



<b>INTRODUCTION TO SEARCH ENGINES (WEEK TWO)</b>				
<b>OUTCOME</b>	<b>ASSESSMENT</b>	<b>ACTIVITY</b>	<b>NYS STANDARDS</b>	<b>TIME</b>
Students will understand how search engines work	Post to 'Search Engines' item	<p>Participants will learn the basics of how search engines work by following links to resources that provide interactive/multimedia explanations.</p> <p>They will complete an assignment by responding to questions in the 'Search Engines' item</p>	<p><b>NYS ELA – Standard 1</b>  Students will read, write, listen, and speak for information and understanding.  Key Idea 1 – (Reading) Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; using knowledge from oral, written, and electronic sources.  PI c – Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects, and the world at large.</p>	<p><b>30 minutes</b></p> <p><b>30 minutes</b></p>
Students will explore some of the top search engines and the techniques to utilize them efficiently	Post to 'Comparing Techniques' item	<p>Participants will become comfortable with searching on Google and several other popular websites by visiting <a href="http://www.google.com">www.google.com</a> - the most popular search engine on the Internet - to complete an activity where they will compare search results using keywords and Boolean logic.</p> <p>In addition to learning searching techniques, other education related "google" features will be discussed.</p>	<p><b>NYS ELA - Standard 1</b>  Students will read, write, listen, and speak for information and understanding  Key Idea 1 (Reading) - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources  PI c- Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects, and the world at large</p>	<p><b>60 minutes</b></p> <p><b>30 minutes</b></p>
			<b>Total STE for Week Two</b>	<b>150 minutes</b>

<b>ADVANCED TECHNIQUES FOR SEARCHING (WEEK THREE)</b>				
<b>OUTCOME</b>	<b>ASSESSMENT</b>	<b>ACTIVITY</b>	<b>NYS STANDARDS</b>	<b>TIME</b>
Participants will examine common search mistakes and mishaps - regardless of which search engine they choose to use.	Post to 'Mistakes to Avoid' item	Participants will read an article on common searching mistakes and learn what behaviors to avoid when searching.	<b>NYS MST - Standard 2</b> Information Systems Students will access, generate, process, and transfer information using appropriate technologies. Key Idea 1 – Information Systems Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning. PI c - access needed information from printed media, electronic data bases, and community resources.	<b>40 minutes</b>
		They will complete an assignment by responding to questions in the 'Mistakes to Avoid' item		<b>20 minutes</b>
Participants will visit the ISTE NETS website to explore additional searching suggestions and the NETS.	Post to 'ISTE' item	Participants will be exposed to the ISTE website and the National Education Standards for students and teachers.	<b>NYS ELA - Standard 1</b> Students will read, write, listen, and speak for information and understanding Key Idea 1 (Reading) - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources PI a - locate and use school, public, academic, and special library resources for information and research - use primary and secondary sources, such as dictionaries and abstracts <b>ISTE Nets for Teachers – Standard 1</b> Technology Operations and Concepts Key Idea b. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	<b>90 minutes</b>
			<b>Total STE for Week Three</b>	<b>150 minutes</b>

<b>INTERNET SAFETY AND FILTERING (WEEK FOUR)</b>				
<b>OUTCOME</b>	<b>ASSESSMENT</b>	<b>ACTIVITY</b>	<b>NYS STANDARDS</b>	<b>TIME</b>
Participants will explore “kid” friendly search engines and Internet safety concerns.	Post to ‘Kid Friendly Searching’ item	<p>Participants will understand that kid friendly search engines exist and how to use them.</p> <p>Popular “safe” websites and “Cablevision’s Internet Smarts” will be explored and can be used with students in the future.</p> <p>They will complete an assignment by responding to questions in the ‘Kid Friendly Searching’ item</p>	<p><b>NYS MST - Standard 2</b> Information Systems Students will access, generate, process, and transfer information using appropriate technologies. Key Idea 1 – Information Systems Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning. PI c - access needed information from printed media, electronic data bases, and community resources.</p>	<p><b>60 minutes</b></p> <p><b>20 minutes</b></p>
Participants will learn about filtering and its relationship with Internet safety and school funding.	Post to ‘Filtering Facts’ item	<p>Participants will gain a general understanding about Internet content filters, why they are used, and how the block/allow lists can be altered - if necessary, by reading an article online.</p> <p>They will complete an assignment by responding to questions in the ‘Filtering Facts’ item</p>	<p><b>NYS MST - Standard 5</b> Impacts of Technology Key Idea: Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development. PI c - explain that although technological effects are complex and difficult to predict accurately, humans can control the development and implementation of technology.</p>	<p><b>50 minutes</b></p> <p><b>20 minutes</b></p>
			<b>Total STE for Week Four</b>	<b>150 minutes</b>

