



Scrapbooking History!
Viri Pettersen



<i>Week #</i>				<i>Seat Time Equivalent</i>
<i>Outcome</i>	<i>Activities</i>	<i>Assessment</i>	<i>Standards</i>	
<i>Week 1A – Days 1 – 4</i> Introduction/ “Classroom Basics”	“Painting a Picture of Yourself – An Introduction”: Asynchronous discussion on class discussion board through Electronic Name Badge and supplemental threads. Intro Survey Elluminate session – Instructor intro	Response – Electronic Name badge Survey Completion	NYS ELA#1: Standard 1: Language for Information and Understanding NYS ELA#4: Standard 4: Language for Social Interaction	1 hour
<i>Week 1B – Days 5 – 7</i> Using Bookmarking Web Sites Scrapbook 101	“Bookmarking on the Internet”: Asynchronous discussion on class discussion board through “Bookmarking Basics” thread. “Scrapbook 101 – Three Scrapbooking Ideas”: Asynchronous discussion on Three Scrapbooking Ideas	Response - Bookmarking Basics Response – Three Scrapbooking Ideas	NYS ELA#1: Standard 1: Language for Information and Understanding	.5 hour

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<p><i>Week 3A – Days 1 – 4</i></p> <p>Creating Your Scrapbook, Part I</p>	<p>“My First Entry” – Participants will create a sample first entry for the scrapbook. Synchronous and/or asynchronous discussions held within group for evaluation of goals and correlation to standards. Elluminate session designed to share instructor scrapbook components and discuss ideas for first entry by student participants.</p>	<p>Response - “My First Entry”</p>	<p>NYS ELA#1: Standard 1: Language for Information and Understanding</p> <p>NYS ELA#2: Standard 2: Language for Literary Response and Expression</p> <p>NYS ELA#3: Standard 3: Language for Critical Analysis and Evaluation</p>	<p>2 hours</p>
<p><i>Week 3B – Days 5 – 7</i></p> <p>Developing Rubrics</p>	<p>“Rubric-Mania” – Participants will work on a scrapbook rubric. Asynchronous or synchronous group discussion of rubrics created by group members.</p> <p>Asynchronous posting by individual members on class board.</p>	<p>See Rubric – “Developing Rubrics”</p> <p>Completed Scrapbook Rubric</p>	<p>NYS ELA#3: Standard 3: Language for Critical Analysis and Evaluation</p>	<p>1 hour</p>

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<p><i>Week 4 – Days 1 – 7</i> <i>Week 5 – Days 1 – 7</i></p> <p>Creating Your Scrapbook, Part II</p>	<p>“Super Scrapbooks” - Participants will create a sample rubric on the topic(s) of their choice. Asynchronous and synchronous group discussions on scrapbooks.</p> <p>Asynchronous postings by individual members on class board.</p> <p>Synchronous class discussion via online (Elluminate) chat with teacher for question/answers. Students will be broken into small groups to discuss and share contents on scrapbook as part of the building process. Instructor will serve as moderator. (Tentative: Week 4 – day 3 and Week 5 – day 3).</p>	<p>See Rubric – “Super Scrapbooks”</p> <p>Note: Week 4 – Days 1 – 7 (Four Pages without cover due on Day 7) Week 5 – Days 1 – 7 (completed scrapbook due on Day 7)</p>	<p>NYS ELA#1: Standard 1: Language for Information and Understanding</p> <p>NYS ELA#3: Standard 3: Language for Critical Analysis and Evaluation</p>	<p>7 hours (Weeks 4 and 5 total)</p>
<p><i>Week 6B – Days 5 – 7</i></p> <p>Creating Bibliographies/ Wrapping Up!</p>	<p>“Basic Bibliographies” – Participants will develop a scrapbook bibliography. Individual response posted on class discussion board by student.</p>	<p>End of Class Survey</p>	<p>NYS ELA#1: Standard 1: Language for Information and Understanding</p> <p>NYS ELA#4: Standard 4: Language for Social Interaction</p>	<p>.5 hour (15 minutes bibliography development; 15 minutes concluding survey)</p>



Note: Scrapbook contents may address the following NYS Social Studies Standards:

Social Studies

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to Demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Standard 4: Economics

Students will use a variety of intellectual skills to Demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.