Course:
DESIGN21   Unit: **Digital Citizenship**   Grades: **7**
Teacher Team: **Walter**   Date: **6/2013**

Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
1. What 21st Century Essentials included in the mission statement will this unit address? *Effective Communication Skills* *Adaptation and flexibility* *Problem-solving* *Career Planning and Life-Long Learning*	**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 TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.**

Additional content for the Enduring Understandings section:

3. List the Enduring Understanding(s):
   Responsible use of online tools can help protect the personal/private information of others.
   Communication behaviors and actions impact the access and safety of users.
   Proper etiquette is necessary for digital communication.
   The validity of a digital resource can be determined.
   The accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources cannot always be trusted.
   A variety of Internet search engines and may be used to perform Internet searches to find information on the World Wide Web.
   Well-developed speaking and listening skills are inherent in communicating appropriately and effectively.
   The Creative Problem Solving Process will help students "think outside the box" to become creative thinkers in any academic discipline or career choice.

2. What content standards will this unit address?

Please access the appropriate standards and copy/paste in the gray region

- ELA Common Core State Standards
  Reading Standards for Informational Text:
  7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

  Speaking and LIstening Standards:
  1. Engage effectively in a range of collaborative discussions (one-on-one, in

4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?
   Students should know how to protect themselves, know appropriate ways to interact, and know how to find the best sources in the digital world beyond 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.

Essential Questions
What thought-provoking questions will foster inquiry, meaning-making, and transfer?

5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:
   How do you effectively communicate in a digital environment?
   How do you evaluate the validity of information?
   Why is it important to evaluate the source and validity of information?

groups, and teacher- led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- Math Common Core State Standards

- PA Content Standards

3.4.7.B1. Explain how the use of technology can have consequences that affect humans in many ways.
15.3.8.E. Choose appropriate print and electronic resources to meet project need.
15.3.8.T . Discuss the rules of digital citizenship.
15.4.8.B. Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.
15.4.8.D. Create projects using emerging input technologies.
15.6.8.L. Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.

*How do I choose which technological tools to use and when it is appropriate to use them?
*How do you advocate and practice safe, legal, and responsible use of information and technology?
*How is technology used to solve problems?
*What techniques do speakers use to enhance the presentation of information to an audience of peers?
*In the creative problem solving process, why is it important to acknowledge our successes, celebrate our failures and modify our ideas or products?

Acquisition	
Students will know...	**Students will be skilled at... (be able to do)**
6. What facts should students know and be able to use to gain further knowledge? *-It is easy to publish on the Internet, which may affect the usefulness of some sites' content.* *-Information is collected about you on websites even when you are not providing it.* *-There are benefits, but also risks when sharing information online.* *-Your online social networks play a large part in setting your online identity and digital footprint.* *-Digital etiquette is based on the standards of conduct expected by other digital technology users.* *-The type of digital communication is dependent upon who you communicate with and the topic.* *-Legal rights and restrictions governing technology use comprises digital law.* *-Give credit (get permission if necessary) where credit is due when using other people's work.* *-It is important to inform responsible adults about cyberbullying.* *-Bystanders play an important role in a cyberbullying situation.* 7. What vocabulary should students know and be able to recall? *High Quality Sites, Privacy Policy, Cookies, Third Party, Privacy Options, Private Information, Personal Information, Oversharing, Identity Theft, Netiquette, Textiquette, Flame War, Informal Communication, Formal Communication, Copyright, Fair Use, Plagiarism, Cyberbullying,*	9. What discrete skill and processes should students be able to demonstrate? *-Lead by example when using technology* *-Evaluate websites for content* *-Understand the term validity, the right to freedom of speech and how online resources are not always well balanced and fair* *-Write search engine queries that will result in higher quality results* *-Select the best search string results* *-Explain why companies/websites collect information about visitors on their sites* *-Distinguish between personal and private information (Know which is safe to share online and in what quantities)* *-Recognize ways personal information on the Internet can be used to harm the user so that they will make responsible choices about what they reveal online* *-Develop basic rules for online safety* *-Recognize how to respond appropriately/safely to risky online conversations* *-Be aware of how your actions could be interpreted by others* *-Use proper etiquette when using all forms of technology* *-Compare netiquette to textiquette* *-Avoid violating Copyright Laws* *-Apply Fair Use Laws* *-Analyze online behaviors that could be considered*

