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<th><strong>Teacher:</strong> Sarah Rave</th>
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<td><strong>Date:</strong> 2013-14</td>
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<td><strong>Subject / grade level:</strong> 6th Grade Computer Skills</td>
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<td><strong>Materials:</strong> Computer, Alice, printer, network folder, projector</td>
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**NC SCOS Essential Standards and Clarifying Objectives**

6.SI.1 - Analyze resources to determine their reliability, point of view, bias, and relevance for particular topics and purposes.

6.TT.1 - Use technology and other resources for the purpose of accessing, organizing, and sharing information.

6.SE.1 - Apply responsible behaviors when using information and technology resources.

**Lesson objective(s):** In the course of this assignment, the students will construct an Alice world to present a written and visual summarization of a current science article from [www.popsci.com](http://www.popsci.com). When the assignment is completed, it will be turned in either as the student’s required weekly science article, or as an extra credit science article.

*(As their weekly homework for science class, each student is required to choose a current science article from an approved magazine or website each week and write a summary of the article. They are provided a rubric for this assignment. The class presents and discusses the articles in class on Fridays.)*

**Differentiation strategies to meet diverse learner needs:**

Graphic organizers and assistance planning written summarization will be provided to students that need/request it. Teacher and peer support will be provided in constructing Alice worlds if needed/requested.

**ENGAGEMENT**

- **Describe how the teacher will capture students' interest:**
  
  Before beginning the Alice unit, teacher will show examples of various syntax based programming languages, contrasted with examples of Alice programming. Teacher will also show several example Alice worlds.

  - What kind of questions should the students ask themselves after the engagement?
  Can I clearly explain what I learned from the article I chose?
  Do I feel like I could successfully create another Alice world?
  What else would I like to learn how to do in Alice?

**EXPLORATION**

- **Describe what hands-on/minds-on activities students will be doing.**

  Students will choose a current science article from [www.popsci.com](http://www.popsci.com), [www.nationalgeographic.com](http://www.nationalgeographic.com), or another website on Mr. K's list.

  Students will write their science article in MS Word, following the provided rubric.

  Students will story board their science article in preparation for creating an Alice world.

  After story board is approved by the teacher, the student will create an Alice world to present their science article.

  - List “big idea” conceptual questions the teacher will use to encourage and/or focus students' exploration
As directed in the rubric, What is the article about, Who wrote it, Why is it important, what is the Bias, How do you feel about this?

**EXPLANATION**
- Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?
- How can you share what you have learned in Alice? What photos and information will help you convey what you have learned?
  - List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.
- How does this affect you? Why is this important?

**ELABORATION**
- Describe how students will develop a more sophisticated understanding of the concept. Students will choose a current science article that is interesting to them. Using the rubric, students will move through the first four levels of Bloom’s Taxonomy: knowledge, comprehension, application and analysis. Presenting the information in Alice will move the students through the next level, synthesis. As the students present and answer questions about their world and article, they will move through the final level, evaluation.
  - How is this knowledge applied in our daily lives?
- One of the questions students will address is how this article and information affects their lives and how it is important to them.

**EVALUATION**
- How will students demonstrate that they have achieved the lesson objective? Students will present their worlds and answer questions about the information they are presenting.
  - This should be embedded throughout the lesson as well as at the end of the lesson