



Southern Lehigh School District

UbD Curriculum Template

Course: **Career & Technology Exploration**
Teacher Team: **KINDT**

Unit: **1 Personal and Social Responsibilities**

Grades: **8**
Date: **June 2015**

Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21st Century Essentials included in the mission statement will this unit address? <i>Problem-solving</i> <i>Transfer of Learning</i> <i>Effective Communication Skills</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> ELA Common Core State Standards Reading Informational Text: <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>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.</p> <p>3. List the Enduring Understanding(s): <i>Personal interests, skills and societal demands change, causing possible career shifts.</i> <i>Researching and analyzing careers assists you in determining a career path.</i> <i>Knowing yourself helps one to learn and treat others and themselves with respect.</i> <i>Adjusting to novel information or situations with intellectual agility is a life skill.</i> <i>Identifying, preventing and coping with bullying and cyberbullying is a life skill.</i></p> <p><i>File management, retrieval and transfer skills are necessary for utilizing technology efficiently.</i> <i>Proper keyboarding is learned and practiced for accuracy, speed and efficiency.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer? * <i>Students will understand that a life-changing event can create a new job trajectory.</i> * <i>Students will understand that life is change and it is essential to adapt and learn.</i> * <i>Students will understand that career paths may change as interests, skills and societal demands change.</i> * <i>Students will understand why productive citizens need to be life-long learners.</i> * <i>Students will understand importance of reflecting on their behavior, interests and choices.</i> <i>Students will recognize the characteristics of bullying and cyberbullying and react appropriately.</i></p>

<p>WRITING: CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.8.V 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>SPEAKING: CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly CC.1.5.8.D 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. CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>	Essential Questions	
	What thought-provoking questions will foster inquiry, meaning-making, and transfer?	
	<p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: <i>What are my individual strengths, weaknesses, interests, dislikes and why?</i> <i>What aspects of a career are important/unimportant to you?</i> <i>How and why do we (I) behave the way we do toward others?</i> <i>What is our (my) role in bullying or cyberbullying, why, and, if necessary, how do we (I) cause change?</i></p>	
	Acquisition	
	Students will know...	Students will be skilled at... (be able to do)
	<p>6. What facts should students know and be able to use to gain further knowledge? <i>*What is an interest? a skill?</i> <i>*What criteria are important in analyzing a career</i> <i>*What bullying is and how to prevent it.</i> <i>*What cyberbullying is and how to prevent it.</i> <i>*What is a hierarchy and it's importance in file management</i> <i>*Common file formats (.pdf, .docx, .jpg...)</i> <i>*Correct finger placement on keyboard</i></p> <p>7. What vocabulary should students know and be able to recall? <i>personalities, interests, skills, attitudes, behaviors, bullying, cyberbullying, career, job</i></p> <p><i>network vs. local vs. Cloud file locations, common files format, hierarchy, download, upload, move, and copy</i></p> <p><i>homerow, numeric keypad</i></p> <p>8. What basic concepts should students know and be able to recall and apply? <i>The difference between skills and interests</i> <i>The different types of bullying</i> <i>The different participants in bullying</i></p>	<p>9. What discrete skill and processes should students be able to demonstrate? <i>Find and complete on-line personality and interest surveys</i> <i>Analysis of their personalities and others</i> <i>Analysis of careers for appropriateness</i> <i>Identification of bullying/cyberbullying and appropriate reactions.</i> <i>Use table feature in word processor to create graphic organizers</i> <i>Filming and editing videos</i> <i>Editing photos and embedding in videos</i> <i>Name, save, organize, store, retrieve and move files and folders to network or local folders/drives</i> <i>Utilize operating system tools to locate files</i> <i>Compare operating systems</i> <i>Transfer files using email attachments and peripherals (ex. usb, drive, cd, dvd)</i> <i>Using proper keyboarding skills, type 25 gwam (gross words a minute) with a maximum of 3 errors</i></p>

