

# ACCEPTABLE USE LESSON PLAN



## WEEK 1 - DAY 1

### Lesson Objectives:

- Review the SAISD Acceptable Use Policy
- Understand technical terminology with the SAISD Acceptable Use Policy
- Understand the purpose and meaning of the SAISD Acceptable Use Policy as it relates to students
- Develop a Classroom Acceptable Use Policy (class rules)

### Materials:

- Scope and Sequence - How to Teach Key Questions
- Resource 1.1 – SAISD Acceptable Use Policy (AUP) (pages 4-7) or online at <http://intranet/AdminProc/f/f26.pdf>
- Resource 1.2—Cornell Notes (possible assessment item)
- Teacher Computer
- Teacher Projector
- Graphic Organizer Software (Inspiration or CMAP)

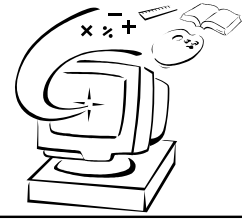
### Instructional Strategies:

- Whole Class – teacher led, student driven
- Reading for Understanding
- Class Discussion
- Class Brainstorming

### Instructional Flow:

- 1) Provide each student with one copy (paper or direct them to the online resource) of the SAISD AUP.
- 2) Provide each student with a copy of the Cornell Notes.
- 3) Allow students 5-10 minutes to read silently. Ask students to write down in the “Questions/ Main Ideas” portion of the Cornell Notes any terminology or statements they feel are important or significant in the AUP document.
- 4) After reading, utilize Inspiration to create a brainstorming diagram of the AUP as a class.
  - A) Within the Main Idea “bubble” type **SAISD AUP**
  - B) Ask students to contribute their thoughts about what the AUP is (what elements make up the main points of the document)
  - C) Use this activity to determine student understanding of what they read. Use open ended questions to lead students to think about meaning and how the policy may affect them.
- 5) Have student return to Cornell Notes and summarize the class discussion web on the notes section of the Cornell Notes handout
- 6) Using the information in the AUP brainstorming activity and the Cornell Notes, ask students to create a Classroom AUP, which will serve as the Class Social Contract.
- 7) Use Inspiration or MS Word to record student thoughts and ideas.
- 8) Publication method for displaying the Classroom AUP (rules) may be determined by the individual teacher.

# BIG 6 AND THE INTERNET LESSON PLAN



## WEEK 1 - DAY 2

### Lesson Objectives:

- Examine the Big 6© Information Problem Solving Model
- Gain understanding of Boolean search strategies
- Understand the uses of search engines on the Internet
- Utilize the Big 6© to plan an information search
- Utilize the Internet of obtain information

### Materials:

- Scope and Sequence - How to Teach Key Questions
- Resource 1.3 - Cornell Notes (possible assessment item)
- Resource 1.4 - Big 6© Information Problem Solving Model (possible assessment item)
- Teacher Computer
- Teacher Projector
- Web Browser
- Graphic Organizer Software (Inspiration or CMAP)  
(CMAP may be substituted for Inspiration. Download Appendix A; Tutorials Appendix B)

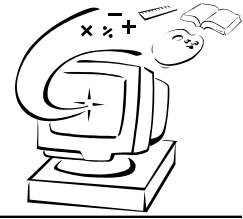
### Instructional Strategies:

- Whole Class – teacher led, student driven
- Practical Application
- Class Brainstorming
- Class Discussion

### Instructional Flow:

- 1) Provide students with Cornell Notes.
- 2) Ask students to write down a variety of ways in which they find information.
- 3) After a few minutes, ask the students to share their strategies with the class (Use Inspiration or CMAP to collect thoughts and ideas).
- 4) At this point, the teacher needs to address the concept of a search engine and other search tools available online.
- 5) Open a Web Browser for the class to view, utilize one or two search strategies to view the total number of hits found on any topic.
- 6) Have the students brainstorm on ways in which they can refine their search on the internet to limit the number of sites that appear in the search engine (teachers may have students write these items within the Cornell Notes or utilize Inspiration to support a class brainstorm web).
- 7) Lead the students into a discussion about Boolean search strategies.
- 8) Perform the same search utilizing Boolean strategies.
- 9) Ask students for feedback on the usefulness of Boolean searches versus keyword searches (students may summarize this information within Cornell Notes or as a class incorporating the information into the class brainstorm web).
- 10) Provide each student with a copy of the Big 6© Problem Solving Model.
- 11) Discuss with the students that this is a strategy to help organize research.
- 12) Introduce the concept of Fair Use and Copyright by telling students they will be asked to research the two terms in the next class period.
- 13) Have the students begin to complete a Big6© worksheet to help organize their search for the next class period.

