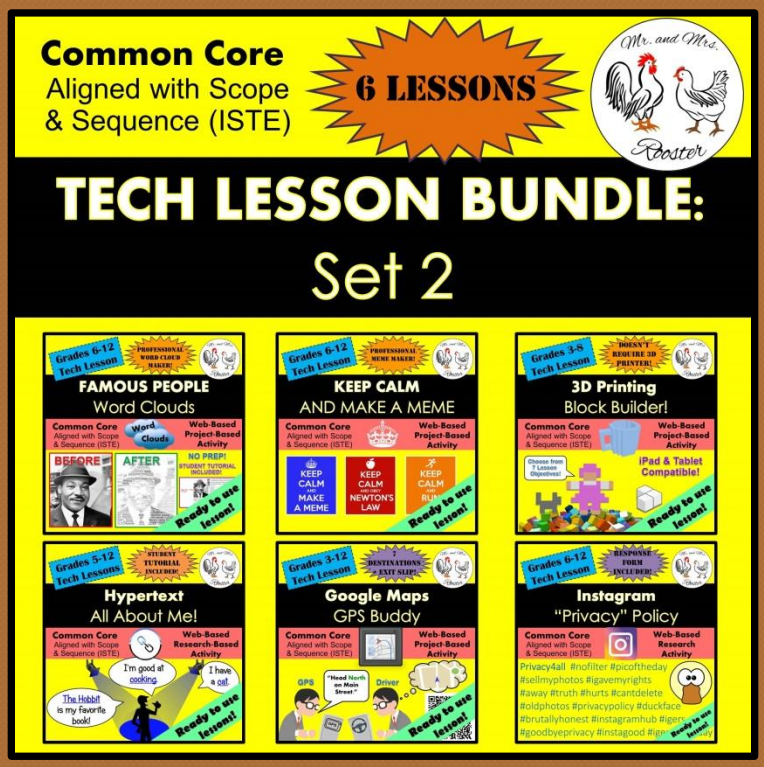
Thank you for downloading our preview!



Tech Lesson Bundle - Set 2 Incudes:

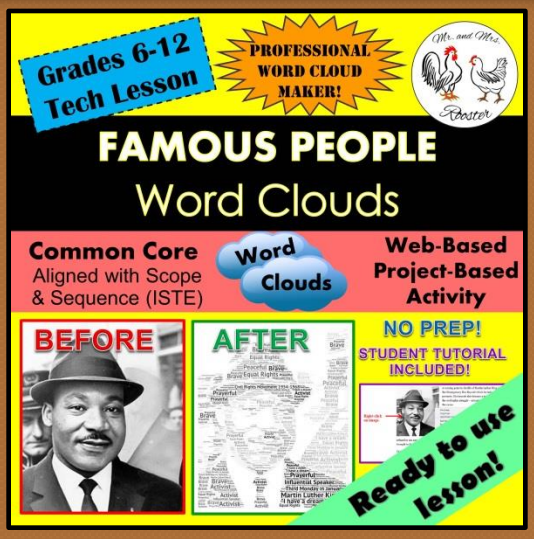
- 6 engaging, student-centered lessons!
- 96 pages!
- Eight 50-Min Class Periods Minimum!
- 400-500 Minutes/6.7hrs of Lessons Minimum!

- Each page has a preview from each lesson.
- Be sure to click on the cover of each page for the original posting!

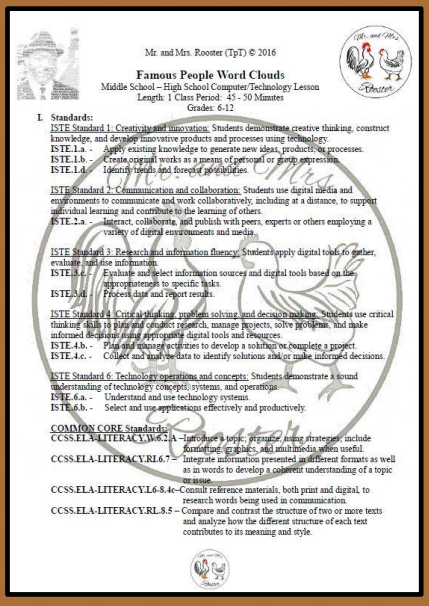
Created by: Mr. and Mrs. Rooster

Save with bundles!

#	Tech Lessons	Individual Price	Bundled Price 23% Off!
1.	Famous People Word Clouds	$3.50	$2.70
2.	Keep Calm…and Make a Meme	$3.00	$2.30
3.	Instagram "Privacy" Policy	$3.50	$2.70
4.	3D Printing – Block Builder!	$3.00	$2.30
5.	Hypertext – All About Me!	$3.00	$2.30
6.	Google Maps – GPS Buddy	$3.50	$2.70
	Total:	**$19.50**	**$15.00**
		Savings:	**$4.50**



16 pages
1 Class Period
50 Minutes



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Famous People Word Clouds

Middle School – High School Computer/Technology Lesson
Length: 1 Class Period: 45 - 50 Minutes
Grades: 6-12

I. Standards:

ISTE Standard 1: Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
ISTE.1.a. - Apply existing knowledge to generate new ideas, products, or processes.
ISTE.1.b. - Create original works as a means of personal or group expression.
ISTE.1.d. - Identify trends and forecast possibilities.