<p>LITERACY IN SCIENCE/TECH SUBJECTS</p> <p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</p> <ul style="list-style-type: none"> • Math Common Core State Standards • PA Content Standards <p><i>Business, Computer and Information Technology</i></p> <p><i>15.3.8.C Apply Strategies to understand complex directions</i></p> <p><i>15.3.8.E Choose appropriate print and electronic resources to meet project needs.</i></p> <p><i>15.3.8.F Define a position, support it with claims, and respond to questions to support claim.</i></p> <p><i>15.3.8.G Develop appropriate information and content for presentations, meetings, discussions, and group assignments.</i></p> <p><i>15.3.8.H Deliver presentations using a variety of techniques and media; employ conventions of language.</i></p> <p><i>15.3.8.K Determine the situational appropriateness of verbal and non-verbal behaviors.</i></p> <p><i>15.3.8.X Demonstrate effective techniques for good communication.</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>15.4.8.G Create an advanced digital project using appropriate software/application for an authentic task.</i></p>	<p><i>How to respond to bullying/cyberbullying</i></p> <p><i>Different types of personalities</i></p> <p><i>Different types of careers and career websites</i></p> <p><i>Understanding of career interest on the increase or in decline</i></p> <p><i>The importance of organization of electronic data and information</i></p> <p><i>Organization, storage, and retrieval of folders and files.</i></p> <p><i>Computer file extensions help with identifying files and their associated Software</i></p> <p><i>Shortcuts commonly used to aid documents,spreadsheet and presentations manipulation</i></p> <p><i>Creation and application of tables as common graphic organizer</i></p>	
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<p>15.4.8.K Create a multimedia project using student-created digital media.</p> <p>15.6.8.L Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.</p>		
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Stage 2 – Evidence

NETS for Students	PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning
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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.

Communication and Collaboration
Research and Information Fluency
Critical Thinking
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):

Analyze and describe a life change event that the student has, is aware of or anticipates experiencing.
Articulate that life is change and why that is important to understand.
Research and articulate why productive citizens need to be life-long learners.
Reflect on their behavior, interests and choices.
Recognize the characteristics of bullying and cyberbullying and react appropriately.

Research various career and career change resources
Creation of a video on...
Completion of on-line Personality Survey, Interest and Skills Survey and Personality/Behavior Assessment
Assess list of careers returned based on your survey then write a reflection paper in which student describes him/herself, including reaction to survey results, which careers they agreed /disagreed are possible or likely.
Personality/Interest table

	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
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Examples include but are not limited to final projects, research papers, quizzes and tests.

List the assessments:
Survey results will become part of their final project presentation
Reflection paper part of digital career portfolio
Video creation / rubric
File Ext and Shortcut Unit Quiz
Pre and post bullying quiz
Keyboarding quiz after every three lessons
Final PSA (public service announcement) Video

Stage 3 – Learning Plan			
NETS for Students	Learning Activities		Progress Monitoring/Formative Assessment
<p>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.</p> <p><i>Communication and Collaboration</i> <i>Research and Information Fluency</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • 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? 		<ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? Pre-test/post-test in iSafe on bullying/cyberbullying Exit tickets of acquired knowledge Survey/Research print outs Table creation by students, Teacher observation TypingPal software progress reports Periodic checks on video project • What are potential rough spots and student misunderstandings? The depth of research necessary Student time management Student understanding regarding importance of homework for practice and grade credit The difference between local, network, cloud locations • How will students get the feedback they need? Rubrics Teacher verbal and written feedback on tables created Review of quiz answers TypingPal Software progress reports
	<p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Reflection paper Guided videos, on-line</p>	<p>List resources required <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>Career Crusing</p>	<p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</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>Reflection paper about their survey results Entrance ticket for pre-testing prior/existing knowledge</p>

