

Somers Point School District



Curriculum

Technology

Grade 7

June 2012

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Writers Names: Jeanette Cellucci, Casey Edge

Director of Curriculum: Jennifer Luff Ed.D.

Secretarial Staff: Suzanne Klotz

Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Technology is a tool to help students solve problems, create products, and build relationships. This tool can also facilitate the acquisition of grade level core curriculum standards and workplace readiness skills.

We believe that technology can:

- Improve student motivation, interest, and engagement in learning.
- Prepare students for a global workplace.
- Address the learning needs of *all* students by providing opportunity for authentic, relevant work.
- Offer new strategies for real-time student assessment and instant feedback.

Technology improves critical thinking and problem solving when:

- Students are taught to apply the process of problem solving and are then allowed opportunities to apply technology in development of solutions.
- Students work in collaborative groups while using computers to solve problems.
- Students use technology presentation and communication tools to present, publish, and share results of projects.

We ask ourselves the following questions as we build our technology curriculum and infrastructure:

- What information do teachers and students need to improve their work?
- What new relationships can improve learning?
- What authentic relationships can you imagine for students and educators?
- What technology do you want?

Scope And Sequence
Pacing Guide
7th Grade Technology

Big Idea (Topic)	CPI's Covered	Semester 1 and 2	Content /Topic
Digital Portfolios	8.1.8.A.1		All
Digital Story Telling	8.1.8.A.2 8.1.8.B.3 6.2.8.A.3.b 6.2.A.3.b 6.2.8.C.3.c		Elements Of Fiction/ Rome/ China (World History)
Digital Citizenship	8.1.8.F.1 8.1.8.D.1 8.1.8.D.2 8.1.8.D.3		Current Events

Big Idea	CPI's Covered	Semester 3 and 4	Content /Topic
Data Interpretations And Design	8.1.8.A.2 8.1.8.A.3 8.2.8.B.1 8.2.8.B.2 8.2.8.B.3 8.2.8.8.G.1 8.2.8.G.2		Architecture Design Math: Geometry

Big Idea	CPI's Covered	PBL Projects Semesters 3 and 4	Content/Topic
Global Connections	8.1.8.F.1; 8.1.8.B.1		Water Unit Global Nomads Group
Collaboration website development.	8.1.8.E.1 8.1.8.F.1		Water Unit PBL
Digital Presentations	8.1.A.3 8.2.8.A.1		Middle Ages Inventions/Renaissance

Unit Overview	
Content Area: Technology	
Unit Title: Digital Portfolios and Digital Story Telling	
Target Course/Grade Level: 7 th Grade	
Unit Summary Students will create digital portfolios to archive student achievements and progress throughout the year. Students will use digital tools and media to apply the five themes of fiction.	
Primary interdisciplinary connections: 21st century themes: Information Literacy, Critical Thinking and Problem Solving, Creativity and Innovation	
Unit Rationale To demonstrate student growth through digitalized assessments, writing samples and multimedia. To construct a multimedia presentation to demonstrate mastery of the five themes of fiction.	
Learning Targets	
Standards 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge Strand A: Technology and Operations Strand B: Creativity and Innovation Strand E: Research and Information Literacy	
Content Statements The use of digital tools and media rich resources enhance creativity and the construction of knowledge	
CPI #	Cumulative Progress Indicator (CPI)
8.1.8.B.1	Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.
8.1.12.A.4	Create a personalized digital portfolio that contains exemplary projects, and activities, which together reflect personal and academic interest, achievements, and career aspirations.
8.1.8.E.1	Gather and analyze findings using data collection to produce a possible solution for a content-related or real world problem.
Unit Essential Questions <ul style="list-style-type: none"> • How can using digital tools empower students to be their own publishers? • How can digital tools be used for creating original and innovative works, ideas, and solutions? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Digital tools provide enhanced opportunities to design innovative solutions, and express ideas creatively.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Construct a Digital Portfolio • Build an informative storyboard • Collaborate and create a multi-media project 	

Evidence of Learning

Summative Assessment (5 weeks)

Observation Checklist

Quiz

Equipment needed: MacBook, internet, Network, Multi-media software

Teacher Resources: Sample Digital Story, Storyboard, iMovie

Formative Assessments

- Rubric

Lesson Plans

Lesson	Timeframe
Lesson 1 Web Design	1 Day
Lesson 2 Advanced Web Design	2 Days
Lesson 3 Digital Story Telling	2 Days

