



Grade/Level	3 rd Grade/PowerPoint Biography	Course/Subject	Technology
Date	Cycles January - June	Authors	Deissler, Rotchford, Shinton

ESSENTIAL QUESTION(S) How does technology affect your life?

REFERENCE to PDE STANDARD BCIT

REFERENCE to COMMON CORE STDS

REFERENCE to NETS STANDARDS

- Creativity and Innovation** - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
 - a. apply existing knowledge to generate new ideas, products, or processes.
 - b. create original works as a means of personal or group expression.
 - c.. use models and simulations to explore complex systems and issues.
 - d. identify trends and forecast possibilities.
- Communication and Collaboration** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
 - a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
 - b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 - c. develop cultural understanding and global awareness by engaging with learners of other cultures.
 - d. contribute to project teams to produce original works or solve problems.
- Research and Information Fluency** - Students apply digital tools to gather, evaluate, and use information. Students:
 - a. plan strategies to guide inquiry.
 - b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - d. process data and report results.
- Critical Thinking, Problem-Solving & Decision-Making** - Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
 - a. identify and define authentic problems and significant questions for investigation.
 - b. plan and manage activities to develop a solution or complete a project.
 - c. collect and analyze data to identify solutions and/or make informed decisions.
 - d. use multiple processes and diverse perspectives to explore alternative solutions.

Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

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

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

STUDENT COMPETENCIES

Students will be able to: Create a biography of a famous individual in PowerPoint, exploring the use of drawing tools, formatting and layering objects, and using animation and voice recording to tell the story of the person they researched.

INSTRUCTIONAL DESIGN/STRATEGIES

Day 1: The class will begin with an introduction to this project, viewing a sample of what their project may look like. Expectations for this project and how it will run will be established. This project will run using a hybrid model, where there will be three groups of students, each at times working on individual or collaborative work, and direct instruction. There will be a different team leader each week that is in charge of their group as a project manager making sure that every student is participating and keeping track of any questions the group may have. These questions may be covered when the small group meets or at the next class. If teams are effective in their day's work, they may get a badge on a chart, and the group with the most badges at the end of the project will win something. This first class will establish boundaries and expectations, along with opening and saving a blank PowerPoint presentation. If there is time, the teacher may begin showing students how to insert and format shapes to begin creating the upper part of a body.

Day 2: Hybrid begins! Each station will run in 10 minute increments to accommodate book borrowing time at the end of class.

- Group 1 begins with Type to Learn
- Group 2 continues to work on developing the upper part of their body, asking each other for help as they collaborate to begin moving forward in the lower part of their body.
- Group 3 will work with the teacher to review what we did last week and move

forward in developing a lower half of the body and formatting, layering, duplicating, and grouping shapes.

Day 3: Hybrid continues!

- Group 1 continues to work on the body as a whole, layering, grouping, and formatting
- Group 2 will work with the teacher to briefly review shapes, answering questions, and beginning the next phase, inserting and formatting the setting that their person will be in
- Group 3 will work in Type to Learn

Day 4: Hybrid continues!

- Group 1 will work with the teacher to review and answer questions on formatting the background and will learn how to insert and format WordArt to create a title and their author's name
- Group 2 will work in Type to Learn
- Group 3 will work together to finish their background/setting

Day 5: Assess. Where are we? Who is struggling? Grades may be taken at this point for effort and completeness. If students need more time, more time should be given to make sure all students are at this point. Students who are finished can continue in Type to Learn or type their notes that they took while they were in library class.

Day 6: Hybrid continues!

- Group 1 will work in Type to Learn
- Group 2 leave positive comments on each other's work to this point, offering suggestions on improvement; everybody should see everyone's in their group.
- Group 3 will work with the teacher to learn how slides are duplicated and how call out boxes and text are put in and formatted. Students should begin to turn their notes into first person text

Day 7: Hybrid continues!

- Group 1 will work with each other to make sure they are inserting and formatting their text correctly.
 - Group 2 will work with the teacher to answer any questions they might have to this point; time may be given to continue entering text in place of meeting or after review.
 - Group 3 will continue in Type to Learn
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Day 8: Whole class.

- Work day for all! All necessary skills have been covered and reviewed. As students finish getting their content in, they may type in Type to Learn

Day 9: Hybrid Continues!

- Group 1 will work with the teacher to learn how to record their voice onto each slide so that it is them speaking as their person
- Group 2 will work in Type to Learn
- Group 3 will leave positive comments on each other's slides and assess where each other are at

Day 10: Hybrid is tweaked.

- Whoever needs more work on their PowerPoint will continue to work.
- Whoever needs more time to record themselves will continue recording.
- Whoever is finished will learn how to animate their objects.

Day 11: Assess. Where are we at? Will it be possible for some to finish without extra time? These should be ready to present by Portfolio Day, so by this point, we need to begin wrapping up. Students who are finished may either go to the Type to Learn program or one of my established coding websites.

EXTENSION/ENRICHMENT	Students may animate their story and add their voice	SCAFFOLDED SUPPORT	Student Collaboration, review Q & A sessions
EXPLICIT VOCABULARY	Insert, shapes, scribble, format, copy & paste, group		
ASSESSMENT TYPES	Teacher observation; student response		
TIMEFRAME	10+ cycles		
RESOURCES	Microsoft PowerPoint; biography & notes		