



# Southern Lehigh School District

UbD Curriculum Template

Course:

**DESIGN21**

Teacher Team: **Walter**

Unit:

**Digital Citizenship**

Grades: **8**

Date: **6/2013**

## Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address?  <i>Effective Communication Skills</i>  <i>Adaptation and flexibility</i>  <i>Problem-solving</i>  <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address?            Please access the appropriate standards and copy/paste in the gray region</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA Common Core State Standards</a>              Reading Standards for Informational Text:              7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</li> </ul> <p>Speaking and Listening Standards:              1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse</p>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <a href="#">TRANSFERABLE</a> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <ul style="list-style-type: none"> <li>*Communication behaviors and actions impact the access and safety of users.</li> <li>*People's online information can be helpful or harmful to their reputation and image.</li> <li>*Students can take some control over their digital footprint.</li> <li>*Proper etiquette is necessary for digital communication.</li> <li>*Having an understanding of copyright, creative commons, and fair use in a digital environment will help to practice safe, legal, and responsible use of technology.</li> <li>*Well-developed speaking and listening skills are inherent in communicating appropriately and effectively.</li> <li>*The Creative Problem Solving Process will help students “think outside the box” to become creative thinkers in any academic discipline or career choice.</li> </ul> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a>  <i>Students should know how to protect themselves and others, know appropriate ways to interact, and know how to find the best sources in the digital world beyond the walls of the DESIGN21 classroom. Creative problem solving is important for all aspects of life. Everything learned in this course can be applied to other classes and to their personal lives presently and in the future.</i></p>
	<p style="text-align: center;"><b>Essential Questions</b></p> <p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ul style="list-style-type: none"> <li>*What is a digital footprint, and what does yours convey?</li> <li>*How are our decisions and choices influenced by our ethical and legal responsibilities?</li> <li>*What are the consequences of oversharing online?</li> <li>*How do you respect the privacy of others online?</li> </ul>

<p>partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math Common Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul>	<p><i>*How do you advocate and practice safe, legal, and responsible use of information and technology?</i></p> <p><i>*How is technology used to solve problems?</i></p> <p><i>*How does my digital behavior show respect for the rights and feelings of others?</i></p> <p><i>*What techniques do speakers use to enhance the presentation of information to an audience of peers?</i></p> <p><i>*In the creative problem solving process, why is it important to acknowledge our successes, celebrate our failures and modify our ideas or products?</i></p>	
<p>3.4.7.B1. Explain how the use of technology can have consequences that affect humans in many ways.</p> <p>15.3.8.T. Discuss the rules of digital citizenship.</p> <p>15.4.8.B. Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.</p> <p>15.4.8.D. Create projects using emerging input technologies.</p>	<p><b>Acquisition</b></p>	
	<p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <ul style="list-style-type: none"> <li>-Everyone has a digital footprint, and information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent.</li> <li>-Your online social networks play a large part in setting your online identity and digital footprint.</li> <li>-There are benefits, but also risks when sharing information online.</li> <li>-It is the responsibility of digital media users to respect the personal information and privacy of others.</li> <li>-Putting information about others online could compromise their own reputation and/or their relationships with others.</li> <li>-Spam can have malware attached to it, which if downloaded can infect computers.</li> <li>-Identity Theft happens when someone uses your private identity information and pretends they are you in order to get money or buy things or services for themselves.</li> <li>-Identity thieves can find your information offline or online.</li> <li>-Teens and young children are targets for identity theft because they have no credit history.</li> <li>-There is no guarantee of privacy online.</li> <li>-Legal rights and restrictions governing technology use comprises digital law.</li> <li>-Give credit (get permission if necessary) where credit is due when using other people's work.</li> </ul>	<p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <ul style="list-style-type: none"> <li>-Lead by example when using technology</li> <li>-Be aware of how your actions could be interpreted by others</li> <li>-Recognize that people's online information can be helpful or harmful to their reputation and image</li> <li>-Consider their own digital footprints and what they want those footprints to be like in the future</li> <li>-Use proper etiquette when using all forms of technology</li> <li>-Identify some of the benefits of sharing information online</li> <li>-Reflect on the risks of sharing information (oversharing) online</li> <li>-Think critically about what they choose to post and share about themselves online</li> <li>-Generate ideas about how to respect the privacy of others</li> <li>-Describe security challenges related to e-mail, instant messaging, and free downloads</li> <li>-Explain how to handle spam, attachments from unknown sources, and free download offers</li> <li>-Describe online identity theft and several ways it can occur and how it can be prevented</li> <li>-Explore privacy tools on the sites used and decide how public or private your stuff should be</li> <li>-Monitor what others are posting about you in comments, photos, blogs, videos, and on social networking sites</li> </ul>