	<p>surveys using Career Cruising, research, worksheet completion, script and storyboard writing, filming/editing videos, present and critique videos,</p> <p>Guided demonstration of Google Doc Tables with students creating shortcuts and file extensions tables, input of data, personal interest data, TypingPal self-paced software practice</p> <p>Extension activities: State Symbols Table Restaurant Menu Items List</p> <p>Discussion in small groups on SLMS Bullying Survey and the various clips shown in class. Research on Anti-Bullying PSA & Anti-Cyber Bullying PSA Group Collaboration Project brainstorn Public Service Announcement video ideas and Create vidoe for schools morning news</p>	<p>MAC Workstation, WORD processing software, Blackboard, flipcameras, scanner, printers, microphones, headsets, online websites: Myer-Briggs Personality Survey, Career Cruising Interest Survey, True Color Personality Survey, Bullying videos: Dateline Series: My Child Would Never Bully. The Bucket Story "Have You Filled A Bucket Today?" Shane Koyczan's To This Day. SLMS 8th Grade Bullying Survey, school.typingpal.com, iSafe lessons: Social Networking: Cyberbullying and Photo Management, Cyberbullying: Bystander UpStander iSafe video: "What is Cyberbullying" and "The Cyber Bully"</p>	<p>Exit ticket for file location and naming Pre and Post iSafe Assessments Studymate activity assessments Bingo Game Keying skills assessments for time and accuracy</p>
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Southern Lehigh School District

UbD Curriculum Template

Course: **Career & Technology Exploration**
Teacher Team: **Kindt**

Unit: **2 Career Exploration and Preparation**

Grades: **8**
Date: **June 2015**

Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21st Century Essentials included in the mission statement will this unit address? <i>Problem-solving</i> <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Adaptation and flexibility</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address? <ul style="list-style-type: none"> • PA Common Core Standards (for teachers of ELA & Math) Reading Informational Text: <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> </p>	<p>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.</p> <p>3. List the Enduring Understanding(s): <i>Multiple complex and high level skills are required to attain and keep a job and career.</i> <i>Developing a career plan, academic goals and education pathways will help you to obtain a desired career.</i></p> <p><i>File management, retrieval and transfer skills are necessary for utilizing technology efficiently.</i> <i>Proper keyboarding is learned and practiced for accuracy, speed and efficiency.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> * <i>Students will make connections between the skills required and education and/or experiences necessary in order to attain and keep a job and career.</i> * <i>Students will understand that employability skills can help you obtain and retain a job but if lacking is the main reason for dismissal from a job.</i> * <i>Students will recognize that every employability skill also makes you a more successful student and life-long learner.</i> * <i>Students will continuously update/revise career acquisition documents as you gain education, skills and work related experiences.</i> * <i>Students will utilize these documents in their future job search and career endeavors.</i> * <i>Students will understand the importance of these documents and how they impact their ability to be competitive in the future job market.</i> * <i>Students will understand appropriate people who can be a reference.</i> * <i>Students will continue to set and reset career and academic goals.</i>

<p>Writing:</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.8.V 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>SPEAKING:</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>CC.1.5.8.D 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>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>	Essential Questions	
	<p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: <i>What are employability skills and how do they affect me now and in the future?</i> <i>What are some current and future "hot" careers and how does one prepare?</i></p>	
	Acquisition	
	<p>Students will know...</p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <p><i>*Know the career acquisition documents that need to be continuously revised and updated to be used when trying to get a job; resume, cover letter, personal data sheet, thank you letter</i> <i>*Know which career acquisition and employability skills you currently possess.</i> <i>*What is an objective statement and how is it grammatically formatted?</i> <i>*How to format a block business letter and create the content for a cover letter and thank you letter</i> <i>* How to compose an objective statement for the resume</i> <i>*Know different sections of a resume</i> <i>*Who can be your references for a job</i> <i>*Types of information asked for on a job application</i> <i>*How to set career goals and select academic course to obtain that career</i></p> <p>7. What vocabulary should students know and be able to recall?</p> <p><i>Employability skills, acquisition documents, resume, personal data sheet, block style business letter format, career pathway and career clusters, job, retention, dismissal, objective, references, salutation, complimentary closing, return address, recipient address, enclosure, letter head</i></p>	<p>Students will be skilled at... (be able to do)</p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <p><i>Employability Skills:</i> <i>*Communication - listening and speaking</i> <i>*Teamwork</i> <i>*Analytical and problem-solving</i> <i>* Information Technology</i> <i>* Leadership/Management</i> <i>* Personal motivation, organization, time management</i> <i>* Interpersonal Effectiveness</i> <i>*Decision-Making</i> <i>* Learning</i></p> <p><i>Format acquisition documents using word processor:</i> <i>*Compose cover letter and thank you letter</i> <i>*Compose resume using proper format and recognizing different sections required.</i> <i>*Recognize talents/skills/experiences that should be identified on a resume or mentioned in a cover letter.</i> <i>*Distinguish between personal and business correspondence</i></p> <p><i>*Evaluate careers, academic pathway and courses.</i> <i>*Evaluate careers for personal fit.</i> <i>*Select future academic classes that aid in achievement of career goals.</i></p>