	Cyberharrassment, Bullying, Bystanders,	*cyberbullying*
	8. What basic concepts should students know and be able to recall and apply?	*-Understand the potential for harassment during online communication*
	-Students should understand the legalities of what they can and cannot use from the Internet.	*-Understand resources available if being cyberbullied or cyber stalked*
	-Students should understand the appropriateness of what to share and not to share in the cyberspace.	*-Understand the consequences for cyberbullying*
		-Help others to be good digital citizens
		-Engage in digital citizenship

Stage 2 – Evidence	
NETS for Students	**PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning**
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. *Creative and Innovation* *Communication and Collaboration* *Digital Citizenship* *Technology Operations*	*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)* 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): *KWL-- Students are asked to share what they already know ("K") about cyberbullying to activate prior knowledge, write what they would want to learn ("W") about the topic, and things they learned ("L") about the topic.* *Digital Citizenship Mini-Project -- These mini projects are completed at the end of the Digital Citizenship Mini Unit. Project topics include the following topics: High Quality Sites, Privacy, Personal/Private Identity Information, Netiquette, Copyright/Fair Use, Cyberbullying, and Internet Safety (in general). The purpose of this project is for students to show what they have learned in creative and collaborative ways using technology.* *Teacher Observation*
	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	Examples include but are not limited to final projects, research papers, quizzes and tests. List the assessments: *Digital Citizenship Mini-Project (See above for explanation)* *Quiz -- The quiz is taken at the end of the unit covering all topics in the unit.*

Stage 3 – Learning Plan		
NETS for Students	**Learning Activities**	**Progress Monitoring/Formative Assessment**
NETS—National Educational Technology Standards; i.e., the	Questions to consider while planning: • Are transfer and acquisition addressed in the learning	• **How will you monitor students' progress toward acquisition, meaning, and transfer during learning**

standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Creative and Innovation* *Communication and Collaboration* *Digital Citizenship* *Technology Operations*	plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students?	**activities?** Teacher Observation, Student/Teacher Feedback • **What are potential rough spots and student misunderstandings?** -Defining a High Quality Site/Selecting a High Quality Site (Independently) -Applying Copyright Law (with music) -Telling a trusted adult about bullying is not being a "tattle tale." • **How will students get the feedback they need?** Teacher Observation/Constant Monitoring and Coaching, Small Group Discussions, Conferencing, Student/Teacher Feedback

List planned activities *(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games)*:	**List resources required** *(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)*	**FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.**
-Identify High-Quality Sites -- Discussion, Website Validity and Reliability (iSafe lesson), Sharing of Tree Octopus Website -Successful Searches (iSafe lesson) -Privacy/Privacy Policy -- Discussion, Worksheet, Explore a Privacy Policy from a Website of Choice -Private/Personal Information -- Digital Safety Prezi, Discussion on Difference of - Private/Personal Information (worksheet), Personal Safety Lessons (1,2,5 -- iSafe	Laptops, Internet, Wordle, Flip Cameras, Tripods, Projector, Blue Screen/Green Screen, Lights, Digital Cameras, Common Sense Media (Website/Lessons), iSafe Curriculum (Lessons/Powerpoints), Officer McLaughlin's Internet Safety Presentation, Prezi, Keynote, iMovie, iWeb, Glogster, Brainpop, You Tube Videos, School Code of Conduct, The Changing Face of Bullying (February 2011), Tree Octopus Website	*Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb* Exit Tickets--Exit tickets are used to assess student comprehension at the end of various classes to guide for further instruction. Pre and Post iSafe Assessments

	lessons, Powerpoints) -Thinking Things Through (iSafe lessons -- Friending and Video) -Netiquette -- Discussion, Think/Pair Share on Etiquette Scenarios -Textiquette (iSafe lesson and Powerpoint) -Copyright -- Copyright Prezi to Introduce, Copyright Basics Video, Activity Sheets 2 & 3, Copyright Scenarios, Fair Use You Tube Videos (One Direction Example), Brainpop Review Video -Cyberbullying -- KWL, Alye Video (You Tube) and News Footage to introduce and discuss, Video Webcast Lesson -- Cyberharassment (iSafe lesson with webcast), Cyberbullying Lesson (iSafe lesson), School Code of Conduct Review, The Changing Face of Bullying Article,Brainpop Review Video --Digital Citizenship Mini-Project -- Planning, Creating, Presenting using Technology --Digital Citizenship Quiz		