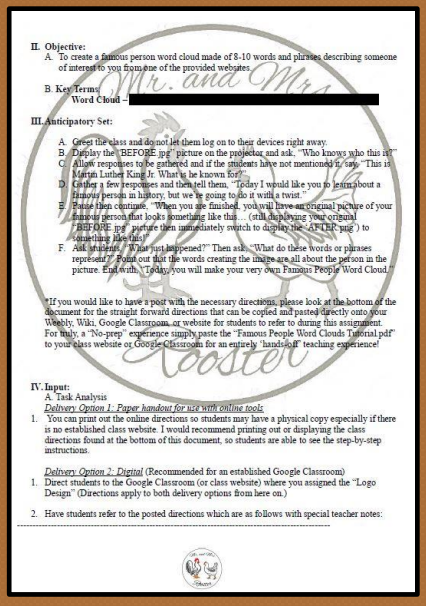
ISTE Standard 2: Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
ISTE.2.a. - Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

ISTE Standard 3: Research and information fluency: Students apply digital tools to gather, evaluate, and use information.
ISTE.3.c. - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
ISTE.3.d. - Process data and report results.

ISTE Standard 4: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
ISTE.4.b. - Plan and manage activities to develop a solution or complete a project.
ISTE.4.c. - Collect and analyze data to identify solutions and/or make informed decisions.

ISTE Standard 6: Technology operations and concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
ISTE.6.a. - Understand and use technology systems.
ISTE.6.b. - Select and use applications effectively and productively.

COMMON CORE Standards:
CCSS.ELA-LITERACY.W.6.2.A – Introduce a topic; organize, using strategies; include formatting, graphics, and multimedia when useful.
CCSS.ELA-LITERACY.RI.6.7 – Integrate information presented in different formats as well as in words to develop a coherent understanding of a topic or issue.
CCSS.ELA-LITERACY.L.6-8.4c–Consult reference materials, both print and digital, to research words being used in communication.
CCSS.ELA-LITERACY.RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the different structure of each text contributes to its meaning and style.



II. Objective:

A. To create a famous person word cloud made of 8-10 words and phrases describing someone of interest to you from one of the provided websites.

B. Key Terms:
Word Cloud – [redacted]

III. Anticipatory Set:

A. Greet the class and do not let them log on to their devices right away.
B. Display the "BEFORE.jpg" picture on the projector and ask, "Who knows who this is?"
C. Allow responses to be gathered and if the students have not mentioned it, say, "This is Martin Luther King Jr. What is he known for?"
D. Gather a few responses and then tell them, "Today I would like you to learn about a famous person in history, but we're going to do it with a twist."
E. Pause then continue, "When you are finished, you will have an original picture of your famous person that looks something like this… (still displaying your original "BEFORE.jpg" picture then immediately switch to display the "AFTER.png") to something like this!"
F. Ask students, "What just happened?" Then ask, "What do these words or phrases represent?" Point out that the words creating the image are all about the person in the picture. End with, "Today you will make your very own Famous People Word Cloud."

*If you would like to have a post with the necessary directions, please look at the bottom of the document for the straight forward directions that can be copied and pasted directly onto your Weebly, Wiki, Google Classroom, or website for students to refer to during this assignment. For truly a "No-prep" experience simply paste the "Famous People Word Clouds Tutorial.pdf" to your class website or Google Classroom for an entirely 'hands-off' teaching experience!

IV. Input:

A. Task Analysis

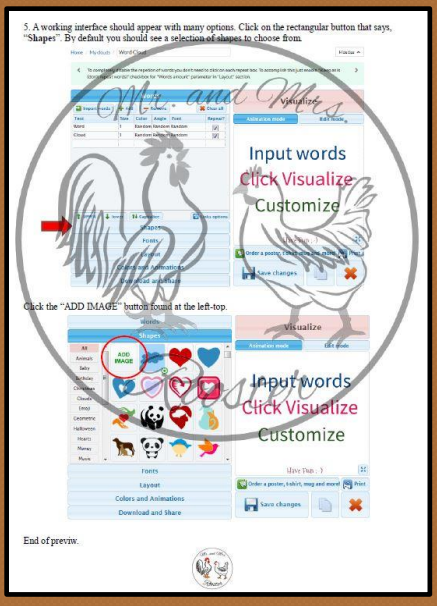
Delivery Option 1: Paper handout for use with online tools:

1. You can print out the online directions so students may have a physical copy especially if there is no established class website. I would recommend printing out or displaying the class directions found at the bottom of this document, so students are able to see the step-by-step instructions.

Delivery Option 2: Digital (Recommended for an established Google Classroom)

1. Direct students to the Google Classroom (or class website) where you assigned the "Logo Design" (Directions apply to both delivery options from here on.)

2. Have students refer to the posted directions which are as follows with special teacher notes:



5. A working interface should appear with many options. Click on the rectangular button that says, "**Shapes**". By default you should see a selection of shapes to choose from.

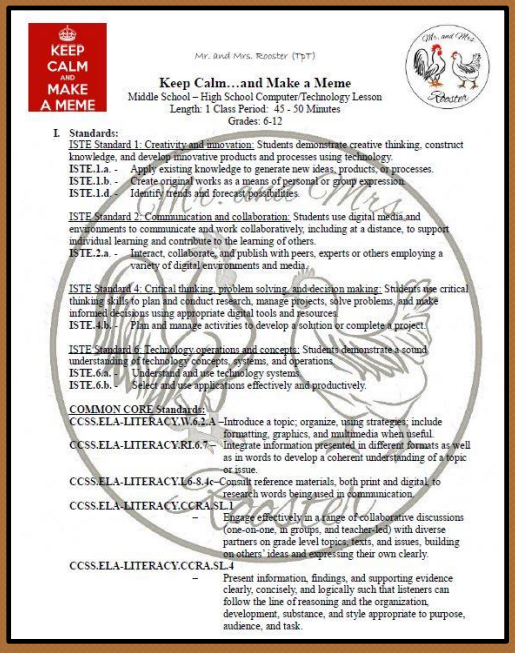
Click the "ADD IMAGE" button found at the left-top.

End of previw.

