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Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies, are able to transfer their knowledge to explore emerging technologies    Instructional Learning Strategy Based on Process:  Instructional Technology - Technology used to give students direct experience learning with multi-media  Guided Practice - Students will drill and practice to reinforce fundamental skills  Provide enhancing activities for students who learn at a faster pace.  Assign Peer Coaches to those in need of assistance   * Provide model of Performance Task & Modifications made to low Star Readers     E.S.L. Objective:   * Follow simple and complex directions * Use English to interact in the classroom  |  | | --- | | **KEY VOCABULARY** | | **Web browser:** A web browser is a piece of software that allows one to navigate the Internet.  **Maximize:** To make the web browser fill the entire screen.  **Minimize:** To make the web browser not show on the screen, but is still running and not closed.  **Restore:** To make a web browser window that has been resized to a smaller than normal size on the screen back to full size. | | Intro:   * Typing Web Skills Exercise      |  | | --- | | **Procedures/Materials** | | [Web Browsers Example Video from Common Craft](http://www.commoncraft.com/video/web-browsers) (2:55)  [Browser Similarities and Differences](http://21things4students.net/downloads/basics/3browsers_20140606_083721_1.jpg) JPG  [Browser Gymnastics Part 1: Resize and Tabs](http://mistreamnet.org/videos/3009/browsers-resize-and-tabs) (3:34)  [Microsoft Edge Browser Basics Part 1](http://mistreamnet.org/videos/3713/21t4s-tips-for-the-microsoft-edge-browser): Resize, tabs, multiple windows (5:24)  [Browser Gymnastics Part 2: Zoom, Find, and History](http://mistreamnet.org/videos/3010/browsers-zoom-find-and-history) (4:09)  Microsoft Edge Advanced Browser Tips  [Basic Browser Shortcuts Chart](http://www.21things4students.net/downloads/basics/browserbasics_20140605_135706_1.pdf) PDF | | Student work:   * Independent and Group practice * Problem-based Learning * Complete Thing 1 Quest 4 * Turn assignment into Edmodo | | **Tues** | Content Objectives: I CAN -   * Demonstrate application   ISTE and Common Core Standards  **ISTE Standards•S**  1. Empowered Learner d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies  4. Innovative Designer a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems   * Instructional Learning Strategy Based on Process:   Instructional Technology - Technology used to give students direct experience learning with multi-media  Guided Practice - Students will drill and practice to reinforce fundamental skills  Provide enhancing activities for students who learn at a faster pace.  Assign Peer Coaches to those in need of assistance   * Provide model of Performance Task & Modifications made to low Star Readers     E.S.L. Objective:   * Follow simple and complex directions * Use English to interact in the classroom      |  | | --- | | **KEY VOCABULARY** | | **Home Keys:** The base position for one's fingers on a computer keyboard- asdf and jkl;  **Portfolio:** A collection of works and/or documents stored in one location | | Intro:   * Typing Web Skills Exercise         Activities:   * Independent Practice * Problem-based Learning * Turn assignment into Edmodo  |  | | --- | | **Procedures/MATERIALS** | | * [Tech Gymnastics Introduction](http://21things4students.net/21/1-basics/tech-skills-q5-q8/q5-tech-gymnastics/) (2:39) * [Typing Test](http://www.typingtest.com/) |      |  | | --- | | **PREPARATION** | | **Students will:**   * take a free [Typing Test](http://www.typingtest.com/) * share their results with you per your instructions * set a personal goal for improvement * enter their typing score in their tracking document and periodically update it to reflect their best score   Portfolios are also briefly explained in this Quest as students could create one as they work through the 21 Things.  [Weebly](http://www.weebly.com/) is mentioned as a tool students could utilize to create portfolios.  **TIPS**  **NOTE:** The typing test and sites in this Quest may not work on the iPad due to the use of Flash.  See “MORE TOOLS” above for iPad alternatives.   * Consider setting up free student accounts in advance at [TypingClub](http://typingclub.com/) or [typing.com](https://www.typing.com/) * Determine in advance how students will share/submit their typing test results and personal goal for improvement * Typing makes a great bell ringer and time filler for students who finish early. * [TypingClub](http://typingclub.com/) has a live scoreboard.  Students enjoy seeing their names move up and down on the scoreboard as they practice.   At the end of the week the scoreboard can be used to name a Typing Club Champ of the week. |           Closing:   * Edmodo Formative Assessment | Student work:   * Independent and Group practice * Problem-based Learning * Complete Thing 1 Quest 5 * Turn assignment into Edmodo | | **Wed** | Content Objectives: I CAN -   * Demonstrate application of the district AUP and develop and use good passwords.  