<p>LITERACY IN SCIENCE/TECH SUBJECTS</p> <p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</p> <ul style="list-style-type: none"> • PA Content Standards <p><i>13.2.8.A: Identify effective speaking and listening skills used in a job interview.</i></p> <p><i>13.2.8.C: Prepare a draft of career acquisition documents, such as, but not limited to: Job application, Letter of appreciation following an interview, Letter of introduction, Request for letter of recommendation, Resume, Job Application</i></p> <p><i>13.2.8.D: Develop an individualized career portfolio including components, such as, but not limited to:</i></p> <p><i>Achievements Interests/hobbies</i> <i>Awards/recognitions Career</i> <i>exploration results</i> <i>Career plans Community service</i> <i>involvement/projects</i> <i>Personal career goals Selected</i> <i>school work</i> <i>Self inventories</i></p> <p><i>Create an advanced digital project using appropriate software/application for an authentic task</i></p>	<p>8. What basic concepts should students know and be able to recall and apply?</p> <ul style="list-style-type: none"> -<i>Students should understand the importance of employability skills in obtaining and retaining a job.</i> -<i>Students should know what acquisition documents are needed to obtain a job.</i> -<i>Students should understand who can be a reference for a job.</i> -<i>Students should understand that they will need to update and revise these acquisition documents periodically as they add elements that are important to future career goals.</i> -<i>The importance of organization of electronic data and information, should be able to organization, store, and retrieve folders and files.</i> -<i>Computer file extensions help with identifying files and their associated Software</i> <i>Shortcuts commonly used to aid documents,spreadsheet and presentations manipulation</i> -<i>Creation and application of tables as common graphic organizer</i> 	
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Stage 2 – Evidence	
<u>NETS for Students</u>	PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning
<p>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.</p> <p><i>Technology Operations</i> <i>Digital Citizenship</i> <i>Research and Information Fluency</i> <i>Communication and Collaboration</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>* Student will create/edit/revise their own personal data sheet, resume, cover letter, thank you letter and complete a job application.</i> <i>Create a Digital Personal Career Portfolio utilizing file management, retrieval and transfer skills that are necessary for utilizing technology efficiently.</i> <i>Proper keyboarding is learned and practiced for accuracy, speed and efficiency.</i></p> <p><i>*Identify people in their personal network that can be good references (ask those people if they agree to be a reference).</i> <i>*Create academic and career goals poster using glogster or other software.</i> <i>*Identify the employability skills they are using throughout each class/project using exit tickets</i> <i>*Demonstrate level of understanding of employability skills.</i> <i>*Teacher observation</i></p>
	<p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</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>~Career Unit Quiz- taken at the end of unit covering all topics in unit.</i> <i>~Letter Parts Production Quiz</i> <i>~Personal acquisition documents (corrections) edited for digital portfolio and for use during Career Day Mock Interview which will be assessed by interviewer using a rubric.</i> <i>~Elements will be incorporated into the Final Career Glogster Project.</i></p>

Stage 3 – Learning Plan			
NETS for Students	Learning Activities		Progress Monitoring/Formative Assessment
<p>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.</p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • 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? 		<ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? ~Teacher observation, Teacher/Student Feedback • What are potential rough spots and student misunderstandings? ~identifying references that are not relatives. ~identifying personal talents/skills relevant to a career. ~understanding these documents are living documents that change as students grow and develop. ~Business Etiquette is not complete/ ideal. • How will students get the feedback they need? ~Teacher Observation/Constant monitoring-feedback from themselves/peers and small group discussions ~Review of quiz answers ~Teacher feedback on all assignments
	<p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>~Completion of Block Style Business Letter Format using word processor. ~Completion of Personal Data Sheet Worksheet. Projects: ~Cover Letter, ~Resume,</p>	<p>List resources required <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>Career Cruising, computers, monitor, keyboard, Smartboard, word processing software, Internet, Discovery Education Videos, Blackboard, Career Cruising, Career Websites, Snagajob website.</p>	<p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</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>Pre-tests, Students careers survey Socratic exit tickets- assess students comprehension at end of various classes to guide for further instruction studymate activity assessments Bingo game Quiz-Quiz-Trade Activity (review activity)</p>

