



40 Years of Inspiring, Educating, Connecting.

## Technology Integration Workshop 2016

**Unit Title:** *'Nice to Meet You': Introductions and Digital Literacy for Newcomers*

**Grade Level:** *(example: 9, 10, 11, 12 or 7-8) Grade 9*

**Subject Area:** *(example: Science, Physics; English, Short Stories) ELL Literacy - Level 1 (Newcomer)*

**Duration/Length/Number of class periods:** *(example: 5 class periods) 1 week, 5 block periods*

**Description:** Students practice writing and sharing appropriate autobiographical information using *Schoology*, the district's learning management system.

### **Established Goals (National, State, Local):**

WIDA: World-Class Instructional Design and Assessment (WIDA)

**English Language Development Standard 1:** English language learners communicate for social and instructional purposes within the school setting

**English Language Development Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts

International Society for Technology in Education (ISTE)

**Standard 1. Empowered Learner:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals.

**Standard 2. Digital Citizen:** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

**Standard 3. Global Collaborator:** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Standard 6. Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations.

### **What Enduring Understandings are desired?**

1. *Digital literacy is an essential part of a 21st century education.*
2. *Technology offers an opportunity for students to showcase their abilities and skills.*

3. Different modes of communication (oral, written, digital) have varying norms and conventions.

**What Essential Questions will be considered?**

1. Why do norms around various types of technology differ?
2. How can technology enhance our communication with others?
3. How can technology enable us to collaborate with and learn from each other?

**Students will know/ be able to:**

- Analyze a model (sentence level)
- Plan and write a short paragraph
- Revise and share work using St. Paul's learning management system (LMS), *Schoology*
- Use appropriate capitalization and punctuation
- Download an assignment from the LMS
- Upload an assignment to the LMS
- Upload a related image to the LMS
- Upload recorded audio to the LMS
- Post a comment in a thread
- Digitally comment on a peer's work using greetings, good-byes, and accountable talk

| Description  | <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i> | <a href="#">Formative</a> | <a href="#">Summative</a> | Introductory Activity | Learning Activity | Student Technology Used | Teacher Technology Used | <a href="#">ISTE Standards</a> |
|--|---|---------------------------|---------------------------|-----------------------|-------------------|-------------------------|-------------------------|--------------------------------|
| <b>Day 1: Overview/Personal Information (Answering Questions)</b>  |   |                           |                           |                       |                   |                         |                         |                                |
| Reflect on character from previous week's book, <i>From Cuba to the United States</i> : What biographical info do we know about her? Answer multiple choice questions using <b>Nearpod</b> . |   |                           |                           | X                     |                   | X                       | X                       |                                |
| Read model paragraph about Maritza (main character). Students can choose to use <b>Voiceover</b> to have the text read aloud.  |   |                           |                           |                       | X                 | X                       |                         |                                |
| Review Wh- questions. Use YouTube video "Who, What..."   |   |                           |                           |                       | X                 |                         | X                       |                                |
| Students view flipped <b>Nearpod</b> lesson about how to take a Schoology quiz (multiple choice, fill-in-the-blank, short answer). Assessment questions imbedded.                            |   | X                         |                           |                       | X                 | X                       |                         |                                |
| Students take quiz on their own personal information to demonstrate their ability to navigate <b>Schoology</b> and answer multiple choice, fill-in-the-blank, and short answer questions.    |   |                           | X                         |                       |                   | X                       |                         | 6.a., 6.b.                     |
| <b>Day 2: Asking Questions and Reporting Information</b>   |   |                           |                           |                       |                   |                         |                         |                                |
| Participate in information gap activity with a partner.  |   |                           |                           | X                     |                   |                         |                         |                                |
| Practice disseminating information about previous partner with a new partner.  |   |                           |                           |                       | X                 |                         |                         |                                |
| Students view flipped <b>Nearpod</b> lesson about how to record and upload audio. Assessment questions imbedded.   |   | X                         |                           |                       | X                 | X                       |                         | 6.a., 6.b.                     |

|   |   |   |   |   |   |   |  |
|---|---|---|---|---|---|---|--|
| Students record audio clip of them summarizing the info about their partner (from info gap activity) and upload to <b>Schoology</b> . |   | X |   |   | X |   | 2.c.,<br>3.d.,<br>6.a,<br>6.b.           |
| <b>Day 3: Cyber Safety/Prewriting and Drafting</b>  |   |   |   |   |   |   |  |
| Use <b>Padlet</b> image activity to pre-assess students' understanding of the word 'safety.'  |   |   | X |   | X | X | 1.b.                                     |
| Show <b>YouTube</b> video on cyber safety (specifically with regard to the sharing of personal information).                          |   |   |   | X |   | X |  |
| Link to teacher bio from school website and Maritza (book) example.   |   |   |   | X | X | X |  |
| Use graphic organizer template to plan writing (includes area for students to add additional information of their choosing).          |   |   |   | X | X | X |  |
| Write draft paragraph.  |   |   |   | X |   |   |  |
| <b>Day 4: Peer and Self-Evaluating/ Uploading an Assignment</b>   |   |   |   |   |   |   |  |
| Edit yesterday's paragraph with a partner (and basic editing checklist). Model first.   |   |   | X |   |   | X |  |
| Students view flipped <b>Nearpod</b> lesson about uploading an assignment and picture to Schoology. Assessment questions imbedded.    | X |   |   | X | X |   | 6.a,<br>6.b                              |
| Type and upload biographical paragraph assignment. Take and upload self-portrait.   |   | X |   | X | X |   | 1.b.,<br>2.b.,<br>6.a.,<br>6.b.          |
| Students view and evaluate themselves and a partner using rubric in <b>Schoology</b> .  | X |   |   |   | X |   |  |
| <b>Day 5: Learning from Peers/Appropriate Feedback</b>  |   |   |   |   |   |   |  |
| <b>Kahoot!</b> on conventions for different online forums (capitalization, emojis, 'text speak')                                      |   |   | X |   | X | X |  |
| Whole group modeling of reading/responding to peers' work   |   |   |   | X |   | X |  |
| Introduce and share rubric (must use greetings, good-byes, accountable talk)  |   |   |   | X |   | X |  |
| Students view flipped <b>Nearpod</b> lesson about commenting in a thread on Schoology. Assessment questions imbedded.                 | X |   |   | X | X |   | 6.a.,<br>6.b.                            |
| Read peer bios. Comment on at least 5 others student bios in <b>Schoology</b> . Refer to rubric for expectations.                     |   | X |   |   | X |   | 2.b.,<br>5.a.,<br>5.b.,<br>6.a.,<br>6.b. |
| View bios and comments together.  |   |   |   | X |   | X |  |

**Materials, tools and resources** student iPads, teacher laptop, *YouTube* videos on online safety and Wh- questions, Kahoot!, Schoology, teacher-created materials: writing rubric, posting/commenting rubric, five Nearpod flipped videos

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