Lesson Includes:

*Instagram "Privacy" Policy Lesson Plan (PDF)
*ISTE and Common Core Standards alignment!
*Instagram “Privacy” Policy Highlighted Version & Response Sheet (PDF)
*Instagram “Privacy” Policy Highlighted Version (PDF)
*Google Classroom compatible uploadable version for Response Worksheet (Docx)
*Printable and uploadable options to use through Google Classroom!
*Go Paper or Digital for this lesson!
*Ready-to-Post online directions!
*Google Classroom tips & resources!
*In-depth background resources of Instagram to help you know your stuff!
*TWO BONUS Extension Activities!

8 pages
1 Class Period
50 Minutes



Mr. and Mrs. Rooster (TpT)

Keep Calm…and Make a Meme
Middle School – High School Computer/Technology Lesson
Length: 1 Class Period: 45 - 50 Minutes
Grades: 6-12

I. **Standards:**

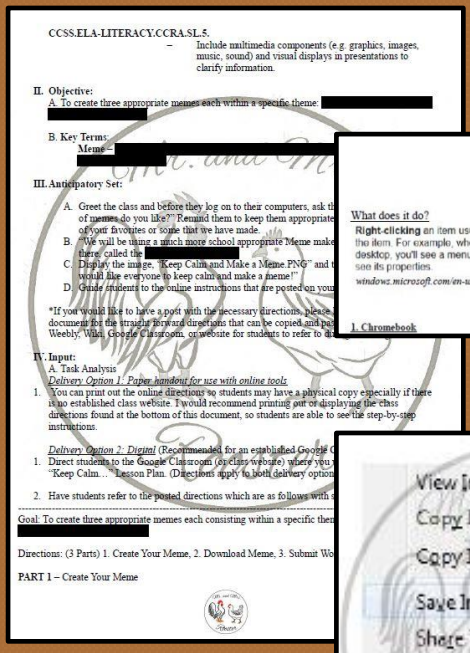
ISTE Standard 1: Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
ISTE.1.a. - Apply existing knowledge to generate new ideas, products, or processes.
ISTE.1.b. - Create original works as a means of personal or group expression.
ISTE.1.d. - Identify trends and forecast possibilities.

ISTE Standard 2: Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
ISTE.2.a. - Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

ISTE Standard 4: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
ISTE.4.b. - Plan and manage activities to develop a solution or complete a project.

ISTE Standard 6: Technology operations and concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
ISTE.6.a. - Understand and use technology systems.
ISTE.6.b. - Select and use applications effectively and productively.

COMMON CORE Standards:
CCSS.ELA-LITERACY.W.6.2.A – Introduce a topic; organize, using strategies; include formatting, graphics, and multimedia when useful.
CCSS.ELA-LITERACY.RI.6.7 – Integrate information presented in different formats as well as in words to develop a coherent understanding of a topic or issue.
CCSS.ELA-LITERACY.L.6.8.4c – Consult reference materials, both print and digital, to research words being used in communication.
CCSS.ELA-LITERACY.CCRA.SL.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.CCRA.SL.4 – Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style appropriate to purpose, audience, and task.



CCSS.ELA-LITERACY.CCRA.SL.5. – Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.

II. **Objective:**
A. To create three appropriate memes each within a specific theme: [redacted]

B. Key Terms:
Meme – [redacted]

III. Anticipatory Set:
A. Greet the class and before they log on to their computers, ask th… of memes do you like?" Remind them to keep them appropriate… of your favorites or some that we have made.
B. "We will be using a much more school appropriate Meme make… there" called the [redacted]
C. Display the image, "Keep Calm and Make a Meme PNG" and t… would like everyone to keep calm and make a meme!"
D. Guide students to the online instructions that are posted on you…

*If you would like to have a post with the necessary directions, please… document for the straight forward directions that can be copied and pa… Weebly, Wikl, Google Classroom, or website for students to refer to th…

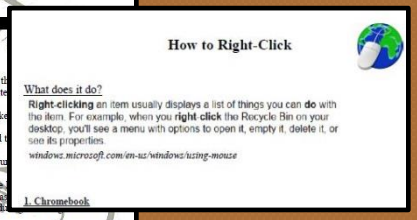
IV. Input:
A. Task Analysis
Delivery Option 1: Paper handout for use with online tools
1. You can print out the online directions so students may have a physical copy especially if there is no established class website. I would recommend printing out or displaying the class directions found at the bottom of this document, so students are able to see the step-by-step instructions.

Delivery Option 2: Digital (Recommended for an established Google C…
1. Direct students to the Google Classroom (or class website) where you p… "Keep Calm…" Lesson Plan. (Directions apply to both delivery option…
2. Have students refer to the posted directions which are as follows with t…

Goal: To create three appropriate memes each consisting within a specific them… [redacted]

Directions: (3 Parts) 1. Create Your Meme, 2. Download Meme, 3. Submit Wo…

PART 1 – Create Your Meme



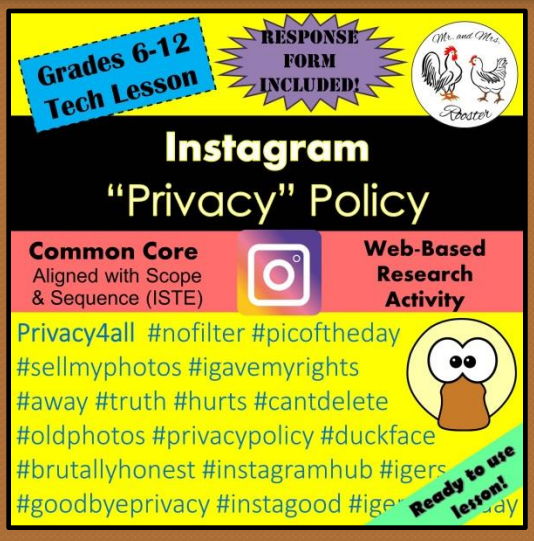
How to Right-Click

What does it do?
Right-clicking an item usually displays a list of things you can **do** with the item. For example, when you **right click** the Recycle Bin on your desktop, you'll see a menu with options to open it, empty it, delete it, or see its properties.
windows.microsoft.com/en-us/windows/using-mouse