	<ul style="list-style-type: none">~Thank you Letter~Personal Career Poster/wordle.~Personal References Worksheet.~Webquest on Career Cruising.~Research careers, high school courses.Quiz-Quiz-Trade Activity		
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Southern Lehigh School District

UbD Curriculum Template

Course: **Career & Technology Exploration**
Teacher Team: **Kindt**

Unit: **3 Career Interview and Data Analysis**

Grades: **8**
Date: **June 2015**

Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21st Century Essentials included in the mission statement will this unit address? <i>Problem-solving</i> <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Adaptation and flexibility</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address? • PA Common Core Standards (for teachers of ELA & Math) Reading Informational Text: CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Writing: CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p>	<p>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.</p> <p>3. List the Enduring Understanding(s): <i>Proper business etiquette is essential before, during, and after the job interview.</i> <i>Well-developed speaking and listening skills are inherent to communicating appropriately and effectively.</i> <i>Spreadsheets are constructed, modified and manipulated to create graphic representations of data for analysis.</i> <i>File management, retrieval and transfer skills are necessary for utilizing technology efficiently.</i> <i>Proper keyboarding is learned and practiced for accuracy, speed and efficiency.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer? * <i>Students will prepare for a job interview by rehearsing the answering and asking of questions.</i> * <i>Students will be cognizant of first impressions, body language, wardrobe and post-interview etiquette.</i> * <i>Students will utilize spreadsheet software by learning to add, manipulate and analyze data.</i></p>
	Essential Questions
	<p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: * <i>How does someone successfully prepare for and complete an interview?</i> * <i>What are the purposes of a spreadsheet?</i></p>

	Acquisition	
	Students will know...	Students will be skilled at... (be able to do)
<p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>SPEAKING: CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly CC.1.5.8.D 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>LITERACY IN SCIENCE/TECH SUBJECTS 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</p> <ul style="list-style-type: none"> • PA Content Standards 13.2.8.A Identify effective speaking and listening skills used in a job interview. 13.2.11.A Apply effective speaking and listening skills used in a job interview. 15.2.8.H Identify interview strategies. 15.2.12.H Demonstrate appropriate behavior for an interview. 	<p>6. What facts should students know and be able to use to gain further knowledge? <i>*Basic functions in a spreadsheet</i> <i>*Proper interview attire for any job/career.</i> <i>*What information to research about a job/company prior to an interview.</i> <i>*What should be done before, during and after an interview: questions, introductions, follow-ups</i> <i>*Spreadsheets software can be utilized to manage/sort/manipulate data and graphically represent this data with charts.</i></p> <p>7. What vocabulary should students know and be able to recall? <i>Employability skills, acquisition documents, Resume, Personal Data Sheet, job retention, dismissal, objective, references, job description,</i> <i>Cell, Active Cell, Worksheet, Workbook, formula bar, Formula, Functions, Autosum, Average, Column, Row, Sort, Charting, Line Chart, Column/Bar Charts, Pie Chart, Data, Headings, Merge, Wrap, Total, Grand Total, ascending, descending, gridlines, print area, label, value</i></p> <p>8. What basic concepts should students know and be able to recall and apply? <i>~Understand how to dress for an interview.</i> <i>~Understand how to ask and answer questions during an interview.</i> <i>~Understand how to prepare for an interview through researching business/company and developing questions to ask.</i> <i>~Understand the importance of organizing data and creating charts using spreadsheet software.</i> <i>extract, manipulate, sort and analyze data</i> <i>~ Understand the importance of organization of</i></p>	<p>9. What discrete skill and processes should students be able to demonstrate? <i>*Format data using spreadsheet software</i> <i>*Research and analyze a business/company where an interview is scheduled</i> <i>*Conduct oneself appropriately during a job interview (dress, introduction, speaking and interacting)</i> <i>*Communicate Effectively; answering questions during the interview and asking questions during the interview</i></p>

