Overview
Unit Title: STEAM Introductions and Digital Citizenship with Susan Vincentz
Big Ideas: Technology access requires responsibility and respect. Creative thinking through STEAM makes life better.
Unit Summary: Routines, expectations established. STEAM will be defined and discussed. Students will be introduced to computers and Computer Lab. Students will be introduced to Digital Citizenship. Students will complete creative and divergent thinking exercises to informally assess their individual ability levels. Students will make a brain thinking cap.
Essential Questions: What are the rights and responsibilities of a Digital Citizen? What value does imaginative and fearless thinking add to something I create?

Standards Addressed
Technology/21st Century Skills: Creativity and Innovation, Critical Thinking, Problem Solving and Decision Making **Engineering:** K-2-ETS1-1 – Ask questions, make observations, and gather information to define a simple problem solved through the development of a new or improved object or tool. **Arts:** AH-P-SA-U-2 – Understand the principles of design and the elements of visual arts. AH-P-SA-U-4 – Understand that existing and emerging technologies can inspire new applications of structural components. **Math:** CCSS.Math.Practice.MP1 – Make sense of problems and persevere in solving them.
Homework – None

*Lesson plans subject to change.
**Accommodations/Modifications – for student specific accommodations, see Confidential Tray Folder.

Learning Targets	Learning Activities/Instructional Strategies	Evaluation/Assessment
I can… …share why I'm a good Digital Citizen. …describe one new thing I would like to learn about myself. …describe one new thing I would like to discover in STEAM.	**Lesson Sequence** **Part 1 – Digital Citizenship** STEAM Introduction – Expectations Digital Citizenship Computer Reintroduction in Computer Lab with Susan Vincentz	• Anecdotal notes • Teacher observation • Discovery Journal • Self-Assessment (Thumbs)
Critical Vocabulary Citizenship Digital Part of the computer – mouse, keyboard, monitor, etc. Intelligence Creativity	**Part 2 – STEAM Introduction:** Establish routines and expectations Primary Multiple Intelligences Survey Creative Thinking Exercise A – *Complete the drawing* Creative Thinking Exercise B – *How many uses?* Creative Thinking Exercise C – *What is it used for?* Personalize STEAM Discovery Journal Read: <u>Scaredy Squirrel</u> by Melanie Watt	**Intervention Resources** Brainpopjr.com – "Internet Safety"
Accommodations/Modifications** Visual Timer Redirection Corrective Feedback Preferential Seating Model targeted skills/direction Structured transition w/advanced warning Frequent and positive feedback	Guiding Questions: Before – - Ask students to describe some things that they are afraid of and have them explain why they are afraid of these things. - Discuss daily routines. Ask students to describe the daily routines that they perform at home and at school, in the morning, afternoon and evening. After – - What was Scaredy Squirrel afraid of? - How did he conquer his fears? - How do you conquer your fears? - In the story Scaredy Squirrel learned something new about himself – that he was a flying squirrel and that he could glide in the air. Describe a new thing you would like to discover about yourself? Describe a new thing you would like to discover in STEAM?	**Schedule** Monday – A – STEAM Intro Tuesday – B – In Computer Lab Wednesday C – In Computer Lab Thursday A – In Computer Lab Friday – B – STEAM Intro Monday – C – STEAM Intro

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Teacher Reflection/Notes

| Higher Order Thinking | Scaffolding | 21st C. Skills | Learning Styles | Student Reflection | Project-based |
| Student Choice | Global Perspective | Interdisciplinary | Student-Centered | Critical Thinking | Differentiation |

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