ISTE and Common Core Standards **ISTE Standards•S**  3. Knowledge Constructor a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits c. Evaluate the accuracy perspective, credibility and relevance of information, media, data or other resources  7. Global Collaborators c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal  This Quest ensures that you are following our district AUP and are using good safe passwords.   |  | | --- | | **KEY VOCABULARY** | | **Username:** is a name that uniquely identifies someone on a computer system  **AUP:** Acceptable Use Policy is a document that outlines a set of rules to be followed by users on a network or website |   Instructional Learning Strategy Based on Process:  Instructional Technology - Technology used to give students direct experience learning with multi-media  Guided Practice - Students will drill and practice to reinforce fundamental skills  Provide enhancing activities for students who learn at a faster pace.  Assign Peer Coaches to those in need of assistance:   * Provide model of Performance Task & Modifications made to low Star Readers     E.S.L. Objective:   * Follow simple and complex directions * Use English to interact in the classroom | Intro:   * Typing Web Skills Exercise                          |  | | --- | | **MATERIALS** | | **PART 1: AUP**   * [AUP Introduction](http://21things4students.net/21/1-basics/tech-skills-q5-q8/q6-safe--secure/) (1:49)   **PART 3: PASSWORDS AND USERNAMES**   * [Passwords and Usernames Introduction](http://21things4students.net/21/1-basics/tech-skills-q5-q8/q6-safe--secure/) (2:38) * [Broken Friendship](http://www.nsteens.org/Videos/BrokenFriendship) (1:50) * [Password Rap from NetSmartz](http://www.netsmartz.org/NetSmartzKids/PasswordRap) (2:01) * [5 Steps to a Good Password](http://netforbeginners.about.com/od/antivirusantispyware/tp/5-steps-to-a-strong-password.htm) * 10 [Tips for Teens Strong, Secure Passwords](https://docs.google.com/viewer?url=http://cyberbullying.org/Top-Ten-Teen-Tips-Passwords.pdf) |  |  | | --- | | **TOOLS/APPS** | | * [Password Safe](http://passwordsafe.sourceforge.net) * [Password Strength Checker](http://www.passwordmeter.com) * [NameChk](http://namechk.com/) |  |  | | --- | | **1.Q6 PREPARATION** | | **In Part 1 AUP, students will:**   * locate your school’s AUP and discover what it is and the consequences for not following it * summarize the district’s AUP by identifying at least three important points all students should remember   **In Part 2 Judgement Call, students will:**   * participate in a small group or whole class discussion   **Discussion Questions**   1. Your best friend asks for your password to log into your social network site for just a minute so they can check out something they heard about. What would you say? 2. Would you create (or have you already) a username that is or sounds inappropriate or one that tries to get attention from others? 3. Have you seen someone do something that seems stupid to you and you immediately send a text message to others about it?   **In Part 3 Passwords and Usernames, students will:**   * Watch an [animated video](http://www.21things4students.net/21/1-basics/tech-skills-q5-q8/q6-safe--secure/) * Watch  [Broken Friendship](http://www.nsteens.org/Videos/BrokenFriendship) from NetSmartz * watch[Password Rap from NetSmartz](http://www.netsmartz.org/NetSmartzKids/PasswordRap) * view [5 Steps to a Good Password](http://netforbeginners.about.com/od/antivirusantispyware/tp/5-steps-to-a-strong-password.htm) * Open a pdf and Read the [10 Tips for Teens](http://cyberbullying.org/Top-Ten-Teen-Tips-Passwords.pdf) for a strong password * create 4 simple passwords and then convert them to strong ones using upper and lowercase letters, numbers and symbols and submit to you for approval * Students create a username and check if it is already used on the website [nameck](https://namechk.com/) * Students will ask the teacher how they should share their chosen username and if it has personal significance tell why they chose it to make sure it doesn’t give away their real identity.   **TIPS**  **PART 1: AUP**   * Ensure your students have access to your school's AUP * Check with your Media Center, Librarian, Technology Coordinator, Principal, and/or school web site for the AUP. * Determine how students will submit at least **three key points** that are important for all students to remember when accessing the district's computer network and equipment.   **PART 2: JUDGEMENT CALL**   * Determine how students will form groups and discuss and share Judgment Call scenario.   **PART 3: PASSWORDS AND USERNAMES**   * Decide if students will be using Password Safe (optional) * Determine how students will submit the four simple passwords they changed by using upper and lower case letters, numbers and symbols as well as their final chosen password * Decide who will check the completed four simple passwords they select then convert to safer ones * Determine and communicate with students how you want them to share and use their choice username. |      |  | | --- | | **2.Q6 ADDITIONAL ACTIVITIES** | | Consider using the [Student Technology Contract](https://docs.google.com/document/d/1HToizX8GAPzGZU50_zlEJuPaf0PGG0pQ5GtDvtOOYnQ/edit?usp=sharing) with students, or save it for Thing 5 - Digital Citizenship in Quest 1. | | * Independent and Group practice * Problem-based Learning * Complete Thing 1 Quest 6 * Turn assignment into Edmodo | | **Thurs** | Content Objectives: I CAN -   * Demonstrate application of email, what it is, and some terms.      |  | | --- | | **KEY VOCABULARY** | | **Inbox:** The inbox is where you'll view and manage emails you receive.  **Message Pane:** When you select an email in the inbox, it will open in the message pane. From here, you can read the message and choose how to respond with a variety of commands.  **Compose Pane:** From here, you can write an email to a recipient.  **Drafts:** Drafts are messages that you have composed but not sent.  **Recipients:** Recipients are the people you are sending the email to.  **Subject:** The subject is a brief description of what the email is about.  **Signature:** Signatures will appear at the bottom of every email you send and often include your name and contact information, like a phone number, website, or professional title.  **Trash:**  When mail is moved to the Trash it is deleted  **Spam:**  Spam emails often carry viruses or scams, so you won't want to read these messages.  **Phishing:** A type of email pretending to be from a bank or trusted source in order to steal your personal information.  **Folders:**  Webmail providers provide you with folders or labels so you can organize your messages the way you want to.  **Reply:** Whenever you receive an email, you can use the Reply command to respond to the message.  **Reply All:** Use the Reply All command if you want to send a message to everyone included in the original email.  **Forward:** Whenever you want to share an email that you've received, you can use the Forward command to send the message to another person. |     Instructional Learning Strategy Based on Process:  Instructional Technology - Technology used to give students direct experience learning with multi-media  Guided Practice - Students will drill and practice to reinforce fundamental skills  Provide enhancing activities for students who learn at a faster pace.  Assign Peer Coaches to those in need of assistance   * Provide model of Performance Task & Modifications made to low Star Readers     E.S.L. Objective:   * Follow simple and complex directions * Use English to interact in the classroom | Intro:   * Typing Web Skills Exercise        |  | | --- | | **1.Q7 PREPARATION** | | **NOTE:** Students are asked to send you an email in this Quest.  If your students do not have an email address, they can use the [Email Practice Template](http://21things4students.net/downloads/basics/emailpractice_20140628_154110_1.doc) as an alternative.  **Students will:**   * view the first 3 slides of [Email 101](http://www.gcflearnfree.org/email101/2) * navigate the [Email Basics](http://www.gcflearnfree.org/email101/2) section to learn email vocabulary terms and/or practice with the [Quizlet](https://quizlet.com/87512422/email-vocabulary-terms-flash-cards/) provided   + on page 3 students can click on the yellow dots to view key terms   **Students will then:**   * view [Email Etiquette and Safety](http://www.gcflearnfree.org/email101/4) section of Email 101 * complete a version of the Email Etiquette Learning Log (see materials) while viewing the Tips for Email Success slideshow provided on [page 2](http://www.gcflearnfree.org/email101/4.2)   **Finally, students will:**   * view [Email Safety](http://www.gcflearnfree.org/email101/4.5) on [page 5](http://www.gcflearnfree.org/email101/4.5) of Email Etiquette and Safety to learn about phishing   **To complete this Quest, students are asked to send you an email with the following pieces of information:**   * **Subject line:** Something I learned about email * 2-3 things they learned about email   **TIPS**   * Make sure your email is readily available for students * The Email Etiquette Learning Log could be submitted as an attachment in their email |      |  | | --- | | **MATERIALS** | | * [Email Introduction](http://21things4students.net/21/1-basics/tech-skills-q5-q8/q7-email/) (1:36) * [Email Introduction Video Script](http://21things4students.net/downloads/basics/1q7script_20150717_155131_1.pdf) * [Basic Vocabulary List](http://21things4students.net/downloads/basics/1q7vocabulary_20140717_110826_5.doc) (doc file) * [Email 101](http://www.gcflearnfree.org/email101/2) * [Email Etiquette and Safety](http://www.gcflearnfree.org/email101/4) * [Email Practice Template](http://21things4students.net/downloads/basics/emailpractice_20140628_154110_1.doc)   **Email Etiquette Learning Log**   * [Word Doc](http://21things4students.net/downloads/basics/emaillearninglog_20140609_141426_1.docx) * [Google