	<p>-Be responsible and respectful toward other people's work. -It is important to inform responsible adults about cyberbullying.</p> <p>7. What vocabulary should students know and be able to recall? <i>Digital Footprint, Online Image, Persistent, Consequences, Oversharing, Phishing, Pharming, Blog, Malware, Identity Theft, Credit Report, Privacy Policy, Password, Privacy Tools, Cyberbullying, Social Networking, Piracy, Plagiarize, Acknowledge, Copyright, Fair Use,</i></p> <p>8. What basic concepts should students know and be able to recall and apply? -Students should understand the legalities of what they can and cannot use from the Internet. -Students should understand the appropriateness of what to share and not to share in the cyberspace.</p>	<p>-Avoid violating Copyright Laws -Apply Fair Use laws -Analyze online behaviors that could be considered cyberbullying -Help others to be good digital citizens -Engage in digital citizenship</p>
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Stage 2 – Evidence	
NETS for Students	PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation Communication and Collaboration Digital Citizenship Technology Operations</i></p>	<p><i>Examples include but are not limited to: Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>*Digital Citizenship Mini-Project -- These mini projects are completed at the beginning of the Digital Citizenship Mini Unit to get a chance to do some preliminary research and to share creatively what students already know about the topic and what has been learned in the past about these topics. Project topics include the following topics: Digital Footprints, Oversharing, Identity Theft, Safe/Responsible Social Networking, Being Smart, Safe, and Secure Online, Cyberbullying, and Copyright/Fair Use.</i></p> <p><i>*Top Ten List (Safe/Responsible Social Networking) --Students create a Top Ten Security List for Safe/Responsible Social Networking. This list is posted on Edmodo.</i></p> <p><i>*Teacher Observation</i></p>

<b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b>
<i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i>
List the assessments: Quiz -- <i>The quiz is taken at the end of the unit covering all topics in the unit.</i>

Stage 3 – Learning Plan		
NETS for Students	Learning Activities	Progress Monitoring/Formative Assessment
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation Communication and Collaboration Digital Citizenship Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?</b> Teacher Observation, Student/Teacher Feedback</li> <li>• <b>What are potential rough spots and student misunderstandings?</b> -Applying Copyright Law (with music) -Understanding how to apply Fair Use -Self-reflecting bullying behaviors within themselves -Telling a trusted adult about bullying is not being a "tattle tale."</li> <li>• <b>How will students get the feedback they need?</b> Teacher Observation/Constant Monitoring and Coaching, Small Group Discussions, Conferencing, Student/Teacher Feedback</li> </ul>
	<p><b>List planned activities</b> <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>-Digital Citizenship Mini-Projects -- Collaborative multi-media projects completed at the beginning of the unit sharing prior knowledge and conducting some preliminary research</p>	<p><b>List resources required</b> <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>Laptops, Internet, Wordle, Flip Cameras, Tripods, Projector, Blue Screen/Green Screen, Lights, Digital Cameras, Common Sense Media</p>

