

Somers Point School District



Curriculum

Technology

Grade 6

June 2012

Board Approved: August 2012

Table of Contents

Somers Point Schools Administration and Board of Education Members	Page 3
Acknowledgments	Page 4
District Vision, Mission, and Goals	Page 5
Introduction/Philosophy/Educational Goals	Page 6
Scope and Sequence	Pages 8
Goals/Essential Questions/Objectives/Instructional Tools/Activities	Pages 9

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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
Sixth Grade Technology

Semester 1:

Big Idea	CPI's Covered	Content Area
Introduction To Technology and Basic Features	8.1.8.A.1 8.1.8.A.3	3
Digital Portfolios and Multimedia Creations	8.1.8.B.1 8.1.12.A.4 8.1.8.E.1	Reading: 7 th Grade PBL

Semester 2:

Big Idea	CPI's Covered	Content Area
Digital Footprints/Cyber Safety	8.1.8.D.1 8.1.8.D2 8.1.8.D3	4 Early Empires/Historical Figures
Informational Text Web Design/ Virtual Tour	8.1.8.E.1 8.1.8.D.2	4 Ancient Egypt

Semester 3:

Big Idea	CPI's Covered	Content Area
Spreadsheets/Critical Thinking Problem Solving	8.1.8.A.2 8.1.8.A.3 8.1.8.A.1	Math: Collecting Data
Examine Controversial Issues and create a presentation	8.1.8.D.1 8.1.8.D.2 8.1.8.D.3	Debate

Semester 4

Big Idea	CPI' Covered	Content Area
Global Connections	8.1.4.E.2 8.1.12.E.1 8.1.8.F.1 8.1.8.C.1	World History Blogs, wikis, etc.
Making Changes	8.1.8.B.1 8.1.8.A.5 8.1.8.A.3	Kiva Project : Reading

Unit Overview	
Content Area: Technology	
Unit Title: Introduction To Technology and Basic Operation Features	
Target Course/Grade Level: 6th Grade	
Unit Summary Students will understand the purpose of technology, and be able to access files, folders, and the District Network.	
Primary interdisciplinary connections: Technology 21st century themes: ICT Literacy	
Unit Rationale Students will be able to manipulate the basic usage of the computer to save, input text and print.	
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.	
Content Statements The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	
CPI #	Cumulative Progress Indicator (CPI)
8.1.8.A.1	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
8.1.8.A.3	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
Unit Essential Questions <ul style="list-style-type: none"> • Does effective and efficient use of network infrastructure, development of files and folders increase productivity through organization? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Differentiation between local, network, and cloud technology. • Identify the various keyboard shortcuts, file formats and technology terms.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Demonstrate effective input of text and data using an input device. • Will use shortcuts to complete basic technology tasks • Will define technology vocabulary and differences between file formats. • Discuss and identify the differences between home drive, network and cloud saving. • Create files and Folders for content and special area subjects. 	
Evidence of Learning	
Summative Assessment (1 days) Performance Based Assessment Observation Rubric Equipment needed: Laptops, Smartboard, Network, Teacher Resources: Access to network, Prezi and Google apps	

Formative Assessments

- Observation Check list
- Rubric

Lesson Plans

Lesson	Timeframe
Lesson 1 Introduction to MacBook	1 Day
Lesson 2 Technology Vocabulary and Formats	1 Day
Lesson 3 Saving and Files and Folders	30 Minutes

Lesson Plan 1				
Content Area: Technology				
Lesson Title: Introduction to the MacBook			Timeframe: 1 hours/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	X	ICT Literacy	Life and Career Skills	
Integration of Technology: Basic and advanced features of the MacBook				
Equipment needed: MacBook , Smartboard and or Projector				

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> • Will be introduces to the MacBook Rules of The Road Policy. • Will identify the basic features of the MacBook 	Lesson Sequence <ol style="list-style-type: none"> 1. Student will be handed a copy of “MacBook Rules Of The Road” and discuss daily procedures for MacBook usage. 2. Instructor will use projector or smartboard to go over desktop features, keyboard features, preferences and input devices. 3. Students will use checklist to identify the parts of the MacBook. 	<ul style="list-style-type: none"> • Observation and check list
Differentiation Students will be given step-by-step instructions for identification. A screen cast will also be provided.		
Resources Provided <ul style="list-style-type: none"> * www.apple.com • QuickTime Screen Cast 		

