Middle-level CTE Learning Experience Title: Educator: Michael LaMastra, New York State Education Department Length of Lesson: 16 days (40 minute periods) Grade Level: 6-8 grade	CTE Area: Business and Marketing Education CTE Theme: Health, Safety, and Wellness CTE Content: Computer Literacy for the Workplace Date Created: March 28, 2019

PLANNING	
Curriculum Goal	Students will examine ways that personal choices and experiences affect their current wellness and long-term outcomes for themselves, their families, their workplaces, and the community. Risk factors that impact health, safety, and wellness and their relationships to current societal issues will be examined. Students will learn about and make connections between the area of responsible use of digital devices (smartphones, social media, etc.) and mental health for teenagers, particularly at the 6th to 8th grade level. Students will use the knowledge and skills developed during this project to create a presentation to school administration on what an appropriate digital device policy could be for the school.
Essential Question(s)	What knowledge and skills are needed for individuals to consistently promote and practice safe and healthy behaviors that encourage wellness in home, school, workplace, and community setting? What should my school's policy on bringing your own device (BYOD) be? What are the potential advantages an d disadvantages in terms of student mental health, physical health, and overall learning.

National Standards	Common Career Technical Core Standards
	 https://www.careertech.org/career-ready-practices
	 Career Ready Practices
	 1. Act as a responsible and contributing citizen and employee
	 2. Apply appropriate and academic and technical skills
	 3. Use technology to enhance productivity
	 4. Communicate clearly and effectively and with reason
	 5. Consider environmental, social, and economic impacts of decisions
	 8. Utilize critical thinking to make sense of problems and persevere in solving them
	 9. Model integrity, ethical leadership, and effective management
	 10. Plan education and career paths aligned to personal goals
	 National Business Education Standards
	 https://www.nbea.org/newsite/curriculum/standards/index.html
	 Communication
	    I. Foundations of Communication Achievement Standard
	       Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels

	II. Societal Communication Achievement Standard
	      Apply basic social communication skills in personal and professional situations
	IV. Technological Communication Achievement Standard
	      Use technology to enhance the effectiveness of communication

NYS Standards	New York State Career Development and Occupational Studies (CDOS) Standards
	Intermediate Level
	http://www.p12.nysed.gov/cte/
	      Standard 1: Career Development
	            Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
	      Standard 2: Integrated Learning
	            Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
	      Standard 3a: Universal Foundation Skills
	            Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Learning Objectives	Health, Safety and Wellness
	1. Health Practices
	    Students will
	    a) Define physical health, social health, and mental/emotional health and describe how they interact as dimensions of overall wellness
	    c) Identify personal health practices that promote overall good health
	    e) Identify sources of health information and ways to determine the reliability of the information found
	    f) Describe how an individual's health status impacts performance of tasks at home, at school, and in workplace and community settings
	    g) List and explain strategies employers have instituted to promote health practices by employees in the workplace
	2.Disease Prevention
	    Students will
	    c) Discuss how stress and poor emotional health can adversely affect the immune system
	5. Social-Emotional Learning
	    Students will
	    a) Discuss how personal habits, environment, and heredity affect social-emotional health
	    b) Understand and explain ways social-emotional skills can lead to positive relationships in home, school, workplace, and community settings
	    c) Label, understand, and apply strategies for managing emotions; feeling and showing empathy for

others; making responsible decisions; and handling challenging situations
  d) Define "mental health"
  e) Identify school personnel with whom to discuss social, emotional, or mental health issues
  f) Identify school, workplace, and community resources providing services for individuals and families facing social, emotional, or mental health issues
6. Stress Management
    Students will
  a) Define "stress" and identify situations that contribute to stress
  b) Discuss how stress and poor emotional health can affect the immune system
  c) Recognize signs of stress and take steps to reduce its impact on overall wellness
  d) Research and practice techniques to manage stressful situations
  e) Assess the effectiveness of stress management techniques and determine steps to take to address stress if reduction is not achieved

Computer Literacy for the Workplace
1. Digital Citizenship
    Students will
  a) Define "digital citizenship"
  d) Incorporate digital citizenship practices into daily life
2. Media Literacy and Ethical Use of Media Resources
    Students will
  a) List and describe ways the internet can be a useful tool for conducting research
  e) Differentiate between ethical and unethical behavior in the use of media resources

Vocabulary	Academic Habit, Persistent, Empathy, Cyberbullying, Bias	Content Digital citizenship, Addictive design, Feedback loop, Humane design, Digital footprint, Invisible audience, Breaking News, 24/7 News Cycle

