

Statewide IT Bridge Curriculum

Contextualized Language Arts and Writing Module

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Use word processing tools; format text and documents</p> <p>Standards: 5.R.CI.6 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 4.R.CI.1 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 5.W.WL.3 Produce clear and coherent writing in</p>	<p>Explore creation and formatting of text and documents</p>	<ul style="list-style-type: none"> • Become familiar with word processing, MS Word, Google Docs, etc., using the following materials. <p>Readings</p> <ol style="list-style-type: none"> 1. Wikipedia - Word processor: https://en.wikipedia.org/wiki/Word_processor 2. Wikipedia - Microsoft Word: https://en.wikipedia.org/wiki/Microsoft_Word 3. Wikipedia - Google Docs: https://en.wikipedia.org/wiki/Google_Docs <p>Multimedia</p> <ol style="list-style-type: none"> 1. YouTube - Word Processing: https://www.youtube.com/watch?v=6iuERolhEzU 2. YouTube - Microsoft Word: https://www.youtube.com/watch?v=CeQGAzU3Qe4 3. YouTube - Google Docs: https://www.youtube.com/watch?v=10OqnItA-zA <p>Activity 1: Word processing tutorials</p> <ul style="list-style-type: none"> • Students complete one or more of the following tutorials and write a summary of what they learned. GCF Learn Free - Google Documents: https://edu.gcfglobal.org/en/googledocuments/ GoFree – Libre Office Writer: http://www.gofree.com/Tutorials/LibreOfficeCreateEdit.php GCF Learn Free - Microsoft Word 2016: https://edu.gcfglobal.org/en/word2016/ 	<p>Teacher observation</p> <p>Verbal interaction</p>