Lesson Plan 1					
Content Area: Technology					
Lesson Title: Web Design (Intro)				Timeframe: 1 days	
Lesson Components					
<u>21st Century Themes</u>					
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21st Century Skills</u>					
Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills	
Interdisciplinary Connections: Math, LAL, Social Studies and Science					
Equipment needed: Computers, Internet access and projector					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> • Will be able to create and modify a Google site • Will be able to create a page • Will be able to create hyperlinks • Will be able to explain navigation 	Lesson Sequence: Day 2: <ol style="list-style-type: none"> 1. Logon to Google sites 2. Demonstrate adding pages 3. Discuss links 4. Create sites with information 5. Observe and assist individuals. 6. Showcase completed sites on screen 7. Use peer review and cooperative learning 	<ul style="list-style-type: none"> • Observe and check • Website Rubric
Differentiation By topic – The learners will select the subjects to be used in the websites.		
Resources Provided <ul style="list-style-type: none"> • Sample websites • Instructions 		

Lesson Plan 2				
Content Area: Technology				
Lesson Title: Web Design Advanced			Timeframe: 2 days	
Lesson Components				
<u>21st Century Themes</u>				
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<u>21st Century Skills</u>				
Creativity and Innovation		Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy		ICT Literacy	Life and Career Skills	
Interdisciplinary Connections: Math, LAL, Social Studies and science				
Integration of Technology:				
Equipment needed: Computers, internet and projector				

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> • Will create web pages • Will modify colors schemes • Will modify layout • Will enhance images by changing size • 	Lesson Sequence <ol style="list-style-type: none"> 1. The students logon and open sites 2. Demonstrate a site with good color schemes 3. Demonstrate image size 4. Demonstrate how to change layout 5. Have student complete sites 6. Confer and aid students 7. Allow for peer collaboration 	<ul style="list-style-type: none"> • Rubric
Differentiation By topic – The learners will select the subjects to be used in the websites.		
Resources Provided <ul style="list-style-type: none"> • Sample websites • Instructions 		

Lesson Plan 3				
Content Area: Technology				
Lesson Title: Digital Story Telling			Timeframe: 2 Days	
Lesson Components				
<u>21st Century Themes</u>				
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<u>21st Century Skills</u>				
Creativity and Innovation X		Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy		ICT Literacy X	Life and Career Skills	
Interdisciplinary Connections: L.A.L				
Integration of Technology: Technology Operations and creativity and innovation, multi-media product				
Equipment needed: MacBook, projector, audio,				

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> Identify the five themes elements of fiction Create a multi-media product representing the five themes of fiction 	Lesson Sequence <ol style="list-style-type: none"> In a large group setting, students will identify the five elements of fiction found in a short story. Will watch sample podcasts of short stories, and identify how the podcasts implementing audio, text, and image. Will also describe and identify the five fictional themes presented in the short story. Will create short story implementing the five themes, with supporting details. Using a webtool or presentation software students will create a digital story or podcast. The students will implement text, jpegs, voice-over and music In a large group setting students will present their multi-media presentation. 	<ul style="list-style-type: none"> Self evaluation Rubric.
Differentiation Sample podcasts, peer mentoring,		
Resources Provided <ul style="list-style-type: none"> Screen casts Instructions 		

Units of Study	
Content Areas: Technology	
Unit Title: Three Dimensional Design.	
Grade Level: 7th	
Unit Summary To construct a 3 dimensional designs to solve a real world Problem. Primary interdisciplinary connections: All contents	
Unit Rationale How can creating a unique design solve a real world problem.	
Learning Targets	
Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and create and communicate knowledge. 8.2. Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society. 8.2 E: Communication and Collaboration	
Content Statements: The use of technology and digital tools require knowledge and appropriate use of operations and related applications.	
CPI #	Cumulative Progress Indicator (CPI)
8.2.E.8.1	Work in collaboration with peers and experts in the field to develop a product using the design process, data analysis, and trends, and maintain a digital log with annotated sketches to record development cycle
4.2.7.E.1	Develop and apply strategies for finding perimeter and area: Geometric figures made by combining triangles, rectangles and circles or parts of circles: Estimation of area using grids of various sizes.
4.3.7.c	Analyze functional relationships to explain how to change in another, using pictures, graphs, charts, and equations.
8.2.8.A.1	Technology products and systems impact every aspect of the world in which we live.
8.2.8.B.1	Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints
8.2.8.B.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.
8.2.8.B.3	Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.
Unit Essential Questions <ul style="list-style-type: none"> • How does calculating area and perimeter assist the design method of a building? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Using web tools students will construct a 3 dimensional building using area and perimeter.