<p>13.2.8.C: Prepare a draft of career acquisition documents, such as, but not limited to: <i>Job application, Letter of appreciation following an interview, Letter of introduction, Request for letter of recommendation, Resume, Job Application</i></p> <p>13.2.8.D: Develop an individualized career portfolio including components, such as, but not limited to: <i>Achievements Interests/hobbies Awards/recognitions Career exploration results Career plans Community service involvement/projects Personal career goals Selected school work Self inventories</i></p> <p>Create an advanced digital project using appropriate software/application for an authentic task</p> <p>13.2.8.E: <i>Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge,</i></p> <p>13.3.8.G: Identify formal and informal lifelong learning opportunities that support career retention and advancement.</p>	<p><i>electronic data and information (Organization, storage, and retrieval of folders and files.)</i></p> <p><i>Computer file extensions help with identifying files and their associated Software</i></p> <p><i>Shortcuts commonly used to aid documents,spreadsheet and presentations manipulation</i></p> <p><i>Creation and application of tables as common graphic organizers</i></p>	
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Stage 2 – Evidence	
<u>NETS for Students</u>	PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning
<p>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.</p> <p><i>Technology Operations</i> <i>Digital Citizenship</i> <i>Research and Information Fluency</i> <i>Communication and Collaboration</i> <i>Creative and Innovation</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>Research a local business for the Mock interview on Career Day; in order to have information to ask good questions during the interview.</i> <i>Students practice interviewing each other.</i> <i>Spreadsheet Projects: 1. calculate Total Sales including Sales Tax and 2. calculate grades</i> <i>Comparison charts on career salaries of chosen careers, create charts to analyze data.</i></p> <p><i>Mock Interview During Career Day, Rubric</i></p>
	<p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments: <i>Final Project of careers salary comparisons and</i> <i>Career Unit Quiz (SLO POST ASSESSMENT)</i></p>

Stage 3 – Learning Plan		
<u>NETS for Students</u>	Learning Activities	Progress Monitoring/Formative Assessment
<p>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.</p> <p><i>Communication and Collaboration</i> <i>Research and Information Fluency</i> <i>Critical Thinking</i> <i>Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? ~Teacher observation, Teacher/Student Feedback • What are potential rough spots and student misunderstandings? Business Interviewing is not complete/ ideal with feedback (interviewees can never anticipate all of the situations that can be encountered nor can they understand the reasons (positive /negative) that occur during interviewing.) • How will students get the feedback they need? ~Feedback from their own success in calculating in projects.

	<p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>~Watch Discovery Ed Video on Interviewing while taking notes using computer ~Research Interview Questions and Proper Techniques for answering commonly ask interview questions ~practice in pairs Asking & Answering Interview Questions ~Guided demonstration of Spreadsheet, ~Vocabulary Worksheet, ~Cell Address game, ~Spreadsheet projects 1-3: Qtr Sales , Total Sales, and Class Grade, ~Final Project Research Career and chart annual salaries comparison of different levels of experience</p>	<p>List resources required <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>Smartboard and Projector, Computers, monitor, keyboard, mouse, spreadsheet software, printer, Internet, Career Cruising Website, calculator</p>	<p>~Review of quiz answers ~Teacher feedback on all assignments Rubrics</p> <p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</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>Pre-tests, Project 1 Qtr Sales Students careers research Socrative exit tickets- assess students comprehension at end of various classes to guide for further instruction Studymate Activity Assessment Teacher led discussion</p>
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Southern Lehigh School District