Lesson Plan 2				
Content Area: Technology				
Lesson Title: Technology Vocabulary and Formats			Timeframe: 1 Day	
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	X	ICT Literacy	Life and Career Skills	
Interdisciplinary Connections: LAL				
Integration of Technology: Defining Technology				
Equipment needed: MacBook's and Word Processing Software				

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> Will identify technology terminology Be able to save and identify the different formats 	Lesson Sequence <ol style="list-style-type: none"> Will display popular vocabulary terms from various pop culture categories. (sports, music, fashion) Students will identify why the terms are important to understanding the rules, or topic. Will display technology terms and explain how being able to identifying the terms will help choosing software and selection of tools. Students will create a R.A.F.T defining the terms. 	<ul style="list-style-type: none"> Rubric
Differentiation Students will be given word bank and definitions. Flashcards will be provided as well.		
Resources Provided <ul style="list-style-type: none"> Flashcards Presentation Tool 		

Lesson Plan 3				
Content Area: Technology				
Lesson Title: Saving Files and Folders			Timeframe: 30 minutes	
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	X	ICT Literacy	Life and Career Skills	
Interdisciplinary Connections: All content areas				
Integration of Technology: Creation of Folders				
Equipment needed: Laptop				

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> Will demonstrate creating a folder on the desktop and Home documents 	Lesson Sequence <ol style="list-style-type: none"> Will demonstrate creating files and folders on home drive. Will demonstrate creating folders on desktop Students will create folders for content areas, Reading, Math, Social Studies, Science and Technology. Will open the R.A.F.T of technology terms and practice saving the file to the technology folder. 	<ul style="list-style-type: none"> Observation
Differentiation Typed set of direction to create a folder and saving documents. Advances: will create a screencast of the steps.		

Unit Overview	
Content Area: Technology	
Unit Title: Digital Portfolios and Multimedia Creations	
Target Course/Grade Level: 6th	
Unit Summary Students will create digital portfolios to archive student achievements and progress throughout the year. Students will use digital tools and media to inform people about important issues or innovative solutions.	
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 solve a Challenge Based Learning Project.	
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 are 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, 6th Grade Reading CBL

Teacher Resources: 6th Grade CBL, Storyboard, iMovie

Formative Assessments

- Rubric

Lesson Plans

Lesson	Timeframe
Lesson 1 Introduction To Google	1 day
Lesson 2 Google Sites	2 days
Lesson 3 Introduction To Storyboards	1 day
Lesson 4 iMovie Part 1	2 days
Lesson 5 iMovie (advance)	2 days

Lesson Plan 1				
Content Area: Technology				
Lesson Title: Introduction To Google			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 x		Critical Thinking and Problem Solving	Communication and Collaboration	X Information Literacy
Media Literacy	X	ICT Literacy	Life and Career Skills	
Interdisciplinary Connections: LAL				
Integration of Technology: Web Design				
Equipment needed: Google Apps, MacBook, Projector				

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> • Be able to sign in to their Google Account • Identify the various tools Google Offers and what tools will assist in problem solving 	Lesson Sequence <ol style="list-style-type: none"> 1. Students will sign into student Google Domain www.sptsd.org 2. Students will log into the Google Site using their Graduation Year, first initial and last name. The password will be determined by Network Admin. 3. Students will change their password to their birthdate. 4. Students will identify the tools Google Apps for Education provides. Through discussion, students will identify tools and their purpose, beginning with documents, then sites. 	<ul style="list-style-type: none"> • Observation
Differentiation Students will be given prior to signing in notecards with user name and password Students will be given written directions.		
Resources Provided <ul style="list-style-type: none"> • Written directions 		

Lesson Plan 2					
Content Area: Technology					
Lesson Title: Google Sites				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>					
X	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration
					Information Literacy
	Media Literacy	X	ICT Literacy		Life and Career Skills