	<p>-Digital Footprints -- Digital Footprint (Creative Commons), Discussion on Imagery in video, Your Digital Footprint (iSafe lesson), Pool Party Video (iSafe video), Group Discussion</p> <p>-Oversharing -- Privacy Student Video Vignette (Brittany's Story), Video Discussion, Oversharing Case Studies (Think-Pair-Share or Group Work), Discussion of Case Studies</p> <p>-Respecting Privacy of Others -- Case Studies, Group Discussion</p> <p>-Personal Safety Unit (iSafe lessons 1, 2, 3, and 4)</p> <p>-Cybersecurity (iSafe lesson)</p> <p>-Smart, Safe, Secure Online -- Scenario (Activity Sheet 1), Activity Sheet 2 &amp; 3, Group Discussion on Real World Examples</p> <p>-Online Identity Theft -- Identity Theft Word Activity (Partners), Activity Sheet 2, Group Discussion, FTC.gov Identity Theft Video, Oneguardonline.gov (Internet Safety Games)</p> <p>-Acceptable Social Networking -- Discuss Your Online Image, 2 Case Studies (Acceptable Social Networking &amp; Connected, 24/7) Social Networking in Online Communities (iSafe lesson), Chills (iSafe video),</p>	<p>(Website/Lessons/Videos), iSafe Curriculum (Lessons/Videos/Powerpoints), Prezi, Keynote, iMovie, iWeb, Glogster, You Tube Videos, www.ftc.gov (Identity Theft Video), www.onguardonline.gov (Internet Safety Games), Edmodo, Safe/Responsible News Articles</p>	
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	<p>Social Networking (iSafe video), Share Real News Articles (Jigsaw Activity), Top Ten List Activity (Partners -- Safe/Responsible Social Networking) -Copyright (A Creator's Responsibility) -- Student Video Vignette (Henry's Story), Copyright/Fair Use/Plagiarism Case Studies (Group Work), Group Discussion , Share Goyte You Tube Fair Use Example -Digital Citizenship Quiz</p>		
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# Southern Lehigh School District

UbD Curriculum Template

Course: **DESIGN21**  
Teacher Team: **Walter**

Unit: **Global Awareness**

Grades: **8**

Date: **6/2013**

## Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Adaptation and flexibility</i> <i>Problem-solving</i> <i>Global Awareness</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address?</p> <p>Please access the appropriate standards and copy/paste in the gray region</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA Common Core State Standards</a></li> </ul> <p>Writing Standards:</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <u>TRANSFERABLE</u> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <ul style="list-style-type: none"> <li>*A leader uses interpersonal and problem-solving skills to influence and guide others toward a goal.</li> <li>*Leaders use the strength of their team to accomplish a common goal.</li> <li>*Leaders inspire others by example and selflessness.</li> <li>*Self-directed learners reflect critically on past experiences in order to inform future progress.</li> <li>*Self-directed learners demonstrate commitment to learning as a lifelong process.</li> <li>*Well-developed speaking and listening skills are inherent in communicating appropriately and effectively.</li> <li>*The Creative Problem Solving Process will help students “think outside the box” to become creative thinkers in any academic discipline or career choice.</li> </ul> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a> <i>Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive informational age requires students to develop life and career skills such as: initiative, self-direction, leadership, and responsibility.</i></p>
	<p style="text-align: center;"><b>Essential Questions</b></p> <p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ul style="list-style-type: none"> <li>* <i>How do I use 21st century skills to influence and guide others towards a goal?</i></li> <li>* <i>What is a leader, and what does a leader do?</i></li> <li>* <i>What is a leader’s responsibility to a global community?</i></li> <li>* <i>How does a leader responsibly use information, media, and technology skills to positively contribute to the global community?</i></li> </ul>