Doc](https://docs.google.com/document/d/12jgWyFpk3PdAJWXIWLvzwvxDpNVpewLJZHV4sjiGsq4/edit?usp=sharing) * [PDF](http://www.21things4students.net/downloads/basics/emaillearninglogpdf_20140609_141454_2.pdf)   **Bonus Material**s   * [Google Gmail Tutorials](http://www.gcflearnfree.org/emailbasics/gmail) * [Quiz](http://www.gcflearnfree.org/emailbasics/gmail/quiz) | | Student work:   * Independent and Group practice * Problem-based Learning * Complete Thing 1 Quest 7 * Turn assignment into Edmodo | | **Fri** | Content Objectives: I CAN -   * Demonstrate application of email   **ABOUT THIS QUEST 8**  In this quest students will view six animated video episodes based on things they might experience when using email. These provide opportunities for class discussion and thoughtful reflection about using email.  Students will then create a classroom guide to *Email Etiquette and Safety.*     |  | | --- | | **1.Q8 PREPARATION** | | **Independently or in a small group students will:**   * view and discuss 5 animated episodes about email etiquette (see materials)   Students will then consider the following “what ifs” to create a Guide to Email Etiquette & Safety:   * What if I get an email with a flame, spam, or hoax? * What if a friend sends an email, or with attachment, that makes you uncomfortable? * What if you get a"gut feeling" that something about the email or question you are asked makes you uncomfortable?   Five videos will be used to create a classroom guide for Email Etiquette and Safety   * Determine in advance if students will work independently or collaborate in small groups to construct the classroom guide * Consider what tool(s) students might use to create their guides * Consider how you will award certificates/badges for performance throughout the course. Students can insert them as images into the Tracking Document easily if they use the Word document version. |  |  | | --- | | **1.Q8 ASSESSMENT** | | [Suggested Email Etiquette and Safety Rubric](http://www.21things4students.net/downloads/basics/1q8rubric_20140717_111745_1.doc)  [Basic Orientation quiz](http://www.proprofs.com/quiz-school/story.php?title=NzU2NzQxNDHE).  (**Password:** basics21)  **NOTE:** Passwords are provided for students on the “Graduation Pages.”  Teachers are able to access a list of the quizzes and answers on the password protected Moodle site after they [register](https://www.surveymonkey.com/r/TeacherRegistration2015-2016).  Please note that this is a grant supported project, and your registration will help us document the use of the site to support continued funding. |  |  | | --- | | **ADDITIONAL ACTIVITIES** | | Use at least 5 email terms from the quest tutorials to write an email message to your instructor. Before you send your message, submit the Email Etiquette Learning Log by attaching it to your message. |     Instructional Learning Strategy Based on Process:  Instructional Technology - Technology used to give students direct experience learning with multi-media  Guided Practice - Students will drill and practice to reinforce fundamental skills  Provide enhancing activities for students who learn at a faster pace.  Assign Peer Coaches to those in need of assistance   * Provide model of Performance Task & Modifications made to low Star Readers     E.S.L. Objective:   * Follow simple and complex directions * Use English to interact in the classroom | Intro:   * Typing Web Skills Exercise          |  | | --- | | **MATERIALS** | | * [Attachments](http://mistreamnet.org/videos/3112/attachments) (1:56) animated video * [Email Forwarding](http://mistreamnet.org/videos/3113/email-forwarding) (1:22) animated video * [Flames](http://mistreamnet.org/videos/3116/spam-not-a-food) (1:59) animated video * [Quick to Respond](http://mistreamnet.org/videos/3115/quick-to-respond) (1:56) animated video * [Caught](http://mistreamnet.org/videos/3114/caught-emailing) (1:53) animated video |      |  | | --- | | **1.Q8 PREPARATION** | | **Independently or in a small group students will:**   * view and discuss 5 animated episodes about email etiquette (see materials)   Students will then consider the following “what ifs” to create a Guide to Email Etiquette & Safety:   * What if I get an email with a flame, spam, or hoax? * What if a friend sends an email, or with attachment, that makes you uncomfortable? * What if you get a"gut feeling" that something about the email or question you are asked makes you uncomfortable?   Five videos will be used to create a classroom guide for Email Etiquette and Safety   * Determine in advance if students will work independently or collaborate in small groups to construct the classroom guide * Consider what tool(s) students might use to create their guides * Consider how you will award certificates/badges for performance throughout the course. Students can insert them as images into the Tracking Document easily if they use the Word document version. | | Student work:   * Independent and Group practice * Problem-based Learning * Complete Thing 1 Quest 8 * Turn assignment into Edmodo | | |