

Learning Objective	Activity	NYS Standards	Assessment	Time
<ul style="list-style-type: none"> ➤ Introduction of participants ➤ Learning to use Caucus site 	<ul style="list-style-type: none"> ➤ Tutorial on Caucus ➤ Introduce yourself to the group by creating an electronic name badge. 	<ul style="list-style-type: none"> ➤ Standard 2 <u>Information Systems</u> Technology is used to communicate information. 	<ul style="list-style-type: none"> ➤ Name badge is posted in appropriate place ➤ Response to tutorial is posted 	.5 hr
<ul style="list-style-type: none"> ➤ All participants know the rules 	<ul style="list-style-type: none"> ➤ Read the rules of the road document and post a response. 	<ul style="list-style-type: none"> ➤ Standard 1 <u>E.L.Arts</u> ➤ Reading for information and understanding. 	<ul style="list-style-type: none"> ➤ In agreement with rules ➤ Responses are posted in appropriate area 	.5 hr
<ul style="list-style-type: none"> ➤ Participants are able to use technology to design a nature preserve 	<ul style="list-style-type: none"> ➤ View example excel file of a nature preserve. ➤ Build nature preserve using ms excel. ➤ Describe the activity in a post. 	<ul style="list-style-type: none"> ➤ Standard 5 <u>Computer Technology</u> ➤ Computers as tools for design, modeling and information 	<ul style="list-style-type: none"> ➤ Design is posted in the appropriate area. 	1 hr
<ul style="list-style-type: none"> ➤ Participants are able to research a website for information that could be used in a lesson. 	<ul style="list-style-type: none"> ➤ Find a good activity that you could use in your classroom. ➤ Post your activity and describe how you would present it in class. 	<ul style="list-style-type: none"> ➤ Standard 2 <u>Information Systems</u> Access needed information from media, and electronic databases. 	<ul style="list-style-type: none"> ➤ Responses posted. 	1.5 hrs
<ul style="list-style-type: none"> ➤ Participants will find information on environmental education. 	<ul style="list-style-type: none"> ➤ Read about the history of environmental education. 	<ul style="list-style-type: none"> ➤ Standard 1 <u>E.L.Arts</u> Reading for information and understanding. 	<ul style="list-style-type: none"> ➤ Response to the web-sites are posted 	1.5 hr
<ul style="list-style-type: none"> ➤ Participants will be able to access wimba site. 	<ul style="list-style-type: none"> ➤ Experience “wimba” after reading tutorial information and accessing the website for wimba. ➤ Try it out yourself. Can you wimba? 	<ul style="list-style-type: none"> ➤ Standard 5 <u>Computer Technology</u> Application of technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. ➤ 	<ul style="list-style-type: none"> ➤ Correct posting in forum. ➤ Response is posted in the correct forum. 	1.5 hrs
<ul style="list-style-type: none"> ➤ Participants will relate a writing activity to a science project. 	<ul style="list-style-type: none"> ➤ Write a fictional, man vs. animal, story after reading the story starter provided. This story should be short, no more than 1 screen. 	<ul style="list-style-type: none"> ➤ Standard 2 <u>E.L.Arts</u> Writing for literary expression and artistic creation. 	<ul style="list-style-type: none"> ➤ Story is posted in appropriate area 	1.5 hrs

<ul style="list-style-type: none"> ➤ Participants will explore careers in environmental protection. 	<ul style="list-style-type: none"> ➤ Go to the _____ website and read and respond to the article on working at The D.E.P. in NYS. 	<ul style="list-style-type: none"> ➤ Standard 1 <u>E.L.Arts</u> Reading for information and understanding. ➤ Standard 1 <u>Careers</u> Exploring career options 	<ul style="list-style-type: none"> ➤ Response is posted ➤ Questions are answered 	<p>1 hr</p>
<ul style="list-style-type: none"> ➤ Participants listen to exemplary debate using wimba. 	<ul style="list-style-type: none"> ➤ Experience an exemplary debate ➤ Post your reflections and describe how you would use this debate in the classroom. 	<ul style="list-style-type: none"> ➤ Standard 1 <u>E.L.Arts</u> ➤ Compare and synthesize information from different sources. 	<ul style="list-style-type: none"> ➤ Posting of description of the participants plan for delivering the debate activity in classroom. 	<p>1.5 hrs</p>
<ul style="list-style-type: none"> ➤ Participants will participate in a wimba debate. 	<ul style="list-style-type: none"> ➤ Prepare responses to assigned questions and present them in a synchronous wimba debate session. 	<ul style="list-style-type: none"> ➤ Standard 2 <u>Information Systems</u> ➤ Technology is used to communicate information. 	<ul style="list-style-type: none"> ➤ Participation in synchronous chat session is completed. ➤ Debate questions are responded to. 	<p>1 hr</p>
<ul style="list-style-type: none"> ➤ Participants will create a "debate" project that they can use in the classroom 	<ul style="list-style-type: none"> ➤ Create a project using a debate platform like the exemplary debate in the previous assignment. Design it around an environmental issue that may be important in your area of the state. 	<ul style="list-style-type: none"> ➤ Standard 5 <u>Computer Technology</u> Application of technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. ➤ Standard 1 <u>Science</u> (Inquiry) The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process. 	<ul style="list-style-type: none"> ➤ The power point is completed and posted in the appropriate area 	<p>2 hrs</p>
<ul style="list-style-type: none"> ➤ Participants will express sensitivity to diversity 	<ul style="list-style-type: none"> ➤ What modifications and accommodations could you make on the debate assignment for special education students? ...also view the attached power point on Special Education created by Jim McAndrew, then write your response. 	<ul style="list-style-type: none"> ➤ Standard 1 <u>E.L.Arts</u> Reading for information and understanding. ➤ Essential Elements of Standards Focused Middle Level Schools and Programs Essential Element 5: <u>Educational Leadership</u> Match instruction to student's varied learning styles and different intelligences. 	<ul style="list-style-type: none"> ➤ Modifications to the power point assignment are made and posted ➤ Response to the power point on Special Education is posted 	<p>1 hr</p>

➤ Course is evaluated	➤ Complete the evaluation form and post	➤ Standard 3 <u>E.L.Arts</u> Read and write for critical analysis and evaluation.	➤ Evaluation posted	.5 hr
------------------------------	--	--	----------------------------	--------------