UbD Curriculum Template

Course: **Career & Technology Exploration**
Teacher Team: **Kindt**

Unit: **4 Presentations Skills & Video Production**

Grades: **8**
Date: **June 2015**

Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21st Century Essentials included in the mission statement will this unit address? <i>Problem-solving</i> <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Adaptation and flexibility</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address? <ul style="list-style-type: none"> • PA Common Core Standards (for teachers of ELA & Math) Reading Informational Text: CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>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.</p> <p>3. List the Enduring Understanding(s): <i>Understand that practicing the principles of giving a good presentation is a life and career skill.</i> <i>Understanding Copyright Law and crediting other authors is essential in presentations and videos.</i> <i>Creativity and critical thinking aids in the process of creating and converting a story into a movie.</i> <i>File management, retrieval and transfer skills are necessary for utilizing technology efficiently.</i> <i>Proper keyboarding is learned and practiced for accuracy, speed and efficiency.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer? <ul style="list-style-type: none"> * <i>Students will utilize presentation skills and software technology in order to give presentations in an effective and engaging manner.</i> * <i>Students will utilize digital storytelling to package student understanding of material into an easily absorbed product.</i> * <i>Students will comply with copyright law, avoid plagiarism, credit others for their work.</i> </p>
	Essential Questions
	<p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: <i>What is the process used to plan an effective multimedia presentation?</i> <i>What will enhance a presentation and why?</i> <i>What are presentation skills and how do they affect me when giving a presentation?</i> <i>Which presentation skills do you already possess and which do you need to improve on?</i> <i>How can students use special effects, animations, transitions etc. to enhance a project?</i> <i>Why is it important to plan an effective multimedia presentation?</i></p>

	Acquisition	
	Students will know...	Students will be skilled at... (be able to do)
<p>Writing:</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.8.V 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>SPEAKING:</p> <p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>CC.1.5.8.D 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</p>	<p>6. What facts should students know and be able to use to gain further knowledge?</p> <ul style="list-style-type: none"> <i>*Titles on slides are larger font than bullets</i> <i>*Text color and background color contrast for visibility</i> <i>*Bullets are topics not sentences</i> <i>*Know and follow 7x7 rule - reduce wordiness</i> <i>*Implications of fair use, creative commons and copyright relating to individual presentations</i> <i>*Work statements into the presentation</i> <i>*What are the various resources for creating a presentation?</i> <i>*What are the basic elements in a story?</i> <i>*What are the video production processes?</i> <i>*Complete Story: Beginning, Problem, Resolution/Change, End</i> <i>*Special Effects, transitions, Ken Burn effect used to enhance a project</i> <i>*Digital Photography and basic photo editing (rule of thirds)</i> <i>*Different camera angles and their effect on the video</i> <i>*Voice over and ducking and how they affect the video</i> <p>7. What vocabulary should students know and be able to recall?</p> <p><i>slide, presentation, fair use, creative commons, copyright, animation, transition, build effects, 7x7 rule, pane, slide sorter outline note slide master, header, footer,</i></p> <p><i>File type: .doc, .docx, .xls, .xlsx, .ppt, .pptx, .jpg, .gif, .pdf, .mov, .mp4, .mp3, .tiff, .png, .wav, .avi, .wmf, RRS, etc.</i></p> <p><i>Digital Law, Digital Storytelling straight cut, ducking, Jumpcut, Cutaway, Frame, Leadroom,</i></p>	<p>9. What discrete skill and processes should students be able to demonstrate?</p> <ul style="list-style-type: none"> <i>*Organization and time management</i> <i>*How to respect school and family equipment</i> <i>*Present without reading slides - know material!</i> <i>*Make eye contact with the audience</i> <i>*Know where to find quality digital resources</i> <i>*How to create a storyboard and script</i> <i>*How to create presentations using software</i> <ul style="list-style-type: none"> <i>~use animation to engage the viewer</i> <i>~use transitions effectively without distracting</i> <i>~select appropriate slide layout as needed</i> <i>~use 7x7 rule</i> <i>~manipulate the slide order for flow of information</i> <i>~use complete sentences only for direct quotes</i> <i>*Importing other types of digital software files into presentation such as images, spreadsheets, tables charts documents and video clip</i> <i>*Identify the essential elements of the story (Beginning, Problem, Resolution, End)</i> <i>*Organize the storytelling process using a storyboard and /or script</i> <i>*Identify appropriate software and hardware necessary</i> <i>*locate and incorporate online resources while respecting intellectual property rights</i> <i>*Effectively capture, import, edit engaging audio/video/digital images</i> <i>*Identify and apply special effects to enhance the project</i> <i>*Utilize Media literacy concepts</i> <i>*Incorporate all elements of the rubric or film contest in to their project</i> <i>*Utilize time management skills to meet deadline</i> <i>*Complete a project cooperatively with a partner or group of students</i>