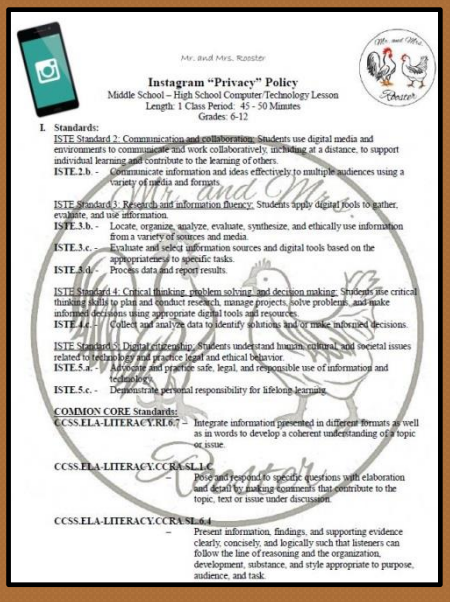
1. Chromebook

Lesson Includes:

*Keep Calm...and Make a Meme Lesson Plan (PDF)
*ISTE and Common Core Standards alignment!
*Easy to use, school friendly design website!
*How to right-click and save images! (PC, Mac, & Chromebooks)
*All necessary JPEGS for anticipatory set and student inspiration!
*Step-by-Step student and teacher directions!
*Printable and up-loadable options to use through Google Classroom!
*Google Classroom tips & resources to get Classroom up and running!
*Ready-to-Post online directions!
*BONUS Extension Activity Idea!
*Student memes can even be purchased and printed for personal use!



16 pages
1 Class Period
50 Minutes



Mr. and Mrs. Rooster

Instagram "Privacy" Policy
Middle School – High School Computer/Technology Lesson
Length: 1 Class Period: 45 - 50 Minutes
Grades: 6-12

I. Standards:

ISTE Standard 2: Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

ISTE.2.b. - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

ISTE Standard 3: Research and information fluency: Students apply digital tools to gather, evaluate, and use information.

ISTE.3.b. - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

ISTE.3.c. - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

ISTE.3.d. - Process data and report results.

ISTE Standard 4: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

ISTE.4.d. - Collect and analyze data to identify solutions and/or make informed decisions.

ISTE Standard 5: Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

ISTE.5.a. - Advocate and practice safe, legal, and responsible use of information and technology.

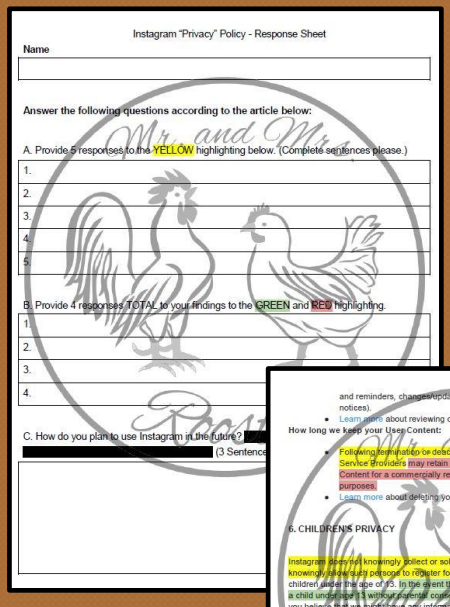
ISTE.5.c. - Demonstrate personal responsibility for lifelong learning.

COMMON CORE Standards:

CCSS.ELA-LITERACY.RL.6.7 – Integrate information presented in different formats as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-LITERACY.CCRA.SL.1.C – Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.

CCSS.ELA-LITERACY.CCRA.SL.6.4 – Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style appropriate to purpose, audience, and task.



Instagram "Privacy" Policy - Response Sheet

Name

Answer the following questions according to the article below:

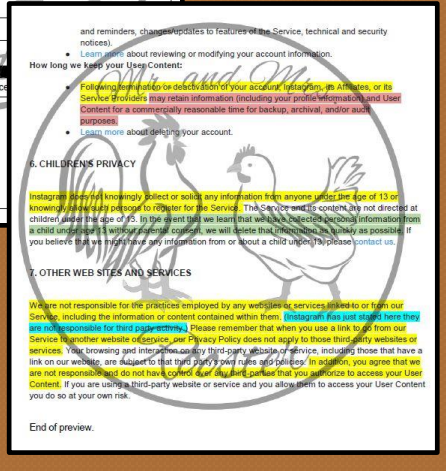
A. Provide 5 responses to the YELLOW highlighting below. (Complete sentences please.)

1.
2.
3.
4.
5.

B. Provide 4 responses TOTAL to your findings to the GREEN and RED highlighting.

1.
2.
3.
4.

C. How do you plan to use Instagram in the future? [redacted] (3 Sentence



and reminders, changes/updates to features of the Service, technical and security notices).
- Learn more about reviewing or modifying your account information.

How long we keep your User Content:
- Following termination or deactivation of your account, Instagram, its Affiliates, or its Service Providers may retain information (including your profile information and User Content for a commercially reasonable time for backup, archival, and/or audit purposes.
- Learn more about deleting your account.

6. CHILDREN'S PRIVACY

Instagram does not knowingly collect or solicit any information from anyone under the age of 13 or knowingly allow such persons to register for the Service. The Service and its content are not directed at children under the age of 13. In the event that we learn that we have collected personal information from a child under age 13 without parental consent, we will delete that information as quickly as possible. If you believe that we might have any information from or about a child under 13, please contact us.