<b>WEBSITE EVALUATION (WEEK FIVE)</b>				
<b>OUTCOME</b>	<b>ASSESSMENT</b>	<b>ACTIVITY</b>	<b>NYS STANDARDS</b>	<b>TIME</b>
Participants will explore the purpose of website evaluation and its importance in education.	Post to 'Why Evaluate?' item	<p>Participants will learn how to validating websites for accuracy, authenticity, bias and usability. This will come by experiencing/exploring exemplary website evaluation lessons that are commonly used with students in all grade levels and subject areas.</p> <p>They will complete an assignment by responding to questions in the 'Why Evaluate?' item</p>	<p><b>NYS ELA - Standard 1</b> Students will read, write, listen, and speak for information and understanding. Key Idea 1 (Reading) - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources PI c- Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects, and the world at large</p>	<p><b>60 minutes</b></p> <p><b>30 minutes</b></p>
Participants will learn the skills necessary to become critical website visitors.	Post to 'Website Evaluation Skills' item	<p>Participants will understand the need for critical evaluation of website resources by reading two current news articles on the topic of website evaluation and compare them.</p> <p>They will complete an assignment by responding to questions in the 'Website Evaluation Skills' item</p>	<p><b>NYS MST - Standard 2</b> Information Systems Students will access, generate, process, and transfer information using appropriate technologies. Key Idea 1 – Information Systems Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning. PI c - access needed information from printed media, electronic data bases, and community resources.</p>	<p><b>40 minutes</b></p> <p><b>20 minutes</b></p>
			<b>Total STE for Week Five</b>	<b>150 minutes</b>

<b>CREATING YOUR WEBSITE EVALUATION &amp; INTERNET SEARCHING LESSON PLAN (WEEK SIX)</b>				
<b>OUTCOME</b>	<b>ASSESSMENT</b>	<b>ACTIVITY</b>	<b>NYS STANDARDS</b>	<b>TIME</b>
Participants will create their own lesson plans to teach their students the basic skills necessary for effective Internet searching and website evaluation	Post to 'My Lesson' item	<p>Participants will be exposed to several lesson plans incorporating successful website evaluation and Internet searching skills. They will decide which of these lessons could be incorporated into their curriculum and/or customized to fit their needs.</p> <p>Support will be offered on a one-on-one basis to achieve a quality lesson plan aligned to NYS standards.</p> <p>Participants will post their Internet Searching &amp; Website Evaluation lesson to 'My Lesson' item</p>	<p><b>ISTE Nets for Students Standard 5</b> - Technology research tools Key Idea a. Students use technology to locate, evaluate, and collect information from a variety of sources. Key Idea b. Students use technology tools to process data and report results. Key Idea c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.</p> <p><b>ISTE Nets for Teachers Standard 2</b> - Planning and Designing Learning Environments and Experiences Key Idea c. identify and locate technology resources and evaluate them for accuracy and suitability.</p> <p><b>ISTE Nets for Teachers Standard 6</b> - Social, Ethical, Legal and Human Issues Key Idea a. model and teach legal and ethical practice related to technology use. Key Idea d. promote safe and healthy use of technology resources.</p>	<b>145 minutes</b>
Course Evaluation	Post to 'Course Evaluation' item	Participants will complete a course evaluation form and post to the 'Course Evaluation' item	N/A	<b>15 minutes</b>
			<b>Total STE for Week Six</b>	<b>160 minutes</b>
			<b>Total STE for this Course</b>	<b>900 minutes = 15 hours</b>