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> Will construct a Digital Portfolio 	<p>Lesson Sequence</p> <p>1. Students will be given a Resume of an individual and to identify the various parts of the Resume. The resume will only have sub-topics (education, achievements, work experience) Students will create a list using a word processing tool to predict what a person would list within the category</p> <p>As a whole group, students will reveal what they believed should be included in a Resume. Students will then create a list of what should be included in a student portfolio. “What criteria should be included to display student growth or achievement?”</p> <p>As a group we will compare the similarities between a resume and a student digital portfolio Students will conclude with what the purpose of a digital portfolio.</p> <p>Day 2</p> <p>. Student will sign into Google apps and choose sites. Once in sites students will create a page. Students will create the following pages within their digital portfolios: Deliverables, Talent/Achievements, and Reflections.</p>	<ul style="list-style-type: none"> Digital Portfolio Rubric
Differentiation: Set of Written Directions, Screen Cast, Peer Tutoring, Student Examples		
Resources Provided		
<ul style="list-style-type: none"> Written Directions Student Examples 		

Lesson Plan 3				
Content Area: Technology				
Lesson Title: Storyboarding			Timeframe: 1 Day	
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
X	Media Literacy	X	ICT Literacy	Life and Career Skills
Interdisciplinary Connections: LAL				
Integration of Technology: Information Literacy and Multi-Media Presentation				
Equipment needed: Laptop, Storyboard, Reading Research				

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> Students will use research gathered in reading to create a storyboard. 	Lesson Sequence <ol style="list-style-type: none"> Will watch a short (30) second video about the components of storyboarding. Will list the various components within a storyboard (voice-over, text, images, music, transition) Will read a comic strip from local newspaper. Discuss how a storyboard is similar to a comic, Show an example of a storyboard from the previous year. Using a storyboard template, students will create a storyboard based on a 30 second Disney clip. Students will provide an image, voiceover, and or text. 	<ul style="list-style-type: none"> Observation Checklist storyboards
Differentiation Storyboards templates will be simplified and contain examples		
Resources Provided <ul style="list-style-type: none"> Video Clips Storyboard Template 		

Lesson Plan 4					
Content Area: Technology					
Lesson Title: iMovie Part 1				Timeframe: 2 Days, ongoing blogging	
Lesson Components					
<u>21st Century Themes</u>					
X	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	Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy	Life and Career Skills	
Interdisciplinary Connections: Writing					
Integration of Technology: Smartboard, Google Apps, Search Engines.					
Equipment needed: MacBook's, Smartboard, Internet. IPhoto. storyboard					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> • Demonstrate previous knowledge and exploratory skills to discover new media technique. • Analyze other iMovies previously made to determine how it was constructed. • Learn the process of creating videos/movies and operating iPhoto and iMovie. • Formulate and map ideas in a storyboard or script. 	<p>Lesson Sequence</p> <p>Students will watch examples of other iMovies to demonstrate examples. Student will complete worksheet to assess iMovie features</p> <p>Activity: Students will create a storyboard using examples provided during the lecture. Students will choose from a list a specific topic they want to implement into the video. The students will use the storyboard as step 1 in the digital story telling process. The students will script a 1-minute video on the topic they chose. Using the script film the video and add photos from iPhoto's.</p> <p>Students will be given step-by-step tutorials. http://www.utoledo.edu/education/centers/carver/tutorials/PDF/iMovie09_Tutorial.pdf will be used to assist in the step-by-step process.</p>	<ul style="list-style-type: none"> • Worksheet. • Create a comprehensible age appropriate tutorial using Google docs. • Students will collaborate and create a 6th grade tutorial for iMovie.
<p>Resources Provided:</p> <p>http://www.atomiclearning.com/k12/en/imovie2x.shtml</p> <p>http://westernreservepublicmedia.org/producer/ybtp101.htm</p> <p>http://www.springfield.k12.il.us/movie/list.html</p> <p>http://www.bgsu.edu/downloads/cio/file17748.pdf</p>		