Course:	**DESIGN21**	Unit:	**Global Awareness**	Grades: **7**
Teacher Team: **Walter**			Date: **6/2013**	

<table>
<tr><td colspan="2" align="center">Stage 1 – Desired Results</td></tr>
<tr><td>Established Goals</td><td align="center">Enduring Understandings/Transfer</td></tr>
<tr>
<td>

1. What 21st Century Essentials included in the mission statement will this unit address?
Effective Communication Skills
Transfer of Learning
Adaptation and flexibility
Problem-solving
Global Awareness
Career Planning and Life-Long Learning

2. What content standards will this unit address?

Please access the appropriate standards and copy/paste in the gray region

- ELA Common Core State Standards
Writing Standards:
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8. Gather relevant information from multiple print and digital sources, using

</td>
<td>

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 **TRANSFERABLE (**the ability to learn in one context and apply to a new situation, particularly outside of the classroom) **to the real world.**

3. List the Enduring Understanding(s):
A leader uses interpersonal and problem-solving skills to influence and guide others toward a goal.
Leaders use the strength of their team to accomplish a common goal.
Leaders inspire others by example and selflessness.
Self-directed learners reflect critically on past experiences in order to inform future progress.
Self-directed learners demonstrate commitment to learning as a lifelong process.
Well-developed speaking and listening skills are inherent in communicating appropriately and effectively.
The Creative Problem Solving Process will help students "think outside the box" to become creative thinkers in any academic discipline or career choice.

4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?
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.

<table>
<tr><td align="center">Essential Questions</td></tr>
<tr><td>

What thought-provoking questions will foster inquiry, meaning-making, and transfer?

5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:
How do I use 21st century skills to influence and guide others towards a goal?
What is a leader, and what does a leader do?
What is a leader's responsibility to a global community?
How does a leader responsibly use information, media, and technology skills to positively contribute to the global community?

</td></tr>
</table>

</td>
</tr>
</table>

	Acquisition	
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. 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. Speaking and Listening Standards: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. • Math Common Core State Standards • PA Content Standards *3.4.7.B1. Explain how the use of technology can have consequences that affect humans in many ways.* *11.2.6 Balancing Family, Work, and Community Responsibility* *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.* *B. Deduce the importance of time management skills (e.g. home, school, recreational activities).* *C. Classify the components of effective teamwork and leadership.*	**Students will know...** 6. What facts should students know and be able to use to gain further knowledge? *-Learning to collaborate with others and connect through technology are essential skills in a knowledge-based economy.* *-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.* *-It is easy to publish on the Internet, which may affect the usefulness of some sites' content.* *-Digital etiquette is based on the standards of conduct expected by other digital technology users.* *-The type of digital communication is dependent upon who you communicate with and the topic.* *-Legal rights and restrictions governing technology use comprises digital law.* *-Give credit (get permission if necessary) where credit is due when using other people's work.* 7. What vocabulary should students know and be able to recall? *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* 8. What basic concepts should students know and be able to recall and apply? *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.*	**Students will be skilled at... (be able to do)** 9. What discrete skill and processes should students be able to demonstrate? *-Activate prior knowledge to help identify community, societal, and global problems/topics to promote awareness about (Brainstorm in small groups)* *-Work collaboratively with group members* *-Select topic choices for final multimedia projects that interest them and they would like to promote awareness about* *-Conduct preliminary research to gain new knowledge and to activate prior knowledge* *-Identify and use high quality sites to contribute to the research for their group* *-Complete the project planning paper and decide on their multimedia project type* *-Brainstorm ideas and visions of their final project using the Storyboard template* *-Collaboratively complete a storyboard template to guide their collaborative research and project creation* *-Research real-life problems* *-Evaluate websites for content* *-Demonstrate skills in problem solving and decision-making* *-Demonstrate concern, empathy, and respect for others* *-Avoid violating Copyright Laws* *-Apply Fair Use Laws* *-Be aware of how your actions could be interpreted by others* *-Use proper netiquette when using all forms of technology* *-Be able to self-assess and reflect* *-Engage in digital citizenship*