<p>contact, adequate volume and clear pronunciation. CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence</p> <ul style="list-style-type: none"> <p>PA Content Standards 16.1.8.A: Assess factors that influence emotional self-management and impact relationships at home, school, and community. Materials & Resources 16.1.8.B: Analyze impact of a variety of personal traits on relationships and achievement throughout life. 16.1.8.C: Analyze adverse situations and identify appropriate protective factors and coping skills. 9.1.8.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, MULTI-MEDIA 9.1.8.J: Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design). 9.1.8.K: Incorporate specific uses of</p> 	<p><i>Establishing Shot, Over-the-Shoulder Shot (O/S), Rule of thirds, Storyboard, Story Maps, Transitions, Aspect Ratio</i></p> <p>8. What basic concepts should students know and be able to recall and apply? <i>*Presentation software is to enhance presentation not distract views from presentations topic content *limit information on slides *Contrasting colors aids ability to see presentations *Basic storytelling elements *Capture, import, edit digital images *Apply special effects to enhance a project *Locate and incorporate online resources while respecting intellectual property rights *Understanding how to chunk and manage time to meet project deadlines. *Understanding fair use, creative commons and copyright. The importance of organization of electronic data and information Organization, storage, and retrieval of folders and files. Computer file extensions help with identifying files and their associated Software Shortcuts commonly used to aid documents,spreadsheet and presentations manipulation Creation and application of tables as common graphic organizer</i></p>	
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<p><i>traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</i></p>		
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<p align="center">Stage 2 – Evidence</p>			
<p><u>NETS for Students</u></p>	<p>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</p>		
<p>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.</p> <p><i>Technology Operations</i> <i>Digital Citizenship</i> <i>Research and Information Fluency</i> <i>Communication and Collaboration</i> <i>Creative and Innovation</i> <i>Communication and Collaboration</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>Step by step presentation software guided project...Topic Presentation Skills; students will demonstrate their skills to create presentations using outline pane and slide pane, proper bullet topic grammar structure, transitions and animation to enhance yet not distract viewer</i></p> <p><i>Student researched topic presented in small groups using presentations software. Independent project allows student to demonstrate skills learned and areas that need reteaching</i></p> <p><i>Completion of a storyboard, script, script layout, production list etc</i> <i>Completion of video project that conveys information in a clear manner</i></p> <tr> <th colspan="2" data-bbox="535 993 2018 1032"> <p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p> </th> </tr> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments: <i>Student chosen topic Presentation; rubric grading</i> <i>Student chosen Public Service Announcement final video project</i></p>	<p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p>	
<p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p>			

Stage 3 – Learning Plan		
NETS for Students	Learning Activities	Progress Monitoring/Formative Assessment
<p>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.</p> <p><i>Creative and Innovation</i> <i>Communication and Collaboration</i> <i>Research and Information Fluency</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? <p>Teacher observation: observe correct use of software, font size, transitions, animations, 7x7 rule. Rubric Graded projects</p> <ul style="list-style-type: none"> • What are potential rough spots and student misunderstandings? <p>Limiting content on slides Using non-sentence structured bulleted topic content Limited eye contact Lack of preparation and therefore comfort level Nerve when speaking in front of classmates Time management during video project Collaboration with students in group Absenteeism of group members</p> <ul style="list-style-type: none"> • How will students get the feedback they need? <p>feedback from their own success review of projects Teacher feedback on all assignments throughout</p>
	<p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>guided demonstration of presentation software and iMovie software Video on Top Ten Mistakes Made when presenting Jigsaw activity to practice</p>	<p>List resources required <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>computers, monitor, keyboard, presentation software, Powerpoint, Keynote and Spartandocs Presentation software, internet provider,</p>

	<p>presenting in smaller groups Project-Based Learning Video on Camera Angles and shot Example of other student projects/movies Student exploration Cooperative Learning Students create Presentation on Anti-Cyber Bullying Students create Public Service Announcement short movie or participate in SLSD Film Festival Contest.</p>	<p>smartboard and projector Atomic Learning Website Flip Camera, Cell phones, Video Camera, USB Cables, project rubrics</p>	<p>peer review</p>
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