Lesson Plan 5					
Content Area: Technology					
Lesson Title: iMovie (advance)			Timeframe: 2 Days, ongoing blogging		
Lesson Components					
<u>21st Century Themes</u>					
X	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	Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy	Life and Career Skills	
Interdisciplinary Connections: Writing					
Integration of Technology: Smartboard, Google Apps, Search Engines.					
Equipment needed: MacBook's, Smartboard, Internet. iPhoto. storyboard					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> Learn the legal issues of media production Demonstrate the creativity and imagination necessary for innovation thinking and problem solving 	Lesson Sequence Revisit the video created in part 1. Use shortcuts and toolbar options in iMovie to import video previously created into iMovie. Students will use editing tools to implement a 10-second video. Step 2, the students will add images (jpeg) into their iMovie project. The images will represent the topic they chose and help visual the "top ten important facts" about their topic. The students will add transitions between the images, but not the video and images. Step 3: The students will create 3 title pages with text. Step 4: The students will finally add music 3 short jingles to the project.	<ul style="list-style-type: none"> Observation rubric
Resources Provided http://www.missmax.netfirms.com/imovie/imovieteams.html http://www.atomiclearning.com/k12/en/imovie2x.shtml http://westernreservepublicmedia.org/producer/ybtp101.htm http://usm.maine.edu/~jmckenney/imovie/imovieresources.html http://www.utoledo.edu/education/centers/carver/tutorials/PDF/iMovie09_Tutorial.pdf Storyboard: http://www.ivieawards.org/storyboard2.pdf Example: http://www.ivieawards.org/storyboard2_ex.pdf http://edtech.guhsd.net/video/storyboard.pdf Detailed storyboard: http://edtech.guhsd.net/video/storyboard2.pdf		

Unit Overview	
Content Area: Technology	
Unit Title: Digital Citizenship	
Target Course/Grade Level: 6 th Grade	
<p>Unit Summary Students learn they can collaborate, share ideas and opinions with others in cyberspace (internet). Students will explore the benefits and downfalls of the internet and develop a critical thinking process to eliminate dangerous situations. Students will develop time saving and reliable search strategies and be able to properly site sources in their work.</p> <p>Primary interdisciplinary connections: Language Arts, Social Studies 21st century themes: Media Literacy, Communication and Collaboration</p>	
<p>Unit Rationale Students will practice proper “Netiquette”, search strategies and citations to become a Positive Digital Citizen.</p>	
Learning Targets	
<p>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 D: Digital Citizenship</p>	
<p>Content Statements Technological Advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors</p>	
CPI #	Cumulative Progress Indicator (CPI)
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics
8.1.8.D.2	Summarize the application of fair use and Creative Commons Guidelines
8.1.8.D.3	Demonstrate how information on a controversial Issue may be biased.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are our rights and responsibilities as a Digital Citizen? • What are the benefits and responsibilities of being a 21st Century Creator? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Will manage information/digital footprint and keep it secure. • Understand proper “Netiquette”. • Will properly cite sources in multi-media work.
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> • Learn the basics of Internet safety and security including how to create strong passwords, handle inappropriate content, and avoid unwanted contact and giving out personal information. • Learn to think critically about how they treat others in cyber space and demonstrate proper internet use both legally and ethical. • Will research and use evaluation skills to determine trustworthy and reliable sources. • Correctly cite sources and understand Common Sense Media. 	

Evidence of Learning

Summative Assessment (X days)

Observation/Checklist

Survey

Quiz

Equipment needed: MacBook, projector/smartboard, video, survey

Teacher Resources: Video, survey, presentation tool.

Formative Assessments

- Test

Lesson Plans

Lesson	Timeframe
Lesson 1 Cyber Safety	3 days
Lesson 2 Digital Footprint	1 day
Lesson 2 Search Strategies/Reliable Sources/ Citations	2 days

