Unit 2: Blogs - 3rd Grade

Content Area: **Gifted and Talented**
Course(s): **Gifted and Talented, Technology**
Time Period: **Marking Period 3**
Length: **Weeks**
Status: **Published**

Unit Overview

Students will continue to work on their web page using Google Sites. Students will then use Google Blogger to create their own personal blog. Students will go through the design process of how to present their blogs and then complete various entries on their blog. Students will then leave feedback and comments on each other's sites. Throughout the process, students will learn information pertinent to online safety, appropriate web content, and practice Internet safety.

Standards

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.

Essential Questions

- How can I create and design a new website using a template in Google Site?
- How can I describe and illustrate something that I am interested in a modern way?
- How can I select an image to add to my website?

Application of Knowledge: Students will know that...

- blogs are a form of communication

- blogs are an integral part of a lively literacy community
- blogs are another part of the process of writing
- graphic design principles will relate to web design
- the web is a medium of communication
- there are principles of creating an effective web page
- there are ways to interpret basic web analytics

Application of Skills: Students will be able to...

- Browse and select a template and then name their blog
- Develop literacy skills with different mediums
- expand personal web site
- express themselves through a creative blog
- refine grammatical skills through blogging
- Within their new website, students will describe themselves, classroom, and curriculum

Assessments

- Students will be assessed on completion of the required sections for each class
- Students will be assessed on what they are writing about what they have learned
- Students will receive feedback from the teacher and peers once they have submitted their blogs.
- Students will peer-assess and peer-edit each other's blogs.

Suggested Activities

- Visit various other website blogs
- Create a suggested blog activities list to be uploaded to the student's web page.
- Survey students for topics for their blog
- Students can post on such topics as journal/diary entries
- Students will post reflections on their writing process, details on their research projects
- Once a student posts an entry, others in the class can respond, provide supportive feedback, and offer additional suggestions or perspectives.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increment

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
    - Content specific vocabulary for ELL students: Blog

Integrated/Cross-Disciplinary Instruction

Students will learn important mathematical and computation ideas, while also learning to think creatively, reasoning systematically, and work collaboratively. Students will improve language art skills through researching, writing about their selected topics. Students will be using graphic organizer to organize their thoughts.

Resources

- Desktop computers or laptops
- Google Chrome installed onto desktops or laptops
- Google Sites
- Teacher computer hooked up to a projector
- Smart board
- Each student's Gmail address and password

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.