11.2.9 Balancing Family, Work, and Community Responsibility *A. Solve dilemmas using a practical reasoning approach* *-Identify situation* *-Identify reliable information* *-List choices and examine the consequences of each* *-Develop a plan of action Draw conclusions* *-Reflect on decisions* *15.3.8.E. Choose appropriate print and electronic resources to meet project need.* *15.3.12.W. Use electronic communication with peers and/or educators to produce a work product.* *15.4.8.B. Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.* *15.6.8.L. Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.* *16.1.8.D Apply goal setting into academic decisions.* *16.2.8.D Analyze various types of conflict and determine appropriate resolutions.*		

Stage 2 – Evidence	
NETS for Students	**PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning**
NETS—National Educational Technology Standards; i.e., the	*Examples include but are not limited to:* *Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits,*

standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Creative and Innovation* *Communication and Collaboration* *Research and Information Fluency* *Critical Thinking* *Digital Citizenship* *Technology Operations*	*dioramas, visual projects (posters, dioramas)* 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): *Brainstorming Activity -- In small groups, students are to brainstorm possible project topics for Global Awareness. Topic choices are posted onto EdModo.* *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.* *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).* *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.* *Teacher Observation*
	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	Examples include but are not limited to final projects, research papers, quizzes and tests. List the assessments: *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).*

Stage 3 – Learning Plan		
NETS for Students	**Learning Activities**	**Progress Monitoring/Formative Assessment**
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. *Creative and Innovation* *Communication and Collaboration* *Research and Information Fluency* *Critical Thinking* *Digital Citizenship* *Technology Operations*	Questions to consider while planning: • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students?	• **How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?** Teacher Observation, Student/Teacher Feedback, Daily Journal Activities, Collaborative Work Skills Rubric • **What are potential rough spots and student misunderstandings?** -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. -Some students struggle with finding/identifying high

			quality resources. • **How will students get the feedback they need?** Teacher Observation/Constant Monitoring and Coaching, Small Group Discussions, Conferencing, Student/Teacher Feedback, Collaborative Work Skills Rubric
	List planned activities *(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games)*:	**List resources required** *(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)*	**FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.** *Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb*
	-Brainstorming Session -- Brainstorm in small groups various community, societal, and/or global issues. Narrow large list to the Top 5 per group. -Select Project Topic -- Students select top 3 choices from about 30 choices and are then placed into collaborative groups. -Initial Planning Paper -- Individual Think Tank/Preliminary Research -Project Planning Lesson -- Meet with groups to decide on multimedia project type for topic. Fill out Project Planning Paper. -Group Storyboard/Blueprint --Create one storyboard per group -Continued Research and Note taking -- Promote awareness through further	Laptops, Internet, Printer, Highlighters, Projector, Initial Planning Paper, Project Planning Paper, Storyboard, Polycom Unit (Videoconferencing), Gaggle Accounts, Edmodo, Skype (on Teacher Laptop)	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.

	research -Connect with Experts Via Gaggle -Logging Expert Connections - - Students will log expert connection attempts onto EdModo. -Daily Journal Activity -- Goals for day, Accomplishments, and Goals for next class -Technology Trainings with Technology Coach		

Course:	**DESIGN21**	Unit:	**Global Responsibility**	Grades: **7**
Teacher Team: **Walter**			Date: **6/2013**	

Stage 1 – Desired Results	
Established Goals	**Enduring Understandings/Transfer**

1. What 21st Century Essentials included in the mission statement will this unit address? *Effective Communication Skills* *Transfer of Learning* *Adaptation and flexibility* *Problem-solving* *Global Awareness* *Career Planning and Life-Long Learning* 2. What content standards will this unit address? Please access the appropriate standards and copy/paste in the gray region • ELA Common Core State Standards Writing Standards: 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 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	**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** TRANSFERABLE **(the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.** 3. List the Enduring Understanding(s): *A leader uses interpersonal and problem-solving skills to influence and guide others toward a goal.* *Leaders use the strength of their team to accomplish a common goal.* *Leaders inspire others by example and selflessness.* *Self-directed learners reflect critically on past experiences in order to inform future progress.* *Self-directed learners demonstrate commitment to learning as a lifelong process.* *Well-developed speaking and listening skills are inherent in communicating appropriately and effectively.* *The Creative Problem Solving Process will help students "think outside the box" to become creative thinkers in any academic discipline or career choice.* 4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer? *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.*

Essential Questions
What thought-provoking questions will foster inquiry, meaning-making, and transfer?   5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: *How do I use 21st century skills to influence and guide others towards a goal?*   *What is a leader, and what does a leader do?*   *What is a leader's responsibility to a global community?*   *How does a leader responsibly use information, media, and technology skills to positively contribute to the global community?*

	Acquisition	

format for citation.