7. OTHER WEB SITES AND SERVICES

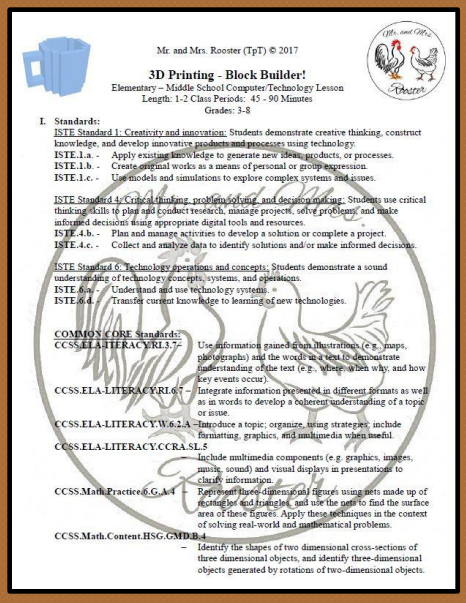
We are not responsible for the practices employed by any websites or services linked to or from our Service, including the information or content contained within them. (Instagram has just stated here they are not responsible for third party activity.) Please remember that when you use a link to go from our Service to another website or service, our Privacy Policy does not apply to those third-party websites or services. Your browsing and interaction on any third-party website or service, including those that have a link on our website, are subject to that third party's own rules and policies. In addition, you agree that we are not responsible and do not have control over any third-parties that you authorize to access your User Content. If you are using a third-party website or service and you allow them to access your User Content you do so at your own risk.

End of preview.

Lesson Includes:

*Instagram "Privacy" Policy Lesson Plan (PDF)
*ISTE and Common Core Standards alignment!
*Instagram “Privacy” Policy Highlighted Version & Response Sheet (PDF)
*Instagram “Privacy” Policy Highlighted Version (PDF)
*Google Classroom compatible uploadable version for Response Worksheet (Docx)
*Printable and uploadable options to use through Google Classroom!
*Go Paper or Digital for this lesson!
*Ready-to-Post online directions!
*Google Classroom tips & resources!
*In-depth background resources of Instagram to help you know your stuff!
*TWO BONUS Extension Activities!

11 pages
2 Class Periods
50 Minutes Each



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3D Printing - Block Builder!
Elementary – Middle School Computer/Technology Lesson
Length: 1-2 Class Periods: 45 - 90 Minutes
Grades: 3-8

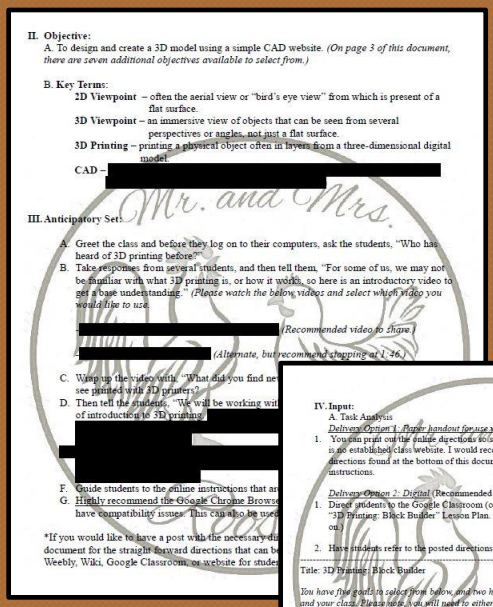
I. Standards:

ISTE Standard 1: Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
ISTE.1.a. - Apply existing knowledge to generate new ideas, products, or processes.
ISTE.1.b. - Create original works as a means of personal or group expression.
ISTE.1.c. - Use models and simulations to explore complex systems and issues.

ISTE Standard 4: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
ISTE.4.b. - Plan and manage activities to develop a solution or complete a project.
ISTE.4.c. - Collect and analyze data to identify solutions and/or make informed decisions.

ISTE Standard 6: Technology operations and concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
ISTE.6.a. - Understand and use technology systems.
ISTE.6.d. - Transfer current knowledge to learning of new technologies.

COMMON CORE Standards:
CCSS.ELA-LITERACY.RI.1.7 – Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
CCSS.ELA-LITERACY.RI.6.7 – Integrate information presented in different formats as well as in words to develop a coherent understanding of a topic or issue.
CCSS.ELA-LITERACY.W.6.2.A – Introduce a topic; organize, using strategies, include formatting, graphics, and multimedia when useful.
CCSS.ELA-LITERACY.CCRA.SL.5 – Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.
CCSS.Math.Practice.6.G.A.4 – Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
CCSS.Math.Content.HSG.GMD.B.4 – Identify the shapes of two dimensional cross-sections of three dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

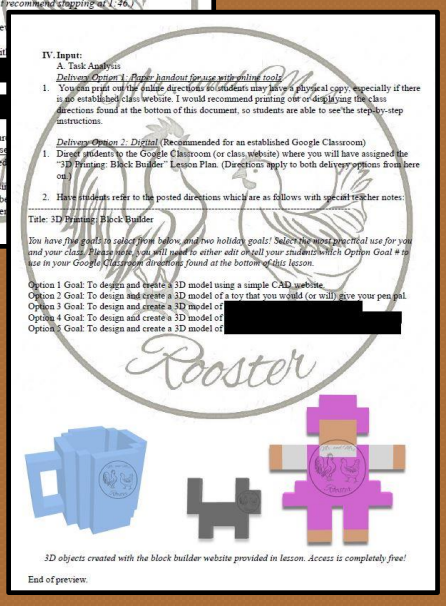


II. Objective:
A. To design and create a 3D model using a simple CAD website. *(On page 3 of this document, there are seven additional objectives available to select from.)*

B. **Key Terms:**
2D Viewpoint – often the aerial view or "bird's eye view" from which is present of a flat surface.
3D Viewpoint – an immersive view of objects that can be seen from several perspectives or angles, not just a flat surface.
3D Printing – printing a physical object often in layers from a three-dimensional digital model.
CAD – [redacted]