<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening Standards:</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math Common Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul> <p>3.4.7.B1. Explain how the use of technology can have consequences that affect humans in many ways.</p> <p>11.2.6 Balancing Family, Work, and Community Responsibility</p> <p>A. Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods.</p> <p>B. Deduce the importance of time management skills (e.g. home, school, recreational activities).</p> <p>C. Classify the components of effective teamwork and leadership.</p>	<b>Acquisition</b>	
<p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <ul style="list-style-type: none"> <li>-Learning to collaborate with others and connect through technology are essential skills in a knowledge-based economy.</li> <li>-Collaborative problem-solving is working together to solve a common challenge, which involves the contribution and exchange of ideas, knowledge or resources to achieve the goal.</li> <li>-It is easy to publish on the Internet, which may affect the usefulness of some sites' content.</li> <li>-Digital etiquette is based on the standards of conduct expected by other digital technology users.</li> <li>-The type of digital communication is dependent upon who you communicate with and the topic.</li> <li>-Legal rights and restrictions governing technology use comprises digital law.</li> <li>-Give credit (get permission if necessary) where credit is due when using other people's work.</li> </ul> <p>7. What vocabulary should students know and be able to recall?</p> <p>Global Awareness, High Quality Sites, Service Projects, Charities, Copyright, Fair Use, Plagiarize, Goal Setting, Storyboarding, Effective Leadership, Team Building, Collaboration, Flexibility, Creativity, Critical Thinking, Cooperation, Problem Solving, Decision-Making</p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p>Students need 21st Century Skills to be successful and competitive in a global community that integrates the nexus of Business, Education, Finance, Government, Industry and other areas that do not yet exist.</p>	<p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <ul style="list-style-type: none"> <li>-Activate prior knowledge to help identify community, societal, and global problems/topics to promote awareness about (Brainstorm in small groups)</li> <li>-Work collaboratively with group members</li> <li>-Select topic choices for final multimedia projects that interest them and they would like to promote awareness about</li> <li>-Conduct preliminary research to gain new knowledge and to activate prior knowledge</li> <li>-Identify and use high quality sites to contribute to the research for their group</li> <li>-Complete the project planning paper and decide on their multimedia project type</li> <li>-Brainstorm ideas and visions of their final project using the Storyboard template</li> <li>-Collaboratively complete a storyboard template to guide their collaborative research and project creation</li> <li>-Research real-life problems</li> <li>-Evaluate websites for content</li> <li>-Demonstrate skills in problem solving and decision-making</li> <li>-Demonstrate concern, empathy, and respect for others</li> <li>-Avoid violating Copyright Laws</li> <li>-Apply Fair Use Laws</li> <li>-Be aware of how your actions could be interpreted by others</li> <li>-Use proper netiquette when using all forms of technology</li> <li>-Be able to self-assess and reflect</li> <li>-Engage in digital citizenship</li> </ul>	



<p>11.2.9 <i>Balancing Family, Work, and Community Responsibility</i>  A. <i>Solve dilemmas using a practical reasoning approach</i>  -Identify situation  -Identify reliable information  -List choices and examine the consequences of each  -Develop a plan of action Draw conclusions  -Reflect on decisions</p> <p>15.3.8.E. <i>Choose appropriate print and electronic resources to meet project need.</i></p> <p>15.3.12.W. <i>Use electronic communication with peers and/or educators to produce a work product.</i></p> <p>15.4.8.B. <i>Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.</i></p> <p>15.6.8.L. <i>Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.</i></p> <p>16.1.8.D <i>Apply goal setting into academic decisions.</i></p> <p>16.2.8.D <i>Analyze various types of conflict and determine appropriate resolutions.</i></p>		
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Stage 2 – Evidence	
<b>NETS for Students</b>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<b>NETS—National Educational</b>	<i>Examples include but are not limited to:</i>

<p><b>Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation Communication and Collaboration Research and Information Fluency Critical Thinking Digital Citizenship Technology Operations</i></p>	<p><i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>*Brainstorming Activity -- In small groups, students are to brainstorm possible project topics for Global Awareness. Topic choices are posted onto EdModo.</i></p> <p><i>*Initial Planning Paper -- The Initial Planning Paper is used to do preliminary research on a project topic to gain knowledge about selected topics. This paper is then used in a small group to make a final decision on which multi-media project type to choose for the group multi-media project and how to better focus further research.</i></p> <p><i>*Group Storyboard -- In this group activity, students are expected to think ahead and plan what they would like for their project to look like on the template provided. This will serve as the "blueprint" for their project. It also helps for the groups to focus their research. Each box is worth 3 points (sketch, idea, and details).</i></p> <p><i>*Daily Journal Activity --Daily Journals are completed every day. Students state their goals for the day, what they accomplished, and what their proposed goal is for the next day of class. Journals are completed on EdModo.</i></p> <p><i>*Teacher Observation</i></p> <p><b>OTHER SUMMATIVE ASSESSMENTS— can include factual recall</b></p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:</p> <p><i>*Collaborative Work Skills Rubric -- This rubric is used weekly to assess students on the Collaborative Work Skills (Preparedness, Problem-Solving, Working with Others, Focus on the Task, Contributions, and Quality of Work).</i></p>
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Stage 3 – Learning Plan		
NETS for Students	Learning Activities	Progress Monitoring/Formative Assessment
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation Communication and Collaboration Research and Information Fluency Critical Thinking Digital Citizenship Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?</b> Teacher Observation, Student/Teacher Feedback, Daily Journal Activities, Collaborative Work Skills Rubric</li> <li>• <b>What are potential rough spots and student misunderstandings?</b> -Students only want to gather surface knowledge/basics and do not seem to truly understand what quality research is and go into depth. -Some students struggle with applying netiquette when constructing emails to experts.</li> </ul>