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.

Speaking and Listening Standards:
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- Math Common Core State Standards

- PA Content Standards

3.4.7.B1. Explain how the use of technology can have consequences that affect humans in many ways.
11.2.6 Balancing Family, Work, and Community Responsibility
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.
B. Deduce the importance of time management skills (e.g. home, school, recreational activities).
C. Classify the components of effective teamwork and leadership.
11.2.9 Balancing Family, Work, and Community Responsibility

Students will know...

6. What facts should students know and be able to use to gain further knowledge?
-Learning to collaborate with others and connect through technology are essential skills in a knowledge-based economy.
-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.
-It is easy to publish on the Internet, which may affect the usefulness of some sites' content.
-Digital etiquette is based on the standards of conduct expected by other digital technology users.
-The type of digital communication is dependent upon who you communicate with and the topic.
-Legal rights and restrictions governing technology use comprises digital law.
-Give credit (get permission if necessary) where credit is due when using other people's work.

7. What vocabulary should students know and be able to recall?
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

8. What basic concepts should students know and be able to recall and apply?
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.

Students will be skilled at... (be able to do)

9. What discrete skill and processes should students be able to demonstrate?

-Work collaboratively with group members
-Conduct additional necessary research to continue to promote awareness about project topic
-Identify and use high quality sites to contribute to the research for their group
-Research real-life problems
-Evaluate websites for content
-Demonstrate skills in problem solving and decision-making
-Demonstrate concern, empathy, and respect for others
-Avoid violating Copyright Laws
-Apply Fair Use Laws
-Be aware of how your actions could be interpreted by others
-Use proper netiquette when using all forms of technology
-Be able to self-assess and reflect
-Engage in digital citizenship

15.3.8.E. Choose appropriate print and electronic resources to meet project need. *15.3.12.W. Use electronic communication with peers and/or educators to produce a work product.* *15.4.8.B. Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.* *15.4.8.D. Create projects using emerging input technologies.* *15.6.8.L. Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.* *16.1.8.D Apply goal setting into academic decisions.* *16.2.8.D Analyze various types of conflict and determine appropriate resolutions.*		

Stage 2 – Evidence	
NETS for Students	**PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning**
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. *Creative and Innovation* *Communication and Collaboration* *Research and Information Fluency*	*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)* 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): **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).* **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.* **Teacher Observation*
Critical Thinking	**OTHER SUMMATIVE ASSESSMENTS—can include factual recall**
Digital Citizenship	*Examples include but are not limited to final projects, research papers, quizzes and tests.*

| Technology Operations | List the assessments:
*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.
*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.
*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. |
|---|---|

Stage 3 – Learning Plan		
NETS for Students	**Learning Activities**	**Progress Monitoring/Formative Assessment**
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. *Creative and Innovation* *Communication and Collaboration* *Research and Information Fluency* *Critical Thinking* *Digital Citizenship* *Technology Operations*	Questions to consider while planning: • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students?	• **How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?** Teacher Observation, Student/Teacher Feedback, Daily Journal Activities, Collaborative Work Skills Rubric • **What are potential rough spots and student misunderstandings?** -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. • **How will students get the feedback they need?** Teacher Observation/Constant Monitoring and Coaching, Small Group Discussions, Conferencing,

	List planned activities *(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games)*:	List resources required *(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)*	Student/Teacher Feedback, Collaborative Work Skills Rubric **FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.** *Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb*
	-Continued Research and Notetaking -- Promote awareness through further research (If needed) -Project creation of collaborative multimedia projects -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) -Bibliography Construction -Connect with Experts Via Gaggle (If needed) -Logging Expert Connections -- Students will log expert connection attempts onto EdModo. -Daily Journal Activity -- Goals for day, Accomplishments, and Goals for next class -Group Member/Self Evaluations -- Evaluate contributing group members and self as a contributing	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, www.easybib.com	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.

	group member. All scores averaged. -Presentations -- Students will present their projects to the class at the culmination of the course.		