III. Anticipatory Set:
A. Greet the class and before they log on to their computers, ask the students, "Who has heard of 3D printing before?"
B. Take responses from several students, and then tell them, "For some of us, we may not be familiar with what 3D printing is, or how it works, so here is an introductory video to get a base understanding." *(Please watch the below videos and select which video you would like to use.*
[redacted] *(Recommended video to share.)*
[redacted] *(Alternate, but recommend skipping at 1:46.)*
C. Wrap up the video with, "What did you find ne[redacted] see printed with 3D printer?"
D. Then tell the students, "We will be working wit[redacted] of introduction to 3D printing."
[redacted]
F. Guide students to the online instructions that ar[redacted]
G. Highly recommend the Google Chrome Browse[redacted] have compatibility issues. This can also be used[redacted]

*If you would like to have a post with the necessary di[redacted] document for the straight forward directions that can be[redacted] Weebly, Wiki, Google Classroom, or website for studen[redacted]



IV. Input:
A. Task Analysis
Delivery Option 1: Paper handout for use with online tools
1. You can print out the online directions so students may have a physical copy, especially if there is no established class website. I would recommend printing out or displaying the class directions found at the bottom of this document, so students are able to see the step-by-step instructions.

Delivery Option 2: Digital (Recommended for an established Google Classroom)
1. Direct students to the Google Classroom (or class website) where you will have assigned the "3D Printing: Block Builder" Lesson Plan. (Directions apply to both delivery options from here on.)
2. Have students refer to the posted directions which are as follows with special teacher notes:

Title: 3D Printing: Block Builder

You have five goals to select from below, and two holiday goals! Select the most practical use for you and your class. Please note, you will need to either edit or tell your students which Option Goal # to use in your Google Classroom directions found at the bottom of this lesson.

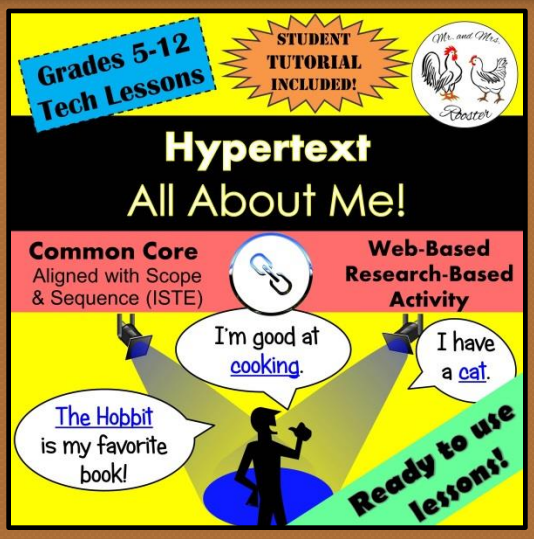
Option 1 Goal: To design and create a 3D model using a simple CAD website.
Option 2 Goal: To design and create a 3D model of a toy that you would (or will) give your pen pal.
Option 3 Goal: To design and create a 3D model of [redacted]
Option 4 Goal: To design and create a 3D model of [redacted]
Option 5 Goal: To design and create a 3D model of [redacted]

3D objects created with the block builder website provided in lesson. Access is completely free!

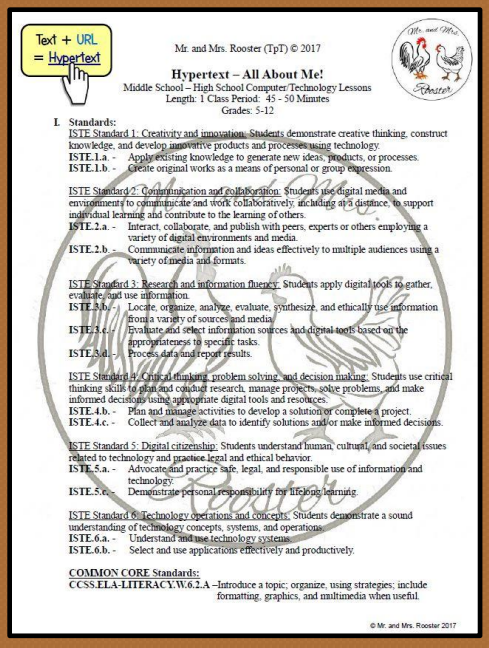
End of preview.

Lesson Includes:

*3D Printing - Block Builder! Lesson Plan (PDF)
*7 Lesson objectives to select from!
*ISTE and Common Core Standards alignment!
*Quick Tips for using the free website resource. (PDF)
*Introductory Video Links to 3D Printing (URLS)
*Printable and up-loadable options to use through Google Classroom!
*Google Classroom tips & resources to get Classroom up and running!
*Ready-to-Post online directions! (PDF & DOCX)
*2 Sets of Student Directions: One for Middle School, One for Elementary
*Easy grading when assigned through Google Classroom!



15 pages
1 Class Period
50 Minutes


Text + URL = Hypertext

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Hypertext – All About Me!
Middle School – High School Computer Technology Lessons
Length: 1 Class Period: 45 - 50 Minutes
Grades: 5-12

I. Standards:

ISTE Standard 1: Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
ISTE.1.a. - Apply existing knowledge to generate new ideas, products, or processes.
ISTE.1.b. - Create original works as a means of personal or group expression.