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<p>which the development, organization and style are appropriate to task, purpose and audience.</p> <p>2. Write an elevator pitch</p> <p>Standards: 5.S.CC.2 Demonstrate active listening skills. 5.W.WL.3 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>	<p>Read for information; identify main idea and details; demonstrate basic word processing skills; create, edit and save a document</p>	<ul style="list-style-type: none"> • Research and create an elevator pitch. <p>Activity 1: Reading: What is an elevator pitch? Definition: An elevator pitch is named for the time it takes to ride an elevator from bottom to top of a building (roughly 30 seconds or 75 words). Elevator pitches are sometimes thought to be specific to an idea or a product, but having a pitch to sell yourself as a professional is a common use case for elevator pitches, too.</p> <p>Reading: ‘Elevator Pitch Examples and Writing Tips’ https://www.thebalancecareers.com/elevator-speech-examples-and-writing-tips-2061976</p> <p>Reading: ‘How to Give an Elevator Pitch (With Examples)’ https://www.indeed.com/career-advice/interviewing/how-to-give-an-elevator-pitch-examples</p> <p>Activity 2: Creating an elevator pitch (pair work)</p> <ul style="list-style-type: none"> • Brainstorm ideas • Create written outline • Create a Word or Google document and enter text, using spell check & thesaurus • Edit, save, print preview, and print the document; close the application. 	<p>Teacher observation</p> <p>Verbal interaction</p> <p>Written work</p>
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<p>3. Present an elevator pitch</p> <p>Standards: 5.W.PD.2 Develop and strengthen writing as needed, using feedback from a variety of sources, by planning, brainstorming, evaluating, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific topic, purpose and audience. 5.S.CC.2 Demonstrate active listening skills 6.S.CC.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on texts, topics and issues appropriate to skill level, building on</p>	<p>Read for information; interact in a group discussion; conduct a presentation</p>	<ul style="list-style-type: none"> • Create and present an elevator pitch. <p>Activity 1: Reading: ‘How to Give an Elevator Pitch (With Examples)’ https://www.indeed.com/career-advice/interviewing/how-to-give-an-elevator-pitch-examples</p> <p>Activity 2: Polishing your elevator pitch (pair work)</p> <ul style="list-style-type: none"> • Review written outline with partner • Make any edits as needed. <p>Activity 3: Create evaluation sheet for elevator pitch presentations (whole class)</p> <ol style="list-style-type: none"> 1. Pair work: List 3-4 criteria for evaluating an elevator pitch. <ul style="list-style-type: none"> • Review each criterion and explain it. 2. Share in group. <ul style="list-style-type: none"> • Review each criterion and explain it. • Decide on the top 3. 3. Groups share with class. <ul style="list-style-type: none"> • Review each criterion and explain it. • Develop a list for the whole class. 4. Review final criteria list. <p>Activity 4: Talk about giving and receiving verbal feedback</p> <ul style="list-style-type: none"> • Key points in giving feedback: purpose, how to do so constructively • Key points in receiving feedback <p>Activity 5: Group or pair work: presentations</p> <ul style="list-style-type: none"> • Each person presents their elevator pitch • Partner gives feedback • Speaker responds to feedback 	<p>Teacher observation</p> <p>Verbal interaction</p> <p>Written work</p> <p>Student presentation</p>
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<p>others' ideas and expressing their own clearly and persuasively.</p> <p>4. Create a PowerPoint presentation and add content</p> <p>Standards: 5.W.WL.3 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 5.W.WL.5 Use technology, including the internet, to produce and publish writing and present the relationships between information</p>	<p>Read and view information; define terminology; apply knowledge learned to create a presentation</p>	<ul style="list-style-type: none"> • Research PowerPoints and their creation; create presentation <p>Activity 1: Terminology & descriptions: creating a presentation</p> <ul style="list-style-type: none"> • Have participants complete Activity #1 on the <i>Activity Sheet</i> <ul style="list-style-type: none"> • Creating a new PowerPoint presentation • Have participants complete Activity #2 on the <i>Activity Sheet</i> <ul style="list-style-type: none"> • Adding slides & content including pictures • Have participants complete Activity #3 on the <i>Activity Sheet</i> <ul style="list-style-type: none"> • Modifying presentation slides • Rearranging slide order • Have participants complete Activity #4 on the <i>Activity Sheet</i> <ul style="list-style-type: none"> • Duplicating slides • Deleting slides • Have participants complete Activity #5 on the <i>Activity Sheet</i> <ul style="list-style-type: none"> • Applying a theme • Have participants complete Activity #6 on the <i>Activity Sheet</i> <ul style="list-style-type: none"> • Playing a PowerPoint presentation ("Slide Show") <p>Activity 2: PowerPoint project</p> <ul style="list-style-type: none"> • Find some PowerPoint presentations on the internet <ul style="list-style-type: none"> • Review them • What can you learn? 	<p>Teacher observation</p> <p>Verbal interaction</p> <p>Written work</p> <p>Student presentation</p>
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<p>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>5.R.VA.4</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>5.S.PK.1</p> <p>Present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,</p>		<div style="background-color: #333; color: white; padding: 2px; text-align: center; margin-bottom: 10px;">View together</div> <ul style="list-style-type: none"> • [Slide #3] Introduce students to the Google homepage. • [Slide #4] Show students where to enter search terms into Google's search bar. Demonstrate that they can click the "Google Search" button or just hit "enter." <p>Activity 2: The Search toolbar</p> <ul style="list-style-type: none"> • <i>Optional:</i> Show students the search toolbar in the browser you use at your program. Explain that they can type queries there as well. Unless you are using Chrome, which only has one bar into which you can type both web addresses and queries, show them both the address bar and the search bar in the browser, and explain how their uses are different. • Run a quick search and ask the students to observe what happened. (How search engines find results is the subject of the next lesson.) <ul style="list-style-type: none"> ○ Possible answer: It found pages with the word I asked for. <p>Activity 3: Reading search results</p> <ul style="list-style-type: none"> • [Slide #10] How the search results page is laid out • Introduce the four major sections of the search results page: the search bar, the left panel, the organic--or natural--search results, and the sponsored links or advertisements. • As you click, each of these sections will be highlighted, and the next click will show the section's name. • Title page: [Slide #11] The first thing you see is the title. <ul style="list-style-type: none"> ○ The title for the page is usually decided by the person who created it. ○ Here, notice that the title tells both the name of the page, "The President's Job," and the name of the website from which it comes, "Scholastic.com." ○ The information in black underneath the title is called the snippet. 	<p>Student presentation</p>
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substance, and style are appropriate to purpose, audience and task.