		<p>-Some students struggle with finding/identifying high quality resources.</p> <ul style="list-style-type: none"> <li>• <b>How will students get the feedback they need?</b> Teacher Observation/Constant Monitoring and Coaching, Small Group Discussions, Conferencing, Student/Teacher Feedback, Collaborative Work Skills Rubric</li> </ul>	
	<p><b>List planned activities</b> <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>-Brainstorming Session -- Brainstorm in small groups various community, societal, and/or global issues. Narrow large list to the Top 5 per group.</p> <p>-Select Project Topic -- Students select top 3 choices from about 30 choices and are then placed into collaborative groups.</p> <p>-Initial Planning Paper -- Individual Think Tank/Preliminary Research</p> <p>-Project Planning Lesson -- Meet with groups to decide on multimedia project type for topic. Fill out Project Planning Paper.</p> <p>-Group Storyboard/Blueprint --Create one storyboard per group</p> <p>-Continued Research and Note taking -- Promote</p>	<p><b>List resources required</b> <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>Laptops, Internet, Printer, Highlighters, Projector, Initial Planning Paper, Project Planning Paper, Storyboard, Polycom Unit (Videoconferencing), Gaggle Accounts, Edmodo, Skype (on Teacher Laptop)</p>	<p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Daily Journal Activity -- Daily Journals are completed every day. Students state their goals for the day, what they accomplished, and what their proposed goal is for the next day of class. Journals are completed on EdModo. This is a way to effectively communicate with the teacher about progress and contributions.</p>

	<p>awareness through further research</p> <ul style="list-style-type: none"><li>-Connect with Experts Via Gaggle</li><li>-Logging Expert Connections -</li><li>- Students will log expert connection attempts onto Edmodo.</li><li>-Daily Journal Activity -- Goals for day, Accomplishments, and Goals for next class</li><li>-Technology Trainings with Technology Coach</li></ul>		
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# Southern Lehigh School District

UbD Curriculum Template

Course: **DESIGN21**  
Teacher Team: **Walter**

Unit: **Global Responsibility**

Grades: **8**

Date: **6/2013**

## Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Adaptation and flexibility</i> <i>Problem-solving</i> <i>Global Awareness</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address?</p> <p>Please access the appropriate standards and copy/paste in the gray region</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA Common Core State Standards</a></li> </ul> <p>Writing Standards: 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding</p>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <u>TRANSFERABLE</u> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):  <i>*A leader uses interpersonal and problem-solving skills to influence and guide others toward a goal.</i>  <i>*Leaders use the strength of their team to accomplish a common goal.</i>  <i>*Leaders inspire others by example and selflessness.</i>  <i>*Self-directed learners reflect critically on past experiences in order to inform future progress.</i>  <i>*Self-directed learners demonstrate commitment to learning as a lifelong process.</i>  <i>*Well-developed speaking and listening skills are inherent in communicating appropriately and effectively.</i>  <i>*The Creative Problem Solving Process will help students “think outside the box” to become creative thinkers in any academic discipline or career choice.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a>  <i>Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive informational age requires students to develop life and career skills such as: initiative, self-direction, leadership, and responsibility.</i></p>
	<p style="text-align: center;"><b>Essential Questions</b></p> <p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:  <i>*How do I use 21st century skills to influence and guide others towards a goal?</i>  <i>*What is a leader, and what does a leader do?</i>  <i>*What is a leader’s responsibility to a global community?</i>  <i>*How does a leader responsibly use information, media, and technology skills to positively contribute to the global community?</i></p>

