Technology Infused Learning

	21st Century Learning Plan
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Learning Goal (What do you want your learners to be able to know/do? This is the content.)	**While using technology and technology tools, the students will learn the process of how a bill becomes a law.** • The students will learn the 2 types of bills (private and public bills). • The students will learn the differences between the three types of resolutions (joint resolutions, concurrent resolutions and riders). • The students will learn how bills are introduced (first reading, pigeonholing, committee hearings, and reporting a bill). • The students will learn about what floor action is. • The students will learn about debating and amending bills and voting on bills. • The students will learn about the final steps in passing bills (conference committee action, Presidential Action). • The students will learn about Vetoing Bills (line item veto and congressional override). • The students will learn about Registering Laws. **The Standard is:** **Grade 8, Government**, Students use knowledge of the purpose, structures and process of political systems at the local, state, national and international levels to understand that people create systems of government as structure of power and authority to provide order, maintain stability and promote the general welfare. **Benchmark B** (8.) Describe the process of how a bill becomes a law. **ISTE national technology standards for teachers and for Coaches (NETS-T and NETS-C):** **C-5. Digital Citizenship** Technology coaches' model and promote digital citizenship.
New-Age Skills (What 21st Century Skills do you want your learners to	• The students will be computer literate (After completing the Webquest).

acquire in this activity?)	- The students will know how to send and access emails. - The students will know how to use several different types of technology tools to complete the WebQuest. - The students will know how to access, create, download, and upload files and documents to the schools (LMS) Learning Management System using a computer. - The students will acquire Critical Thinking Skills **(Bell Work, Graffiti Board, Quiz)** - The students will acquire Creativity and Research Skills **(Bubbl.us)** - The students will acquire Brainstorming Skills **(YouTube Videos)** - The students will acquire Reasoning Skills **(PDF Articles, Homework)** - The students will acquire Public Speaking and Presentation Skills **(Podcast)** - The students will acquire Planning Skills **(Intrinsic Motivation)** - The students will acquire Synthesizing Informational and Processing Skills **(PDF's, and the Content)**
Audience (Who will you be teaching?)	**Grade 8 Social Studies** Litchfield Middle School (Akron, Ohio) 22 Children (14 African American, 5 European, 2 Hispanic, 1 Chinese)
Summary (This is the 'meat' of your plan. What exactly are you going to do with your learners? **Keep in mind the November article on automating vs. informating!)	**Bell Work Assignment: (Guided Instruction)** Use prior knowledge to answer the daily question. Today's question (open-ended): How do bills and laws differ? **Graffiti Board** will be used to record student's comments & questions about the topic. (The purpose of this strategy is to help students hear other's ideas) **While using computers and computer tools**: - Students will first start by going to the WebQuest website and follow instructions. - Students will watch YouTube videos containing content and tutorials (instructions) and take notes. - Students will download PDF's and take notes. - Students will complete online (Google Doc) embedded Quiz. - Students will complete and upload their (Bubbl.us) illustration of how a bill becomes a law and upload it to the school's Learning Management System. - Students will download and complete homework worksheet

	(PDF) and upload a (Word Doc) to the school's Learning Management System. • Students will create and upload a podcast (MP3 or WAVE file) explaining the process of how a bill becomes a law and upload it to the school's Learning Management System. • After completing and uploading all assignments of the WebQuest to the school's Learning Management System, students will log off computers and form two groups in the classroom to test their skills on the Constitution while playing **(Jeopardy Power Point Game using the overhead projector)** this will be an introduction (segue) to our next class lesson.
Resources (What resources will you use to achieve your goals, tools, websites, technology, etc)	• **Computers (Internet)** • **Downloadable PDF's** • **Goggle Docs (Embedded Quiz)** • **WebQuest (Google Sites)** https://sites.google.com/zips.uakron.edu/raphaels-social-studies-room/home • **YouTube Videos (Informative)** https://www.youtube.com/watch?v=ek_gS4dBfLU https://www.youtube.com/watch?v=FFroMQlKiag • **Podcast (Tutorial)** For MAC: https://www.youtube.com/watch?v=aiZltqOES8c For PC: https://www.youtube.com/watch?v=G_Mxz5JzR1o • **Overhead Projector (Jeopardy Power Point Template)**
Deliverable (How will your learners demonstrate that they have achieved your learning goal?)	**Turn in Assignments:** • Create an Illustration using (Bubbl.us) technology tool • Complete an online (Goggle Doc) embedded Quiz • Complete homework questions PDF (Word Doc) • Create a Podcast (MP3 or WAVE file) using a technology tool that allows them to record themselves speaking.
Feedback (How will you provide feedback to your learners)	• I will attach a rubric, so students will know what is expected. • I will provide feedback as they work on the WebQuest (During the learning, In class). • I will provide feedback to the students via email (after grading assignments).

Description: I taught this technology infused lesson plan to a group of (22) 8th grade Social Studies students at Litchfield Middle School in Akron, Ohio during my student teaching process. The lesson was entitled; How a Bill Becomes a Law. The students had to use computers to complete the WebQuest interactive lesson. The students also had to use technology tools to complete two of the assignments included in the WebQuest. The WebQuest was developed to

align the Ohio Content Standards in Social Studies with classroom instruction using technology. This technology infused WebQuest also meets the ISTE Technology Standards guidelines.

Impact: This technology infused WebQuest employs a variety of instructional tools and resources that helps to impact student learning. The students will learn and see how technology can be implemented and incorporated into lessons to make them more engaging. The instructional design and interactive content of this interactive WebQuest helps to create a visual component that is sometimes missing in books and lectures. This Webquest uses videos, informational websites, online assessments, and Google Suite tools to give students a variety of learning tools. The videos embedded will provide the students with a visual learning that helps them to better see and understand the process of how a bill becomes a law.

Intent: The purpose and intent for creating this interactive technology infused WebQuest was to let inner-city urban (public school) children have access to computers and the internet so that they can gain 21st Century skills. This is also an effort put forth to eliminate the digital divide that we see a lot of urban inner-city children facing on a consistent basis. With the use of many forms of multimedia and technology, this WebQuest gives students a variety of ways to learn the process of how a bill becomes a law. This WebQuest is an effective means by creating a student-centered approach to learning. Teachers must have the understanding that students learn in different ways and have various learning styles. I believe that this is an excellent tool and an innovative approach to education. I understand the importance of technology, pedagogy, and content for teachers when developing lessons. This WebQuest is an example of how to successfully incorporate technology and social studies content.