- The snippet gives you a sense of what you will find on the page, and what it has to do with the search you entered.
- This description was written by the website's author to help you understand what the page is about. Sometimes, Google shows where your search term appears on the page, with a few words surrounding it to give you a sense of the context in which it appears.

- **Web address:** Below the snippet, in green, is the web address. It is the address for the webpage you will visit if you click on this result.
- The cached link shows exactly what this web page looked like when Google last visited it.
- If you click on the cached link, you will see a copy of the page as it existed at that time.
- This cached link is particularly helpful if the webpage has changed very recently and the information you want is no longer there.
- You can just click on the cached link and see what it was that Google found the last time we visited the page.
- You can also use the cached link if the page you want to visit is not functioning or has been removed.
- Finally, if you find that this page does a good job meeting your needs, you can click on the similar items link to find more pages that have similar content.

Activity 4: Google yourself

Alternative activity: "Snippet" a fictional web site

- Students write up search results like they saw in [\[Slide #11\]](#) of a website about themselves, or they interview a class member and write up search results about a fictional web page a class member might have.
- Question to ask: If they had a web site, what would a search engine show about their site?

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<p>6. Analyze technology; create a technology review</p> <p>Standards: 5.S.CC.2 Demonstrate active listening skills 6.S.CC.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on texts, topics and issues appropriate to</p>	<p>Read and analyze technology reviews; write a review essay on a specific technology; reflect on how people use technologies</p>	<ul style="list-style-type: none"> • Include: title, snippet, URL and similar pages. • Share student-created fictional search results with class to determine understanding of search results and what they mean. <p>Activity 5: Internet Reliability</p> <ul style="list-style-type: none"> • Discuss what makes an internet site reliable. • Review reliability factors on the Internet Reliability handout. • Students choose five websites to evaluate. • Allow 15–20 minutes to complete the worksheet. Then students stand and give a 3 to 5 minute presentation of one website that was evaluated. <p>Pre-Lesson instructor preparation:</p> <ul style="list-style-type: none"> • Make copies of the Text Analysis Chart, and if desired, the Technology Profile questions. • Choose 4 or 5 technology reviews to use as examples for the class, and make copies of the reviews to support small group exploration of the genre. • The following resources can provide reviews: <ul style="list-style-type: none"> ○ Reviews are available from <i>Consumer Reports</i>, from other print publications including newspapers and magazines, or from an online review site such as: <i>Technology Review</i>, <i>CNET Reviews</i>, and <i>ZDNet Reviews</i>. ○ Industry reviews are also sometimes available on shopping sites such as Amazon.com. To ensure the quality and appropriateness of the reviews, be sure to select professional reviews as models for the class, rather than the less polished reviews posted by purchasers of the product. ○ Visit a student-friendly search engine and search for reviews. You'll find reviews for a variety of technologies. Students can also use these search engines for research on their own reviews. 	<p>Teacher observation</p> <p>Verbal interaction</p> <p>Written work</p>
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<p>skill level, building on others' ideas and expressing their own clearly and persuasively.</p> <p>5.R.CI.5 Recognize differences in structure, content, and tone of various texts.</p> <p>5.R.FW.3b Apply environmental reading to life skills; use informational texts, web sites, and/or technical materials to review and apply information sources for occupational tasks.</p> <p>5.W.WL.3 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>		<p>Activity 1: What is a technology review?</p> <ul style="list-style-type: none"> • Share a technology review with students, either distributing handouts or displaying the text using an overhead projector. • Ask students to identify characteristics of the type of text that you have displayed, and note their responses on the board or chart paper. • Explain that the class will spend this session identifying the characteristics of the technology review genre. <p>Activity 2: Technology review analysis</p> <ul style="list-style-type: none"> • Distribute copies of the Text Analysis Chart. • Model the analysis of a technology review by working through the chart for the technology review. • Once students understand the analysis process, arrange the class into small groups. • Give each group another technology review and ask them to use the Text Analysis Chart to determine its characteristics. • If desired, groups might write key characteristics on a piece of chart paper or an area of the board, in order to facilitate sharing information. • Circulate among students as they work, answering any questions. • Once the groups have worked through their texts, ask each group to share its findings with the class. • Once all the information is shared, ask the class to consider all the details and common elements and suggest a class list of the genre's characteristics. • Ask students to note specific characteristics that make the reviews successful and useful. • Finish the session by reviewing the class list and making any additions or revisions. Save the list for the next session. <p>Activity 3: Create list of technologies to review</p> <ul style="list-style-type: none"> • Explain that during this activity, students will begin work on their own technology reviews 	
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- Refer to the class list of characteristics for technology reviews. Make any additions or revisions.
- Ask students to brainstorm a list of technologies that they use, see, or know about in their notebooks, in order to give students a few minutes to gather their thoughts. Alternatively, if you're working with readings, ask students to brainstorm a list of technologies included in the reading.
- After everyone has collected a short list of ideas, ask students to share the technologies and write all the responses on the board, chart paper, or an overhead. You will return to this list in later sessions.
- If students have difficulty building a list, share the definition of technology and list of technologies topics from Wikipedia.
- At this point, you should have an extensive list of technologies assembled.
- Step back and review the entire list with the students. Make any additions, revisions, or deletions students suggest as you examine the list as a whole.