Materials and Resources	Popcorn Reading(Day 4)
	http://www.nea.org/tools/tips/Popcorn-Reading.html
	"Cell Phones in the Classroom: Learning Tool or Distraction" (Day 4)
	https://www.oxfordlearning.com/should-cell-phones-be-allowed-classrooms/
	Common Sense Education- Digital Citizenship Curriculum (Day 5, 7,8, 11)
	https://www.commonsense.org/education/digital-citizenship/curriculum
	      "Why We Get Hooked" from Common Sense (Day 5)
	      https://www.commonsense.org/education/digital-citizenship/lesson/digital-media-and-your-brain
	      "The Power of Digital Footprints" (Day 7)
	      https://www.commonsense.org/education/digital-citizenship/lesson/the-power-of-digital-footprints
	      "Upstanders and Allies Taking Action Against Cyberbullying"(Day 8)		

	https://www.commonsense.org/education/digital-citizenship/lesson/upstanders-and-allies-taking-action-against-cyberbullying "This Just In: How Do We React to Breaking News?"(Day 11) https://www.commonsense.org/education/digital-citizenship/lesson/this-just-in Socratic Seminars: Building a Culture of Student-led Discussion (Day 8) https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport Strategies for Teaching Argument Writing (Day 10) https://www.edutopia.org/article/strategies-teaching-argument-writing Evaluate Websites Using the CRAP Checklist (Day 11) Note: If the acronym is not appropriate for your school setting, redesign the form so it de-emphasizes the acronym. https://www.uen.org/lessonplan/view/42812 Teacher-developed Quiz (Day 12) Teacher-developed debate rubric and audience feedback form (Day 13-15)		
INSTRUCTION	What will the teacher do?	What will the students do?	How much time for each activity?
Pre-assessment	Day 1 Teacher provides a pre-assessment quiz (not graded) on digital media concepts. This will be used to see what students already know prior to entering a larger discussion. Teacher reviews answers with students	Day 1 Students complete the pre-assessment quiz independently. Students review answers in a teacher-led discussion with the class.	40 min 10min 30min
Do-now/Hook	Daily Post a daily "Do Now" activity in a designated spot in the room. Direct students to what to do each day as they enter the room. This could be posted on the Learning Management Site as well.	Daily Obtain any needed materials and follow the directions indicated in the posted "Do Now" activity.	5min
Procedure for Instruction/ Learning Activities	Day 2 Teacher arranges students into groups Teacher leads a close reading activity of the school board and administration policy regarding "bring your own device".	Day 2 Students form groups Students participate in close reading of the school board and administration "bring your own device" policy.	40min 5min 10min

	Teacher provides a brief direct instruction on how students will complete a Know/Need-to-Know/Next Steps Chart.		5min
		Student groups create Know/Need-to-Know/Next Steps Charts focused on "bring your own device" school policy.	20min
	Day 3 Teacher announces that students will be working in teams on an extended project.	Day 3	40min 5min
	Teacher hosts a guided discussion on why a team contract is an important tool for teamwork.		10min
	Teacher provides handout and notes on team roles. Teacher models and facilitates development of a team contract.	Student groups use handouts, notes, and teacher lesson as guides to create team contracts. Students assign team roles.	25min
	Day 4 Teacher leads an opening discussion on whether or not students own a device and the positive/negative aspects of having the device in their lives.	Day 4 Students participate in the opening discussion.	40min 5 min
	Teacher leads a class popcorn read see Popcorn Reading at http://www.nea.org/tools/tips/Popcorn-Reading.html of Cell Phones in the Classroom: Learning Tool or Distraction available at https://www.oxfordlearning.com/should-cell-phones-be-allowed-classrooms/ .	Students popcorn read the article on whether or not cell phones should be allowed in classrooms.	15min

		5min
Teacher models and facilitates an online discussion.		
	Students complete an online discussion/reaction to main question raised in the article. Students reply to at least two classmates' threads.	20min
Day 5 Teacher shows video "Why We Get Hooked" from Common Sense at https://www.commonsense.org/education/digital-citizenship/lesson/digital-media-and-your-brain Teacher poses focus question, "What is the difference between humane and addictive design?" Teacher provides students with an exit ticket and asks students to write a summary statement on the effect of digital media on the brain.	Day 5 Students view video and think about the difference between humane and addictive design. Students share ideas related to the focus question.	40min 15min
	Students complete exit ticket on digital media and the brain. Student volunteers share their exit ticket summary statements.	15min
Teacher announces that a guest speaker from the school's IT department, or a cybersecurity industry representative, will join the class tomorrow. Teacher asks students to prepare 2 questions for the guest and to write them on the index cards provided.	Students fill out index card with two possible questions for the guest speaker tomorrow.	10min
Day 6	Day 6	40min