ISTE Standard 2: Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
ISTE.2.a. - Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
ISTE.2.b. - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

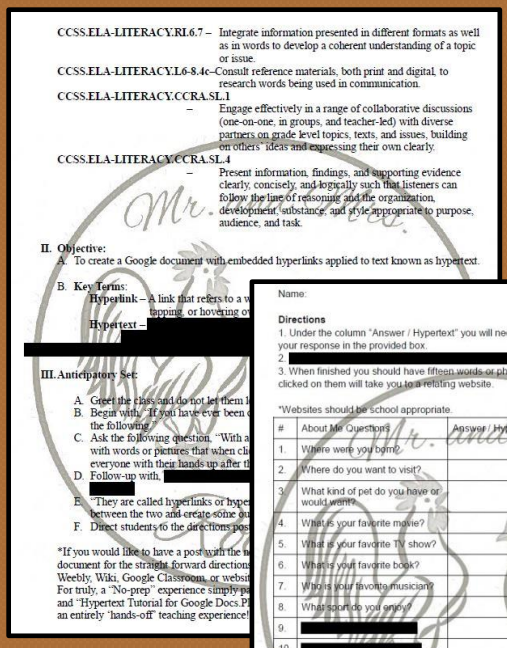
ISTE Standard 3: Research and information fluency: Students apply digital tools to gather, evaluate, and use information.
ISTE.3.b. - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
ISTE.3.c. - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
ISTE.3.d. - Process data and report results.

ISTE Standard 4: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
ISTE.4.b. - Plan and manage activities to develop a solution or complete a project.
ISTE.4.c. - Collect and analyze data to identify solutions and/or make informed decisions.

ISTE Standard 5: Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
ISTE.5.a. - Advocate and practice safe, legal, and responsible use of information and technology.
ISTE.5.c. - Demonstrate personal responsibility for lifelong learning.

ISTE Standard 6: Technology operations and concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
ISTE.6.a. - Understand and use technology systems.
ISTE.6.b. - Select and use applications effectively and productively.

COMMON CORE Standards:
CCSS.ELA-LITERACY.W.6.2.A –Introduce a topic; organize, using strategies; include formatting, graphics, and multimedia when useful.

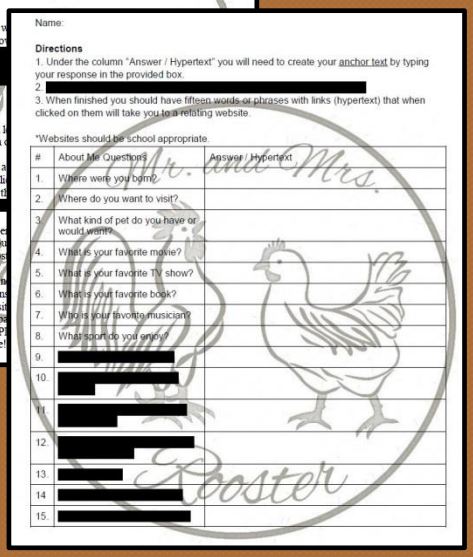

CCSS.ELA-LITERACY.RI.6.7 – Integrate information presented in different formats as well as in words to develop a coherent understanding of a topic or issue.
CCSS.ELA-LITERACY.L6-8.4c–Consult reference materials, both print and digital, to research words being used in communication.
CCSS.ELA-LITERACY.CCRA.SL.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.CCRA.SL.4 – Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style appropriate to purpose, audience, and task.

II. Objective:
A. To create a Google document with embedded hyperlinks applied to text known as hypertext.

B. **Key Terms:**
Hyperlink – A link that refers to a w
tapping, or hovering o
Hypertext –

III. Anticipatory Set:
A. Greet the class and do not let them l
B. Begin with, "If you have ever been c
the following."
C. Ask the following question, "With a
with words or pictures that when cli
everyone with their hands up after th
D. Follow-up with,
E. "They are called hyperlinks or hype
between the two and create some ou
F. Direct students to the directions pos

*If you would like to have a post with the h
document for the straight forward direction
Weebly, Wiki, Google Classroom, or websi
For truly, a "No-prep" experience simply pa
and "Hypertext Tutorial for Google Docs.P
an entirely 'hands-off' teaching experience!


Name:

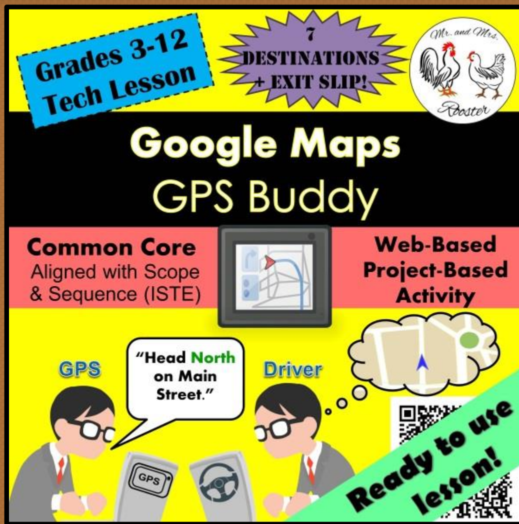
Directions
1. Under the column "Answer / Hypertext" you will need to create your anchor text by typing your response in the provided box.
2.
3. When finished you should have fifteen words or phrases with links (hypertext) that when clicked on them will take you to a relating website.

*Websites should be school appropriate.

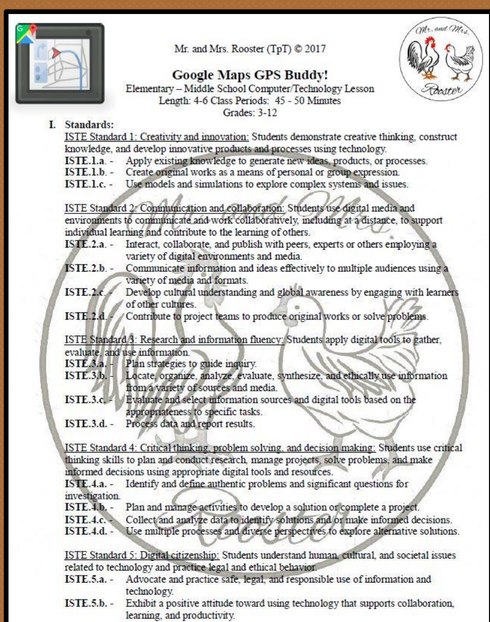
#	About Me Questions	Answer / Hypertext
1.	Where were you born?	
2.	Where do you want to visit?	
3.	What kind of pet do you have or would want?	
4.	What is your favorite movie?	
5.	What is your favorite TV show?	
6.	What is your favorite book?	
7.	Who is your favorite musician?	
8.	What sport do you enjoy?	
9.		
10.		
11.		
12.		
13.		
14		
15.		