Activity 4: Select a technology to review

- Explain the criteria for selecting a technology:
 - Choose something you are familiar with or that you want to learn more about.
 - Choose something you can keep an open mind about as you evaluate it. You'll need to be able to talk about its strengths and weaknesses.
 - Choose something you can readily find additional information about (because reviewing obscure technologies may be difficult).

Activity 5: Reviewing a technology

- Ask students to select technologies on the list to review in detail and then spend a few minutes noting what they already know about the technology in their journals (or what they'd like to know).

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- With preliminary ideas written down, share available resources students can use for their research on the technology.
- Students can research their technologies using information from a library, online resources, and personal experience. Students can tap online reviews and the manufacturer's site for many technologies (e.g., Nintendo, Tivo).
- Encourage students to explore information on the technology, its development, its use, and its potential.
- Allow students the rest of the session to research information about the technologies they have chosen.

Activity 6: Writing a review using the Technology Profile

- Distribute copies of the Technology Profile questions.
- Answering the questions on the handout will help students synthesize and summarize their findings for the technology they have researched.
- Ask students to use notes from the previous sessions and information from the Technology Profile to compose their technology reviews. Refer them to the analysis in Activity 2 of effective qualities of a technology review.
- You may want to establish a minimum length or number of paragraphs to provide students additional guidance.
- Remind students to print their work.

Activity 7: Reviewing and sharing technology reviews

- Divide students into groups and ask them to share their technology reviews with one another.
- Distribute additional blank copies of the Text Analysis Chart.
- In their groups, have students share their reviews and have the group complete the Text Analysis Chart, identifying the characteristics of each review.
- Circulate among groups as they read and respond to one another's reviews. As necessary, remind students to focus on how well reviews

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<p style="text-align: center;">7. Write a short research paper</p> <p>Standards: 5.W.WL.3 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 5.W.RB.1 Conduct short as well as more sustained research projects to answer a question (including a self-generating question) or solve a problem.</p>	<p>Conduct research; write a brief, cohesive paper</p>	<p style="text-align: center;">match the characteristics of a technology review (rather than on whether they agree with the reviewer’s opinion).</p> <p>Conducting research independently, students will write a 5-paragraph research paper. Use the Research Paper Sample Outline in the Activities/Resources section as a content example and structure guide.</p> <p>Activity 1: Preparation for writing</p> <ul style="list-style-type: none"> • Guide students in choosing a topic, creating a thesis statement, doing research, and drafting an outline. <p>Activity 2: Writing a research paper</p> <ul style="list-style-type: none"> • Students write a 5-paragraph research paper, which includes an introductory paragraph, three body paragraphs, and a concluding paragraph (continue to have them refer to the Research Paper Sample Outline). 	<p>Teacher observation</p> <p>Written work</p>
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