to videos or text instructions for using specific classroom equipment or following classroom procedures.
- **Provide feedback or grades** to students via QR codes, which allow the feedback to stay private between you and the student.
- **Give parents your contact information** on back-to-school night with a QR code: By scanning the code, the information goes right into their phones.



5. Kaizena

Voice Feedback on Student Assignments

Difficulty Level: Medium

Prerequisites: Set up a Google Drive account first.

If you and your students use Google Docs to compose and store student writing projects, there's a tool built into that platform that will allow you to give feedback more easily, more quickly, and with much more depth. With [Kaizena](#) teachers can go into student documents and add written *or voice* comments. It's the latter that's the real game-changer, because with voice, you can provide feedback with much more depth, in less time, and with more clarity: Compared with writing, there's less chance of a student misinterpreting your meaning when you convey it with your voice.

Suggested Uses:

- Offer voice feedback on **student writing assignments**.
- Communicate with students through their **personal journals**, which helps build a strong relationship with students.
- Have students collaborate on writing assignments and offer **peer feedback** through Kaizena.
- Add **links to helpful resources** along with feedback.



6. Plickers

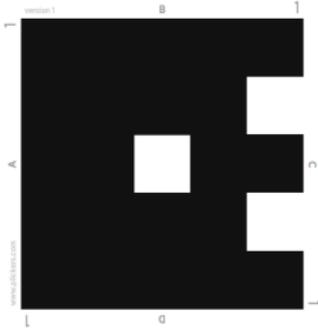
Instant Formative Assessment with Only ONE Device

Difficulty Level: Medium

Prerequisites: You must have at least one iOS device (iPhone, iPad, iPod) or Android device. It would be great if all of our students had their own devices, and all of those devices worked all the time, and we could conduct seamless formative assessments all the time, just like in our dreams. But in many, many schools, that is not a reality.

With [Plickers](#), you can still take advantage of high-tech capabilities, even if your classroom has only one device. Even if that one device is your personal phone. Really.

Here's how Plickers work: You sign up for a free account. You create a class, assigning a number to each student. Plickers gives you a unique scannable image for each student that you print on a piece of paper. They look like this:



Each student's image means something different depending on how they turn it: Facing one way, it means "A." Facing another way, it means "B." And so on, allowing for four possible answers. This lets you ask an endless, flexible amount of multiple-choice questions, and students can answer every one with that same sheet of paper, depending on how they hold it up.

To gather responses, you simply hold up your smartphone or other iOS or Android device equipped with a reader, scan each student's card in one smooth flow, and the results are immediately collected in one spot on your device.

Suggested Uses:

- Conduct **formative assessments** while you teach.
- Use Plickers like **exit slips**, to find out what students learned after a lesson, or as an [anticipatory set](#), to provide a jumping-off point for a lesson.
- **Poll** students (or if you are an administrator, poll your faculty) as a way of conducting a vote on a change in policy, where to take a field trip, or even what kind of pizza to order.



An online presentation tool that enables you and your students to create professional-quality videos in just minutes.

Top Ten Education Tech Blogs

<https://www.brainscape.com/blog/2015/01/top-education-tech-blogs/>

Google Apps:



[Google Classroom](#)

Create a paperless classroom in which teachers can post assignments, receive student work, track missing work, and give feedback, all electronically. Teachers can upload and share Google files, other file types, or share links and can opt to automatically make a copy of a Google Document for each student. Work is organized automatically with Google folders for each assignment and for each student. A requirement is that all teachers and students must use Google Apps for

Education accounts to participate. Grades: 6-12



Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: articles, theses, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites.

Best Apps:



50 Best Apps for Education

A discovery engine of websites, mobile apps, desktop programs, and electronic products for teaching and learning.

<https://edshelf.com/shelf/qzufyn3-edwebbet47-the-a-list/>

Digital Citizenship



What is Creative Commons?

Creative Commons is a nonprofit organization that promotes the global sharing of images, music, and other creative tools for free. Artists and musicians submit their work to Creative Commons for others' use on media-related projects.

The following Creative Commons websites have free music, pictures, and videos available for school and personal projects.

Note: when you use creative commons material from the web please remember to give the original authors credit by putting their names in your citation page. This isn't just a friendly thing to do - it is often a requirement!

For images:

Flickr Creative Commons

<http://www.flickr.com/creativecommons/>

This is probably the easiest website to use for photos and it doesn't require account creation to download images. Still, make sure the images have a CC license before you use them.

Flickr Storm

<http://www.zoo-m.com/flickr-storm/>

Similar to Flickr, this site looks beyond basic search parameters to include relevant and useful CC images in your search results.

Fotopedia

<http://www.fotopedia.com/#search>

Open Clip Art Library

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

This site is great to use for clip art images.

Photo Pin

<http://photopin.com/>

Provides direct downloads of Flickr CC content.

Pics 4 Learning

<http://www.pics4learning.com/>

This site is designed for educational purposes and features a range of safe images ready for use in a variety of projects.

For music:

Free Live Music from the Internet Archive

<http://www.archive.org/details/etree>

Free recordings of live concerts available for non-commercial use. Allows you to search or browse by artist, most recent, etc.

Free Music Archive

<http://freemusicarchive.org/>

Select the one that sounds appropriate for the mood or tone you want to create in your media project, e.g. blues, electronic, hip-hop, etc. Note: Click on the arrows to download.

Free Downloads from Last.fm

<http://www.last.fm/music/+free-music-downloads>

Note: The blue icon on the right lets you know that it's free and enables downloading when you click on it.

Jamendo

<http://www.jamendo.com/en>

This site has a large database of free music.

Kompoz

<http://www.kompoz.com/compose-collaborate/home.music>

This site allows artists to upload their music and is available for anyone to download. In addition, different users can download a track, edit it, and re-upload to the site to create one collaborative master track for other users to download.

CCMixer

<http://ccmixter.org/>

Download, sample, or remix any of the pieces on the site.

Freesound

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

Soundcloud

<https://soundcloud.com/>

When searching for music, make sure to modify search under "License to listen to" and select "To use commercially."

For video:

Vimeo Creative Commons Video

<http://vimeo.com/creativecommons>

Archive.org Movies

<http://archive.org/details/movies>

Ourmedia Creative Commons

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

Other sites:

<http://www.bothell.washington.edu/learningtech/instructional-resources/repositories/multimedia-repositories>

Here you will find a list of image, audio, and video resources. Keep in mind that the sites on this list all have different licensing terms, so be sure to check after you find the multimedia object you wish to use.

<http://guides.lib.washington.edu/content.php?pid=56693&sid=1274161>

Here's a list provided by UW libraries of places to find open access images. These images are freely available for use, and can be used in projects both inside and outside of the classroom.

<http://incompetech.com/m/c/royalty-free/index.html>

Has three engines that allow you to search by feel, genre, and keyword. This can be particularly helpful if you are making a digital video or short film. For example, if you are making a horror film, you can simply search "horror" in the keyword engine and you will find rather dark, suspenseful pieces recorded on piano.

The Public Domain Review: <http://publicdomainreview.org/>

Use these websites as resources for your media projects. However, please keep in mind that when you are searching for music or images on these sites, not all tracks and photographs are available royalty-free.