Lesson Plan 1					
Content Area: Technology					
Lesson Title: Cyber Safety				Timeframe: 3 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	X	ICT Literacy		Life and Career Skills	
Interdisciplinary Connections: Writing					
Integration of Technology: Blogs, Internet,					
Equipment needed: MacBook, Blogs, Projector/Smartboard, survey, video					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> Identify the various forms of cyber bullying Explore the roles and responsibilities of bystanders to cyberbullying. Develop a plan to report cyberbullying to school authorities and how to respond to cyberbullying. Will reflect on the rewards of being safe in cyberspace Define Digital footprint 	Lesson Sequence <p>Students will watch a short video about a cyberbullying scenario.</p> <p>Students will complete a survey to assess experience and knowledge of cyberbullying. Classroom discussion about the survey results.</p> <p>Will role-play various pre-determined cyber bullying. During role play audience will list what they would do in the same scenario</p> <p>Will discuss the actions taken during the role-play and compare it to the actions the audience would have done.</p> <p>Will create a plan to report cyberbullying or what actions to take if someone is cyberbullying you.</p> <p>Will create a multi-media presentation or P.S.A. to inform others how to protect themselves against cyberbullying.</p>	<ul style="list-style-type: none"> Rubric for multimedia presentation
Differentiation Will use examples from You Tube or other media sources to demonstrate what a PSA is and show other school districts cyberbullying policies and procedures. Pre-created Template for storyboard and plan. Graphic Organizers		
Resources Provided <ul style="list-style-type: none"> Organizers, Storyboard template, examples of cyberbullying policies, video 		

Lesson Plan 2					
Content Area: Technology					
Lesson Title: Digital Footprints				Timeframe: 1 Day	
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	X	ICT Literacy X	X	Life and Career Skills	
Interdisciplinary Connections: Social Studies					
Integration of Technology: Digital Citizenship					
Equipment needed: MacBook, projector/smartboard, internet					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> Critically examine a historical figures “digital footprint” Explore how the internet can be used to create a positive or negative footprint 	<p>Lesson Sequence</p> <p>Students will be shown various “fake” Facebook pages of famous historic figures. The Facebook pages will be a mix of positive and negative footprints. Discuss how a person’s perspective of the individual changes due to the digital footprints viewpoint</p> <p>Discuss how their digital footprints may affect their future endeavors.</p> <p>Examine another scenario as if they were an employer or college admissions officer and give them student examples of negative footprints.</p> <p>Will create a list of a Do’s and Don’ts of a digital footprint. Create a lesson plan to be published online to teach a lower class.</p>	<ul style="list-style-type: none"> Lesson plan assessment
<p>Differentiation</p> <p>Work in groups</p> <p>Peer mentoring</p> <p>Historical figure background fact sheet</p>		

Lesson Plan 3				
Content Area: Technology				
Lesson Title: Search Strategies/Reliable Sources			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	X Information Literacy
Media Literacy	X	ICT Literacy	Life and Career Skills	
Interdisciplinary Connections: Social Studies- Five Themes of Geography				
Integration of Technology: Search Strategies				
Equipment needed: MacBook, Social Studies Books				

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> Examine different websites, compare and contrast them in terms of credibility, reliability or bias Formulate a search strategies procedure Use web tools to assist with citations. 	<p>Lesson Sequence</p> <ol style="list-style-type: none"> Discuss how we determine whether a website is reliable or not? Display the various (.edu, .org, com, etc.) and define what each represent. Analyze various websites (real and fake) to determine if the source is reliable or not. List and explain why the source is reliable or fake. Using the five themes of geography students will research a state, using advanced search strategies to identify the states five themes of geography. Will create a presentation to display clues about their state “mystery state quest” Will present geographical clues to other groups to (using proper search strategies (+- “) to figure out the other groups state. Students will use web tools (citation machine, easybib) to create citations to demonstrate proper usage of information. 	<ul style="list-style-type: none"> Observation Checklist
<p>Differentiation: Will be given a vocabulary sheet with definitions of web address and their purpose. Will work with a peer to search and create “mystery geography theme”.</p>		

Unit Overview	
Content Area: Technology	
Unit Title: Digital Information	
Target Course/Grade Level: 6 th Grade	
Unit Summary Students will use webtools or multimedia tools to create an informative presentation to inform community members of Natural Disasters in the environment	
Primary interdisciplinary connections: L.A.L and Technology 21st century themes: Communication and Collaboration, Informational Literacy, Creativity and Innovation	
Unit Rationale To decide which technological tool to use to inform the community of the cause, effects and emergency routes of Natural Disasters.	
Learning Targets	
Standards 8.1. Educational Technology: All students will use digital tools to access, manage and evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate knowledge Strand A: Technology and Concepts Strand B: Creativity and Innovation Strand C: Communication and Collaboration Strand D: Digital Citizenship Strand E: Research and Information Literacy	
CPI #	Cumulative Progress Indicator (CPI)
8.1.8.A.1	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.
8.1.8.D.3	Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.
8.1.8.E.1	Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem
Unit Essential Questions <ul style="list-style-type: none"> • How can creating digital information help society survive Natural Disasters. 	Unit Enduring Understandings <ul style="list-style-type: none"> • Understand how constructing a product digitally will effect a wider audience.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Design and illustrate a multimedia product to demonstrate mastery of informational text. • Manipulate software to input text, images and citations. • Use search strategies to minimize information and analyze what information is relevant to Natural Disasters. 	