<p>plagiarism and following a standard format for citation.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening Standards:</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math Common Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul> <p>3.4.7.B1. Explain how the use of technology can have consequences that affect humans in many ways.</p> <p>11.2.6 Balancing Family, Work, and Community Responsibility</p> <p>A. Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods.</p> <p>B. Deduce the importance of time management skills (e.g. home, school, recreational activities).</p> <p>C. Classify the components of effective teamwork and leadership.</p> <p>11.2.9 Balancing Family, Work, and</p>	<b>Acquisition</b>	
<p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <p><i>-Learning to collaborate with others and connect through technology are essential skills in a knowledge-based economy.</i></p> <p><i>-Collaborative problem-solving is working together to solve a common challenge, which involves the contribution and exchange of ideas, knowledge or resources to achieve the goal.</i></p> <p><i>-It is easy to publish on the Internet, which may affect the usefulness of some sites' content.</i></p> <p><i>-Digital etiquette is based on the standards of conduct expected by other digital technology users.</i></p> <p><i>-The type of digital communication is dependent upon who you communicate with and the topic.</i></p> <p><i>-Legal rights and restrictions governing technology use comprises digital law.</i></p> <p><i>-Give credit (get permission if necessary) where credit is due when using other people's work.</i></p> <p>7. What vocabulary should students know and be able to recall?</p> <p><i>Global Responsibility, High Quality Sites, Copyright, Fair Use, Plagiarize, Goal Setting, Effective Leadership, Team Building, Collaboration, Flexibility, Creativity, Critical Thinking, Cooperation, Problem Solving, Decision-Making</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>Students need 21st Century Skills to be successful and competitive in a global community that integrates the nexus of Business, Education, Finance, Government, Industry and other areas that do not yet exist.</i></p>	<p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <p><i>-Work collaboratively with group members</i></p> <p><i>-Conduct additional necessary research to continue to promote awareness about project topic</i></p> <p><i>-Identify and use high quality sites to contribute to the research for their group</i></p> <p><i>-Research real-life problems</i></p> <p><i>-Evaluate websites for content</i></p> <p><i>-Demonstrate skills in problem solving and decision-making</i></p> <p><i>-Demonstrate concern, empathy, and respect for others</i></p> <p><i>-Avoid violating Copyright Laws</i></p> <p><i>-Apply Fair Use Laws</i></p> <p><i>-Be aware of how your actions could be interpreted by others</i></p> <p><i>-Use proper netiquette when using all forms of technology</i></p> <p><i>-Be able to self-assess and reflect</i></p> <p><i>-Engage in digital citizenship</i></p>	

<p><i>Community Responsibility</i></p> <p><i>15.3.8.E. Choose appropriate print and electronic resources to meet project need.</i></p> <p><i>15.3.12.W. Use electronic communication with peers and/or educators to produce a work product.</i></p> <p><i>15.4.8.B. Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.</i></p> <p><i>15.4.8.D. Create projects using emerging input technologies.</i></p> <p><i>15.6.8.L. Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.</i></p> <p><i>16.1.8.D Apply goal setting into academic decisions.</i></p> <p><i>16.2.8.D Analyze various types of conflict and determine appropriate resolutions.</i></p>		
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Stage 2 – Evidence	
NETS for Students	PERFORMANCE TASK(S)— can include transfer tasks and Project-Based Learning
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation</i>  <i>Communication and Collaboration</i>  <i>Research and Information Fluency</i>  <i>Critical Thinking</i></p>	<p><i>Examples include but are not limited to:</i>  <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):  <i>*Collaborative Work Skills Rubric -- This rubric is used weekly to assess students on the Collaborative Work Skills (Preparedness, Problem-Solving, Working with Others, Focus on the Task, Contributions, and Quality of Work).</i>  <i>Daily Journal Activity --Daily Journals are completed every day. Students state their goals for the day, what they accomplished, and what their proposed goal is for the next day of class. Journals are completed on EdModo.</i>  <i>Teacher Observation</i></p> <p><b>OTHER SUMMATIVE ASSESSMENTS— can include factual recall</b></p>