	Teacher introduces guest speaker(s) from school IT department or cybersecurity industry.	Students attend to guest speaker(s) presentation and ask questions as appropriate.	30min
	Teacher assigns students to send an electronic thank you communication to the guest(s) using their personal devices, copying their teacher.	Students prepare an electronic thank you communication to the guest(s) using their personal devices, and review it with a classmate before sending. Students copy in their teacher.	10min
	Day 7 Teacher arranges the class into small groups. Teacher facilitates lesson from Common Sense Media on "The Power of Digital Footprints" at https://www.commonsense.org/education/digital-citizenship/lesson/the-power-of-digital-footprints Teacher shows video and reviews definitions on digital footprints.	**Day 7** Students form groups. Students view video and define terms, such as "digital footprint."	40min 10min
	Teacher assigns the "Choose a Host" activity and assists small groups as needed.	Small groups complete and present the "Choose a Host" activity. Students complete an exit ticket summarizing the main idea of the "Choose a Host" activity.	25min 5min
	Day 8 Teacher facilitates the "Upstanders and Allies: Taking Action Against Cyberbullying" lesson from Common Sense Media at https://www.commonsense.org/education/digital-citizenship/lesson/upstanders-and-allies-taking-action-against-cyberbullying	**Day 8** Students participate in the teacher-led the "Upstanders and Allies: Taking Action Against Cyberbullying" lesson.	40min 10min

	Teacher reviews vocabulary with the class.	Students take notes on new vocabulary on cyberbullying.	
	Teacher assigns the Kevin and Jose empathy worksheet and assists students to complete it individually.	Students work individually to complete the Kevin and Jose scenario empathy worksheet.	10min
	Teacher reviews Socratic seminar protocol as established for this classroom, see: Socratic Seminars: Building a Culture of Student-led Discussion at https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport Teacher facilitates a Socratic seminar on based on the empathy lesson and cyberbullying in general.	Students participate in Socratic seminar based on the scenario, and expanded to cyberbullying.	20min
	Day 9 Teacher starts class by asking students to reflect on 1-2 things that they have learned about social media, app design, digital footprints, and cyberbullying.	Day 9 Students share learning about social media, app design, digital footprints, and cyberbullying.	40min 10 min
	Teacher assigns students to groups, which will develop pro/con lists for having cellular phones in classrooms.	Students form groups. Groups create and submit pro/con lists for having cellular phones in class. Groups use the decision-making tool in the team contract to determine which position they will take on whether cellular phones should be used in school.	30 min
	Day 10 Teacher leads groups as they report out on what they determined to be the primary pros and cons for allowing cellular phones in classrooms	Day 10 Students share group's pro/con lists.	40min 5min

	Teacher provides a brief direct-instruction lesson on the strategies for constructing an argument and on the use of the provided planning guide, see: Strategies for Teaching Argument Writing https://www.edutopia.org/article/strategies-teaching-argument-writing	Students attend to lesson and add notes to their argument planning guides.	10min
	Teacher guides students as they establish a view point and create an argument, complete the planning guide and the plan for the argument they will present to the class.	Students complete their planning guides. Student groups decide how they will present their position to the other groups in the class.	25min
	Day 11 Teacher facilitates the "This Just In: How Do We React to Breaking News?" lesson at https://www.commonsense.org/education/digital-citizenship/lesson/this-just-in Teacher expands the discussion to include how one can tell if a source is credible.	Day 11 Students participate in the Common Sense lesson and take notes on vocabulary.	40min 15 minutes
	Teacher introduces a source evaluation tool, "Evaluate Websites Using the CRAP Checklist " at https://www.uen.org/lessonplan/view/42812 Note: If the acronym is not appropriate for your school setting, redesign the form so it de-emphasizes the acronym.	Students complete a source evaluation activity. Have students research at least two different sources each and evaluate each source using the CRAP checklist	25min

	Day 12 Teacher starts class with a quiz to check student understanding of digital literacy concepts presented so far.	Day 12 Students take quiz (via a digital learning platform, if available)	40min 10min
	Teacher assists student groups as they continue work on their argument (debate) presentations.	Student groups continue their debate work.	30min
	Day 13-14 Teacher assists groups as they complete their debate plans and practice their presentations. Teacher schedules a meeting with each group, to offer feedback and suggestions.	Day 13-14 Student groups complete plans, practice their debate presentations, and meet with the teacher for feedback and suggestions.	40min x 2 days
	Teacher shares presentation rubrics and audience feedback forms.	Students review the presentation rubric and audience feedback forms and adjust presentation as needed.	
	Day 15 Teacher introduces each group as they present their argument for or against the use of cellular phones in classrooms.	Day 15 Student groups present their arguments for or against the use of cellular phones in classrooms.	40min
	Teacher may invite school leaders to participate as an authentic audience to ask the groups questions and to rate the arguments.	Students serve as audience members when they are not presenting.	
	Teacher reminds invited audience and group's classmates to provide comments on the feedback forms provided.	Students complete feedback forms .	