Evidence of Learning

Summative Assessment (X days)

Rubrics
Check list
Surveys

Equipment needed: MacBook, projector/smartboard, textbooks

Teacher Resources: 6th grade PBL, webtools

Formative Assessments

- Rubric
-

Lesson Plans

Lesson	Timeframe
Lesson 1 Multi-Media Natural Disaster	3 days

Lesson Plan 1					
Content Area: Technology					
Lesson Title: Multi-Media Natural Disaster				Timeframe: 3 days	
Lesson Components					
<u>21st Century Themes</u>					
X	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		Communication and Collaboration
	Media Literacy		ICT Literacy		Information Literacy
					Life and Career Skills
Interdisciplinary Connections: L.A.L					
Integration of Technology: Web tools					
Equipment needed: MacBook, internet, textbook					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> Will use informative text to create an informative multi-media product. 	Lesson Sequence Introduce the different ways or techniques media displays natural disasters and warnings. Begin with public announcement, weather channel warning or sirens. Display book from last year as an example of how the school district educates students about Natural Disasters. Explain to the students they will be creating a website to inform the community about Natural Disasters and Emergency Procedures. Students will create websites to inform community members, staff and students their Natural Disaster.	<ul style="list-style-type: none"> Web design Rubric
Differentiation Simplified Instruction		

Unit Overview	
Content Area: Technology	
Unit Title: Analyzing statistics	
Target Course/Grade Level:	
Unit Summary The students will use various spreadsheets to calculate, graph, and present information on a local, school or world event.	
Primary interdisciplinary connections: 21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Information Literacy	
Unit Rationale Students will be able to analyze data and create a solution or a plan.	
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 Operations and Concepts	
Content Statements The Use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	
CPI #	Cumulative Progress Indicator (CPI)
8.1.8.A.2	Generate a spreadsheet to calculate, graph, and present information
8.1.8.A.3	Plan and create a simple database, define fields, input data, and produce a report using sort and query
8.1.8.A.1	Plan and create a simple database, define fields, input data, and produce a report using sort and query
Unit Essential Questions <ul style="list-style-type: none"> • How does analyzing statistics affect the way you present information. • How can results of surveys or statistics be presented to inform society about issues. • How can I transfer what I know to new technological situations/experiences? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Selection of the technology tool should be based on personal and or educational purposes.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Construct a survey to collect data about a debatable issue • Analyze the results to calculate and formulate a Graph • Construct a Multi-Media presentation to educate or inform others of their findings. 	

Evidence of Learning

Summative Assessment (X days)

Check list
Observations
Rubrics/Quiz

Equipment needed: MacBook, projector/smartboard,

Teacher Resources: Survey

Formative Assessments

- Rubric

Lesson Plans

Lesson	Timeframe
Lesson 1 Introduction To Spreadsheets	2 days
Lesson 2 Create a Survey	3 days
Lesson 3 Results and Presentations	3 days

Lesson Plan 1 Template					
Content Area: Technology					
Lesson Title: Introduction To Spreadsheets				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	X Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills	
Interdisciplinary Connections: L.A.L					
Integration of Technology: Spreadsheets, data collection					
Equipment needed: MacBook, L.A.L PBL					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> Understand the purpose of research data and spreadsheets. Compare and Contrast various empire statistics to create a conclusion. 	Lesson Sequence Students will be given statistics of Empires they researched in Social Studies. The statistics will include, population, death rate, land mass, farming, etc. Student will input the information into a spreadsheet. Students will calculate and create a graph to analyze the results of the data. Students will determine using the statistics which empire was superior based on the data, and create a plan to help the empires increase the statistics.	<ul style="list-style-type: none"> Observation Checklist Rubric
Differentiation Work in partners Step by step instructions Pre-made template for plan		