Unit Learning Targets <i>Students will ...</i> Design a three dimensional structure to implement area and perimeter mastery.	
Evidence of Learning	
Assessment Rubric to determine mastery of content.	
Equipment needed: Google accounts, laptops, internet	
Teacher Resources: student passwords, and sample sketches.	
Differentiation Gifted Students Construct individual templates.	Differentiation At-Risk Students Create step by step instructions, or screen casts

Lesson Plan 1							
Content Area: Technology and Math							
Lesson Title: Construct your dream home			Timeframe: 45 minutes 2 Days				
Lesson Components							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Writing							
Integration of Technology: Smartboard, Google sketchup							
Equipment needed: Macbooks, Smartboard, Internet. iPhoto.							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> Will construct a 3 dimensional product using area and perimeter. 	<p>Lesson Sequence</p> <p>Day 1:</p> <ol style="list-style-type: none"> Students will be asked to “sketch” using white paper a 7 min drawing of their dream home. Students will be introduced to Google sketchup. Students will be shown a 3 min video demonstrating Google sketchup and showing some examples. Students will compare and contrast the differences technology can make in designing their dream home. Students will download Google sketch up. As the software is being downloading, instructor will demonstrate major components of Google sketch up on the top tool bar. Students will then be shown how to manipulate the tools. <p>(Working with the math department)</p> <ol style="list-style-type: none"> Students will be given a set of parameters to design their “dream home” Using the set of parameters (area and perimeter) students will design a home based on the criteria. (doors, windows, area, circumference etc.) <p>Day 2 and 3</p> <ol style="list-style-type: none"> Students will continue to “add” dimensions to their “dream home” Students will email local contractors or architects to display their design and assess if their designs are “code” approved 	<ul style="list-style-type: none"> Pre/Post Survey Rubric
<p>Differentiation: Have students create simple backgrounds and pages. Limit information. Students will watch video tutorials. Students will be given step by step instructions. Students will have limitations on topic pages.</p>		
<p>Resources Provided</p> <ul style="list-style-type: none"> www.google.apps.com www.google.com/somersptschoolsd.org www.youtube.com/watch?v=ybZXHxCKI8 <p>*surveymonkey.com</p>		

Lesson Plan 1					
Content Area: Technology					
Lesson Title: Introduction to using Data and Charts				Timeframe: 2 Days	
Lesson Components					
<u>21st Century Themes</u>					
Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21st Century Skills</u>					
Creativity and Innovation	X	Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills	
Interdisciplinary Connections: Reading					
Integration of Technology: Graphing					
Equipment needed: Laptops, Projector					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> Will be able to explain a data table, graph and chart Will construct a survey to analyze data survey 	Lesson Sequence Day 1: <ol style="list-style-type: none"> Demonstrate differences between data tables and charts using real world samples. For example, stock market rise and falls, Population within Rome, and scientific results. Students will use Google “survey” to conduct a data formulating tool. Students will ask the questions relevant to social studies or their Problem Solving PBL unit. Students will share their surveys with other group members to complete. Day 2: <ol style="list-style-type: none"> Review their survey results. Export their surveys (spreadsheets to Excel) Have students create a bar and pie graph. Show a simple survey from a students survey. Analyze the Data and create a plan to increase the desired results to support the PBL. 	<ul style="list-style-type: none"> Teacher Observation and conferring
Differentiation		
Provide students with first or second questions and limit response types (multiple choice only)		

Lesson Plan 1						
Content Area: Social Studies						
Lesson Title: Create A Product to Address a Real World Problem				Timeframe: 4 Weeks		
Lesson Components						
<u>21st Century Themes</u>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21st Century Skills</u>						
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	
Interdisciplinary Connections: Reading, Writing						
Integration of Technology: Webtools						
Equipment needed: MacBook, storyboard template, Google apps						

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> Construct a storyboard based on a 30 second movie clip. 	<p>Lesson Sequence</p> <ul style="list-style-type: none"> Watch a clip about making change. Conduct a Patent Search. Students will examine patents already provided to solve real world problems. Student will create a survey to evaluate real world problems involving water and the need for water for civilization to survive. <p>Day 2</p> <ul style="list-style-type: none"> Evaluate with students results of their survey. Create a statement from the data to solve a real world problem using the design process. (based on Water PBL Project) <p>Day 2 and 3</p> <ul style="list-style-type: none"> Construct an invention to solve a Real World Problem (Similar to a Patent). Design the invention using web tools. 	<p>Use student interview to assess progress.</p> <ul style="list-style-type: none"> Observation Checklist Rubric

	<p>Day 4, 5 and 6</p> <ul style="list-style-type: none"> • Create a multimedia presentation to convince a panel to fund your project. The Presentation must include the criteria of the project. 	
<p>Differentiation</p> <p>Partner students to create one storyboard Have one storyboard completed as an example.</p>		
<p>Resources Provided</p> <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=vcXfgBLRv_E • http://www.youtube.com/watch?v=pWPjjoOFlu8 • Water PBL Unit. 		

