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| Lesson Title:  Grade Level:  Subject: | Let’s Go Digital: Share a Story!  7th  Science | |
| **Description of Learning Goals, Standards, Objectives** | | |
| **CC/GPSs:** | **S7L2** Students will describe the structure and function of cells, tissues, organs, and organ systems.  **a.** Explain that cells take in nutrients in order to grow and divide and to make needed materials.  **b.** Relate cell structures (cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria) to basic cell functions.  **c**. Explain that cells are organized into tissues, tissues into organs, organs into systems, and systems into organisms.  **d.** Explain that tissues, organs, and organ systems serve the needs cells have for oxygen, food, and waste removal.  **e.** Explain the purpose of the major organ systems in the human body (i.e., digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination, and for protection from disease). | |
| **National Technology Standards:** | **ISTE-S 1.b.** Create original works as a means of personal or group expressions.  **ISTE-S 5.b.** Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. | |
| **Long-Term Learning Goal or Outcome:** | How can my team and I recap a concept in the unit through the creation of a digital story? | |
| **ABCD Objectives or Outcomes:** | **Prerequisites: S7L2 a-e**  **Cognitive:** Given instructions for a digital story plan and rubric, both provided as a handout and available at [www.path4education.weebly.com](http://www.path4education.weebly.com), teams of students will create a plan for their digital story telling which highlights a concept learned in the S7L2 unit with 100% accuracy by turning in an approved plan by the teacher.  **Affective:**  Given instructions for a digital story plan and rubric, both provided as a handout and available at [www.path4education.weebly.com](http://www.path4education.weebly.com), teams of students will be able to relate a concept from S7L2 into a digital work of art in the form of a digital story with 85% accuracy on teacher created rubric and approved digital story plan.  **Psychomotor:** Given access and skills to use a digital recording device, computer, and movie making software, teams of students will follow their digital story plan and create a digital movie with 85% accuracy on teacher created rubric. | |
| **Description of Assessment** | | |
| **Assessment Plan:** | Submit Digital Story Plan for review and approval.  Present a Digital Story using PC Movie Maker or iMovie following the rubric.  Peer Assessments for each member of the team. | |
| **Description of Activities with Technology and Materials** | | |
| **Activity Design:**  **Class starter and lesson connection:**  **Teacher and student activities:**  **Technology Connection:**  **Materials and Resources:** | | Plan to create curricula that includes diverse and multiple perspectives.  How will you get the students’ attention and motivate them?  Teacher created story:  <https://www.youtube.com/watch?v=9OvbCHy6DMc>  What will you do/say or have the students do/say in order to connect this lesson with the previous one or build on prior knowledge?  Chalk-walk of concepts learned this unit.  Describe the activities in which you and the students will engage. Be a "fly on the wall" and describe in detail what is going on in your classroom.  Students will come up to share what they learned on chalk-walk. After, hold discussion with teacher clarifying or probing for more information/understanding.  Then, students will be busy planning activity.  Describe the strategies you will use.  Do you need to provide direct instruction? If so, describe it.  Only to probe for understanding during chalk-walk and approving/providing suggestions for DS plans.  Will you facilitate the lesson? If so, describe your approach.  Probe for understanding and clarify anything that comes up.  Will students work independently, with a partner or in groups? Describe.  Students will work in groups for DS.  What strategies, materials, etc. are you using to teach children with exceptionalities?  These students will be part of various groups and be given suggestions on how they can contribute when teams meet with teacher to get plans approved.  Which technology will support the lesson? List the technology, software, URLs, etc. that you and/or the students will use. Describe the technology integration strategies you will use.  iMovie, PC MovieMaker, <https://www.youtube.com/watch?v=9OvbCHy6DMc>  List any handouts, books, equipment, media, etc. that you will use to support your lesson.  Digital Story Plan, Rubric, and Peer evaluation form.  Computer, video cameras, notes for unit |
| **Reflection on Lesson Design** | | |
| **Future Actions :** | | Answer the following questions:  Explain how you incorporated information from the chapter and D2L modules into this lesson plan.  Students create Digital Story to portray end of unit understanding.  After considering this lesson plan, what will you do differently when you design the next lesson in light of your new understandings?  I wonder if there would be enough time to allow this type of activity and where to get access to video cameras for my students who don’t have access to it.  Or, if you had more time/resources, etc., how would you change the lesson and/or technology artifact?  How does your technology artifact showcase [design principles](http://conversionxl.com/8-universal-web-design-principles-you-should-to-know/)?  Students have to create an original digital piece. It does have to incorporate sound and pictures that enhance the project.  How does your technology artifact require student use of [higher order thinking skills](http://teaching.uncc.edu/articles-books/best-practice-articles/instructional-methods/promoting-higher-thinking)?  Students have to relate a concept in the unit ant relate it to a concept in everyday life that they see. In teacher sample: cells and functions to city and its functions.  How does the technology in your lesson align to the content you are trying to teach in your lesson?  Technology aligns well in that students get to recreate a concept from the unit. They can use various modes of art: sound, music, writing, pictures, videos, acting, etc. |