<p>Digital Citizenship Technology Operations</p>	<p>Examples include but are not limited to final projects, research papers, quizzes and tests.</p> <p>List the assessments:</p> <p><i>*Final Multimedia Project -- This collaborative multimedia project (a Keynote Presentation, an iMovie, an iWeb, a Glogster, or a Prezi Presentation) is created during the unit and presented at the end of the course to share knowledge and promote awareness about the student selected topics. Students are graded on Creative Content, Layout/Design, Graphics/Sounds, and/or Animations, Text Elements, Copyright, and Spelling and Grammar.</i></p> <p><i>*Oral Presentation of Final Multimedia Project -- The oral presentation is the presentation of the group collaborative project. The rubric used to score the oral presentation of the final multimedia project evaluates students on the following criteria: Preparedness, Content, Speaks Clearly, Stays on Topic, Posture and Eye Contact, and Volume.</i></p> <p><i>*Group Member/Self Evaluation -- In this culminating activity, students are expected to evaluate themselves as contributing group members, and they are evaluated by their group members as well in terms of their contributions. All scores are averaged out of 20 points.</i></p>
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Stage 3 – Learning Plan		
NETS for Students	Learning Activities	Progress Monitoring/Formative Assessment
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation Communication and Collaboration Research and Information Fluency Critical Thinking Digital Citizenship Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?</b> Teacher Observation, Student/Teacher Feedback, Daily Journal Activities, Collaborative Work Skills Rubric</li> <li>• <b>What are potential rough spots and student misunderstandings?</b> -Students only want to gather surface knowledge/basics and do not seem to truly understand what quality research is and go into depth. -Some students struggle with applying netiquette when constructing emails to experts. -Student struggle with evaluating themselves. Some students evaluate themselves too highly or are too hard on themselves. This is something some students feel uncomfortable with and is a necessary skill for lifelong learners.</li> <li>• <b>How will students get the feedback they need?</b> Teacher Observation/Constant Monitoring and</li> </ul>



	<p><b>List planned activities</b>  <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <ul style="list-style-type: none"> <li>-Continued Research and Notetaking -- Promote awareness through further research (If needed)</li> <li>-Project creation of collaborative multimedia projects</li> <li>-Explanation of Bibliography Requirements -- Informational Sources need to be cited as well as any pictures, diagrams, charts, or borrowed video footage. (Bibliography worksheet or Easy Bibs)</li> <li>-Bibliography Construction</li> <li>-Connect with Experts Via Gaggle (If needed)</li> <li>-Logging Expert Connections -</li> <li>- Students will log expert connection attempts onto EdModo.</li> <li>-Daily Journal Activity -- Goals for day, Accomplishments, and Goals for next class</li> <li>-Trailer Creations (iMovie - extension opportunity)</li> <li>-Group Member/Self</li> </ul>	<p><b>List resources required</b>  <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>Laptops, Internet, Wordle, Printer, Highlighters, Projector, Polycom Unit (Videoconferencing), Gaggle Accounts, Edmodo, Skype (on Teacher Laptop), Flip Cameras, Tripods, Blue Screen/Green Screen, Lights, Digital Cameras, Headphones, Microphones, Prezi, Keynote, iMovie, iWeb, Glogster, Project Rubrics, Oral Presentation Rubrics, Index Cards, Project Checklists, Bibliography Citations Worksheet, <a href="http://www.easybib.com">www.easybib.com</a></p>	<p>Coaching, Small Group Discussions, Conferencing, Student/Teacher Feedback, Collaborative Work Skills Rubric</p> <p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Daily Journal Activity -- Daily Journals are completed every day. Students state their goals for the day, what they accomplished, and what their proposed goal is for the next day of class. Journals are completed on EdModo. This is a way to effectively communicate with the teacher about progress and contributions.</p>
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	<p>Evaluations -- Evaluate contributing group members and self as a contributing group member. All scores averaged.</p> <p>-Presentations -- Students will present their projects to the class at the culmination of the course.</p>		
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