	Day 16 Teacher distributes feedback forms to student groups.	Day 16 Student groups review feedback forms provided by audience members.	40 min 5min
	Teacher reminds students of the Socratic seminar process.	Students participate in a Socratic seminar reflecting on the major themes presented in this project.	20min
	Teacher assists students with writing assignment, as needed.	Each student writes a paragraph explaining his/her position on the use of cellular phones in classrooms. Students include information from class lessons and student presentations as support for their positions.	15min
Differentiation	Students will be placed in groups as heterogeneously as possible. The teacher will monitor groups and differentiate instruction, as necessary, to ensure that all students' needs are met. All directives in student Individual Education Plan (IEP) and 504 plans will be followed.		
Closure	Once presentations are completed, students will participate in a Socratic seminar reflecting on the major themes presented in this project. Each student writes a paragraph explaining his/her position on the use of cellular phones in classrooms. Students include information from class lessons and student presentations as support for their positions.		
ASSESSMENT			
College, Career, and Life Readiness Skills	See below Based on Middle-level Life/Career Rubrics available at https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics		

Performance Measure	Exemplary	Proficient	Developing	Beginning
Acts Responsibly in the Interests of Others	Contributes extensively to a community organization or event; thoughtfully reflects on the importance of own actions within the community.	Contributes to a community organization or event and reflects on the importance of personal involvement within the community.	Participates in, but does not contribute to, a community organization or event and attempts to reflect on personal involvement within the community.	Does not contribute to a community organization or event or reflect on the importance of involvement within the community.
Manages Time to Complete Tasks by Deadline	Completes work ahead of schedule by creating a plan to finish early.	Completes work on time by using time management skills.	Completes work on time with reminders and supervision.	Rarely completes work on time; fails to use time management skills.
Listens and Cooperates	Consistently listens to	Listens to others' points of	Sometimes listens to others,	Does not listen to group's opinions

With Team Members	others and their ideas; helps the team reach its full potential.	view and makes a definite effort to understand their ideas.	but often assumes others' ideas will not work. Tries to work well with the team.	and ideas; wants things done own way.
Uses personal digital devices appropriately	Turns off mobile devices to avoid distraction. Gives priority to social conversation and work rather than mobile device.	Gives priority to social conversation rather than mobile device.	Occasionally gives preference to mobile devices and ignores social conversation.	Constantly uses mobile devices and ignores others in conversation. Mobile device is distraction to work.
Uses Technology to Locate and Evaluate Information	Effectively and consistently uses multiple technology tools to collect, organize, evaluate, and/or communicate information.	Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.	Uses popular technology tools to collect and/or communicate information.	Attempts to use technology to collect and/or communicate information are ineffective.
Maintains Health	Seamlessly manages health (e.g., sets fitness goals, eats healthfully, responsible drug use) with clear insight on its effect on work-related tasks.	Manages health (e.g., sets fitness goals, eats healthfully, responsible drug use) and understands its effect on work-related tasks.	Minimally manages health, with some effect on negative work-related tasks.	Fails to manage health, with resulting negative effect on work-related tasks.
Shows Empathy	Consistently puts aside personal viewpoint, always considers the other person's point of view.	Is able to put aside personal viewpoint, Regularly sees things from the other person's point of view.	Tries to see things from the other person's point of view.	Shows little interest in other people's needs or perspectives.
Contributes New Ideas	Appropriately contributes new and innovative ideas based on reliable resources.	Often contributes new and innovative ideas based on known and reliable resources and skills.	Contributes some new and innovative ideas based on known resources and skills.	Rarely contributes new ideas as skills and resources are not developed enough.
Maintains Focus to Completion of the Project	Stays focused consistently, prioritizes tasks, recognizes time constraints of projects, and avoids distractions while meeting deadlines.	Develops a timeline for the work to be completed and stays focused throughout the project.	Is occasionally off task in regards to accomplishing the project, thus only a portion of it is completed.	Is often off task and does not complete the project.
Sees Consequences of Actions	Consistently considers the implications and consequences of actions.	Considers the implications and consequences of actions.	Occasionally acts in ways that fail to anticipate consequences.	Acts impulsively and fails to consider consequences of actions.