Units of Study	
Content Areas: Technology	
Unit Title: Water Unit PBL	
Grade Level: 7th	
Unit Summary Create Public Service Announcement to inform students about a worldwide Problem. 21st century themes:	
Unit Rationale Students will learn that delivering clean, fresh water to citizens around the world involves and affects politics, economics, international relations, and technology.	
Learning Targets	
Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and create and communicate knowledge. 8.2. Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society. 8.2 E: Communication and Collaboration	
Content Statements: The use of technology and digital tools require knowledge and appropriate use of operations and related applications.	
CPI #	Cumulative Progress Indicator (CPI)
8.2.E.8.1	Work in collaboration with peers and experts in the field to develop a product using the design process, data analysis, and trends, and maintain a digital log with annotated sketches to record development cycle
8.2.8.C.1	Compare and contrast current and past incidences of ethical and unethical use of labor in the United States or another country and present results in a media-rich presentation
8.2.8.E.1	Work in collaboration with peers and experts in the field to develop a product using the design process, data analysis, and trends, and maintain a digital log with annotated sketches to record the development cycle.
8.2.8.A.1	Technology products and systems impact every aspect of the world in which we live.
8.2.8.B.1	Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints
8.2.8.B.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.
8.2.8.B.3	Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.
Unit Essential Questions <ul style="list-style-type: none"> How will informed societies help solve the water crises around the world and locally? 	Unit Enduring Understandings Creating Public Service Announcements can inform society about a real world problem and help make change.

Unit Learning Targets

Students will

- a. Identify the cause and effect of the water crises both locally and worldly.
- b. Design a solution to the water crises.
- c. Construct a Public Service Announcement to inform the public of the crises.

Evidence of Learning

Assessment

Rubric to determine mastery of content.

Equipment needed: Google accounts, laptops, internet

Teacher Resources: student passwords, and sample sketches.

Differentiation Gifted Students
Construct individual templates.

Differentiation At-Risk Students
Create step by step instructions, or screen casts

Lesson Plan 1

Content Area: Technology

Lesson Title: Got Water

Timeframe: 4 Weeks

Lesson Components

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Interdisciplinary Connections: Reading, Writing, Social Studies , Science

Integration of Technology: Webtools

Equipment needed: MacBook, storyboard template, Google apps

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> • Identify the cause and effect of the water crises both locally and worldly. • Design a solution to the water crises. • Construct a Public Service Announcement to inform the public of the crises. 	<p>Lesson Sequence</p> <p>Day 1.</p> <ol style="list-style-type: none"> 1. Begin this activity by asking students to brainstorm a list of factors that might affect their town's ability to provide water to its citizens. Use Science lesson as to access prior knowledge. Are the issues the same on a state and national level? What are similarities and differences? 2. Once the list is complete, ask students to identify where the water comes from, and why. Consider the following factors: water sources, technologies, governmental policies, and the economics of water. 3. Discuss how the water crisis in Africa has started a semi-genocide. <p>Day 2:</p> <ol style="list-style-type: none"> 1. Review the previous weeks lessons 2. Construct a statement to help inform society about the water crises around the world. 3 Build a website to examine the water crises and inform local and world cultures about the water crises locally and worldly. <p>Day 3:</p> <ol style="list-style-type: none"> 1. Create questions to be presented to an online learning community, and present the questions to experts of the Water Crises in Darfur. The Global Nomads Group provides a Video Conference to expose students all over the world of the Crises in Darfur. 2. Use the information gained from the Video Conference to add to the already existing Web Page. <p>Day 4, 5, and 6</p> <p>* Review the PSA Criteria.</p> <ol style="list-style-type: none"> 1. Create a storyboard using research material and facts from Science and World History Classes 2.The main focus of the PSA is to inform the public of the water crises and propose a solution. 	<p>Use student interview to assess progress.</p> <ul style="list-style-type: none"> • Observation Checklist • Rubric

Differentiation

Partner students to create one storyboard
Have one storyboard completed as an example.

Resources Provided

- http://www.youtube.com/watch?v=vcXfgBLRv_E
- <http://www.youtube.com/watch?v=pWPjjoOFlu8>
- Water PBL Unit.

LESSON REFLECTION

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities:	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills			
Allow for student choice			
Provide scaffolding for acquiring targeted knowledge/skills			
Integrate global perspectives			
Integrate 21 st century skills			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			
Are varied to address different student learning styles and preferences			
Are differentiated based on student needs			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives			
Provide opportunities for student reflection and self-assessment			
Provide data to inform and adjust instruction to better meet the varying needs of learners			