Lesson Includes:

*Hypertext - All About Me! Lesson Plan (PDF)
*Hyptertext Student Work File (DOCX) Google Classroom Compatible
*Hypertext student tutorial with screen-shots and directions! (PDF)
*How to Convert a Microsoft Word file into a Google Docs file (PDF)
*ISTE and Common Core Standards alignment!
*Easy to use, school friendly search engine!
*Step-by-Step student and teacher directions!
*Printable and up-loadable options to use through Google Classroom!
*Google Classroom tips & resources to get Classroom up and running!
*Ready-to-Post online directions! (PDF & DOCX)
*Easy grading when assigned through Google Classroom!



30 PAGES
2 CLASS PERIODS
50 MINUTES EACH



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Google Maps GPS Buddy!
Elementary – Middle School Computer/Technology Lesson
Length: 4-6 Class Periods: 45 - 50 Minutes
Grades: 3-12

I. **Standards:**

<u>ISTE Standard 1: Creativity and innovation:</u> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
ISTE.1.a. - Apply existing knowledge to generate new ideas, products, or processes.
ISTE.1.b. - Create original works as a means of personal or group expression.
ISTE.1.c. - Use models and simulations to explore complex systems and issues.

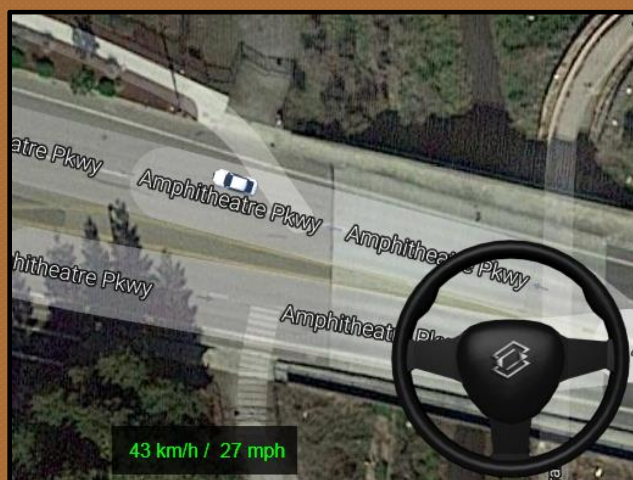
<u>ISTE Standard 2: Communication and collaboration:</u> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
ISTE.2.a. - Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
ISTE.2.b. - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
ISTE.2.c. - Develop cultural understanding and global awareness by engaging with learners of other cultures.
ISTE.2.d. - Contribute to project teams to produce original works or solve problems.

<u>ISTE Standard 3: Research and information fluency:</u> Students apply digital tools to gather, evaluate, and use information.
ISTE.3.a. - Plan strategies to guide inquiry.
ISTE.3.b. - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
ISTE.3.c. - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
ISTE.3.d. - Process data and report results.

<u>ISTE Standard 4: Critical thinking, problem solving, and decision making:</u> Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
ISTE.4.a. - Identify and define authentic problems and significant questions for investigation.
ISTE.4.b. - Plan and manage activities to develop a solution or complete a project.
ISTE.4.c. - Collect and analyze data to identify solutions and/or make informed decisions.
ISTE.4.d. - Use multiple processes and diverse perspectives to explore alternative solutions.

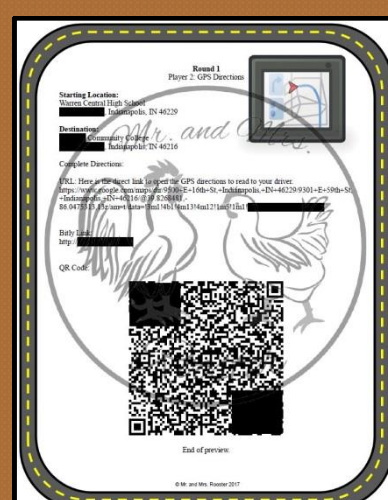
<u>ISTE Standard 5: Digital citizenship:</u> Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
ISTE.5.a. - Advocate and practice safe, legal, and responsible use of information and technology.
ISTE.5.b. - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

DRIVE ON GOOGLE MAPS!



Lesson Includes:

*Google Maps - GPS Buddy Lesson Plan (PDF)
*7 Destination Rounds for students to practice their maps skills!
*Teacher Cheat Sheet and Delivery Methods (PDF)
*2 Player Direction Sheets (18 pages!) (PDFs)
*Exit Slip (PDF)
*ISTE and Common Core Standards alignment!
*4 Delivery Methods!
*Printable and up-loadable options to use through Google Classroom!
*Google Classroom tips & resources to get Classroom up and running!
*Ready-to-Post online directions! (PDF & DOCX)
*Natural progression of difficulty after every round!
*Easy grading when assigned through Google Classroom!



Round 1
Player 2: GPS Directions

Starting Location:
Warren Central High School
[redacted], Indianapolis, IN 46229

Destination:
[redacted] Community College
[redacted], Indianapolis, IN 46216

Complete Directions:

URL: Here is the direct link to open the GPS directions to read to your driver.
https://www.google.com/maps/dir/9500+E+16th+St,+Indianapolis,+IN+46229/9301+E+59th+St,+Indianapolis,+IN+46216/@39.8268481,-86.0475313,13z/am=t/data=!3m1!4b1!4m13!4m12!1m5!1m1![redacted]

Bitly Link:
http://[redacted]

QR Code:

End of preview.