Lesson Plan 2					
Content Area: Technology					
Lesson Title: Create a survey				Timeframe: 3 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	X	Communication and Collaboration	X Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills	
Interdisciplinary Connections: L.A.L					
Integration of Technology: spreadsheets					
Equipment needed: MacBook's, Projector/Smartboard					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> Students will become familiar with spreadsheet fundamentals Collaborate with group to formulate questions for a survey Design, write and administer a survey or questionnaire. 	<p>Lesson Sequence</p> <p>Will recall why surveys are essential to interpreting data.</p> <p>Show an example of a pre-made survey or questionnaire (school policies)</p> <p>Discuss with students how the results can be interpreted and used in a debate.</p> <p>Apply 10-15 questions from their PBL research portion to create a survey in relation to their debate topic.</p> <p>Will proofread and revise survey.</p> <p>Will use their web site to administer survey. Students will copy and paste their live link to the website for a wider audience to take the survey (5th, 6th and 7th grades)</p>	<ul style="list-style-type: none"> Checklist
<p>Differentiation</p> <p>Will have example questions</p> <p>Will work in peer groups</p>		
<p>Resources Provided</p> <p>School Policies</p>		

Lesson Plan 3					
Content Area: Technology					
Lesson Title: Survey Results and Presentation				Timeframe: 3 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	X Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills	
Interdisciplinary Connections: LAL					
Integration of Technology: Spreadsheets					
Equipment needed: MacBook, Projector/Smartboard					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> Will analyze survey results Understand and apply the results to create an informative presentation 	Lesson Sequence <ol style="list-style-type: none"> Students will analyze results from the surveys (a week is given to complete survey) and create a negative or positive point to enhance their issues side. Will create a plan (storyboard) to demonstrate the process step by step procedures, they took to develop the survey, administer, evaluation of results and their debatable point as a result from the survey. Will give student choice of Technology techniques to display graph and survey results. Will present their findings for evaluation. 	<ul style="list-style-type: none"> Spreadsheet and Multi-Media Rubric
Differentiation Pre-designed template for storyboard Peer collaboration		
Resources Provided <ul style="list-style-type: none"> Survey 		

Unit Overview	
Content Area: Language Arts, Global Studies, Math	
Unit Title: Making Change	
Target Course/Grade Level: 6th	
Unit Summary .Students will demonstrate responsible digital citizenship in the virtual environment, by creating a multi-media presentation to solve a global issue. Primary interdisciplinary connections: 21st century themes:	
Unit Rationale Students will use multiple 21 st century skills to become a valuable Global Citizen.	
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 Operations and Concepts	
Content Statements The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. Effective use of digital tools assists in gathering and managing information. Information accessed through the use of digital tools assists in generating solutions and making decisions	
CPI #	Cumulative Progress Indicator (CPI)
8.1.8.A.1	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
8.1.8.A.3	Create a multimedia presentation including sound and images
8.1.8.B.1	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
8.1.8.D.2	Summarize the application of fair use and Creative Commons guidelines.
8.1.8.E.1	Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
8.1.8.F.1	Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.
Unit Essential Questions <ul style="list-style-type: none"> • How can individuals make a change in the world using technology 	Unit Enduring Understandings <ul style="list-style-type: none"> • Individuals have the power to make positive changes in society. • Choosing the appropriate technology to display information can impact societal change.

Unit Learning Targets*Students will ...*

- Conduct short research projects to answer a question drawing on several sources and evaluate reliability, demonstrate proper citation techniques.
- Compare and Contrast between different web tools to present information and analyze which tool best fits their purpose.
- Construct a Multi-Media Presentation
- Synthesize and publish information about a local or global issue or event.
- Participate in an online learning community with students from other states or countries to understand their perspective on a global problem.
- Gather and analyze findings using data collections to produce an innovative solution to a national or worldwide problem.

Evidence of Learning**Summative Assessment (X days)**

Check lists
 Observation
 Quiz
 Rubrics

Equipment needed: MacBook's, projector/smartboard**Teacher Resources: 6th grade PBL, KIVA Organization, GNG Membership****Formative Assessments**

- Rubric

Lesson Plans

Lesson	Timeframe
Lesson 1 Search Strategies/ Evaluation Of Credible Sources	X hours/days
Global Connections	X hours/days
Multi-Media Presentation	X hours/days

Lesson Plan 1					
Content Area: Technology					
Lesson Title: Search Strategies/Credible Sources/ Hook				Timeframe: X hours/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	X Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills	
Interdisciplinary Connections: L.A.L/Social Studies					
Integration of Technology: Citations, Search Strategies					
Equipment needed: MacBook, PBL Supplements, Making Changes Websites					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> • Determine a Central Idea from Text • Integrate information presented in different formats to develop a coherent understanding of an issue • Will create an original “hook” using multimedia software • 	<p>Lesson Sequence</p> <p>Will review search strategies and how to evaluate credible sources.</p> <p>Review techniques to site valuable sources. Use web tools (Sitemachine, Easybib etc.) to have students correctly site the sources.</p> <p>Will show examples of hooks from television commercials or teacher made “hooks” to grab or focus an audience’s attention.</p> <p>Individuals will create their own hook of why we should loan money to the specific cause. The hook should only be approximately 30 seconds.</p> <p>Will create a storyboard to organize their text and visual aid.</p> <p>Students will choose various multi-media software or tools to produce the “hook”</p> <p>Groups will determine through voting which “hook” they want to represent their group for the final presentation.</p>	<ul style="list-style-type: none"> • Observation Check list • Hook Rubric
<p>Differentiation</p> <p>Different levels of multimedia format, advanced, intermediate, and basic.</p>		

Lesson Plan 2					
Content Area: Technology					
Lesson Title: Global Collaboration				Timeframe: x hours	
Lesson Components					
<u>21st Century Themes</u>					
X	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: Social Studies, L.A.L					
Integration of Technology: Global Connections					
Equipment needed: Polycom, MacBook's, projector					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> • Will survey a class from a different region of country to evaluate importance or value of the loan. • Will work with another group via blog or Skype to formulate final presentation. • Will construct webpage to collaborate with students globally. 	<p>Lesson Sequence</p> <p>Will review techniques and strategies to construct a safe and interactive webpage. The Webpage will include objectives or goals, survey, blog, timeline, KIVA plan and presentation.</p> <p>Will collaborate in groups to develop questionnaire to be administered to partner classroom outside the district. (Questions will represent choose of loans, technology tools, geography, and presentation techniques.</p> <p>Will establish a blog to collaborate with partner school, Propose questions to partner team to converse about Project.</p> <p>Create a page explaining their loan and Project ideas.</p> <p>Create a timeline on the page to stay on track for the deadline.</p> <p>Implement their presentation on webpage for peer evaluation.</p>	<ul style="list-style-type: none"> • Peer evaluation • Rubric • Observation checklist.
Differentiation: Peer Mentoring, step-by-step instructions.		
Resources Provided		
<ul style="list-style-type: none"> • www.kiva.com • www.google.com 		

Lesson Plan 3							
Content Area: Technology							
Lesson Title: Multi-Media Final Presentation				Timeframe: x hours			
Lesson Components							
<u>21st Century Themes</u>							
X	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	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: L.A.L, Social Studies,							
Integration of Technology: Multi-Media/Research							
Equipment needed: MacBook, projector/smartboard							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> Evaluate various webtools to choose which website best suites project purpose Will find memorable images, as a persuasive technique to support their proposal Implement audio, video and transitions. Identify research through citations. 	<p>Lesson Sequence</p> <ol style="list-style-type: none"> Instructor will demonstrate multiple web tools for students to evaluate which tool best suits their technology presentation. Will use storyboard to plan KIVA final presentation. Develop voice-overs, text, images, music, and sequence of events Develop citations page. Will import video, images, text, audio, voice-over into presentation. Revise and edit Multi-Media presentation Present Multi-Media Presentation 	<ul style="list-style-type: none"> Rubric
<p>Differentiation Will give students multimedia options based on skill level.</p>		
<p>Resources Provided</p> <ul style="list-style-type: none"> www.prezi.com www.Animoto.com www.glogster.com 		

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			