# COPYRIGHT AND FAIR USE LESSON PLAN



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## WEEK 1 - DAY 3

### Lesson Objectives:

- Demonstrate an understanding of Boolean search strategies
- Demonstrate the ability to effectively locate information via the Internet
- Demonstrate the ability to utilize the Big 6© information problem solving model to plan research
- Analyze the difference and similarities of Fair Use and Copyright

### Materials:

- Scope and Sequence - How to Teach Key Questions
- Resource 1.4 - Big 6© Information Problem Solving Model (possible assessment)
- Resource 1.5 - Cornell Notes (possible assessment)
- Web Browser (student use)

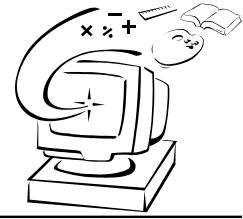
### Instructional Strategies:

- Information Problem Solving
- Practical Application

### Instructional Flow:

- 1) Have students access the Big 6© Information Problem Solving Model from the previous day.
- 2) Have the students complete the Big 6© handout to guide their internet searches.
- 3) Explain to students the main goal is to distinguish between Copyright and Fair Use.
- 4) Using the Cornell Notes have the students record the following:
  - A) Boolean or keyword search terms used
  - B) Website addresses of information used
  - C) Notes about the difference and similarities of Copyright and Fair Use.
- 5) Allow the students the class period to collect information about Copyright and Fair Use.
- 6) Summarization of Cornell Notes at the end of class may be used as a closing activity to check for understanding.

# COPYRIGHT AND FAIR USE LESSON PLAN



## WEEK 1 - DAY 4

### Lesson Objectives:

- Demonstrate an understanding of Copyright and Fair Use
- Analyze the differences and similarities of Fair Use and Copyright
- Introduce the importance of source citation

### Materials:

- Scope and Sequence - How to Teach Key Questions
- Teacher computer
- Teacher projector
- Graphic Organizer Software (Inspiration or CMAP) (CMAP may be substituted for Inspiration. Download Appendix A; Tutorials Appendix B)
- Resource 1.6 - APA Source Documentation
- Resource 1.7 - APA Citation Examples

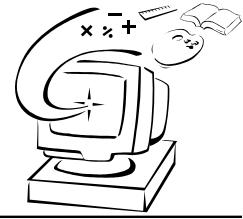
### Instructional Strategies:

- Class Brainstorming
- Group Collaboration
- Class Discussion - Teacher Led, Student Driven
- Reading for Understanding
- Practical Application

### Instructional Flow:

- 1) Have students access their Cornell Notes on Copy Right and Fair Use.
- 2) Using Inspiration, access the Venn Diagram Template
  - A) within Inspiration, click on File
  - B) Choose Open Template
  - C) From the Templates Folder, Open the Thinking Skills Folder
  - D) Choose Venn Diagram
  - E) Click Open
- 3) Explain to students the concept behind a Venn Diagram.
- 4) Have the students provide the similarities and differences between Fair Use and Copyright based on their research and documentation within their Cornell Notes to be added to the Venn Diagram by the teacher or class scribe.
- 5) Ask the students if they followed Copyright or Fair Use guidelines in their searches.
- 6) Allow this discussion to lead into Source Citation.
- 7) Provide students with the APA Source Documentation and demonstrate or walk students through several examples of source citation.
- 8) Have students cite the sources used for the Copyright and Fair Use Activity on the back side of the Cornell Notes. Students may need to return to the websites to obtain all the information needed to properly cite the sources.

# VALIDITY AND RELIABILITY LESSON PLAN



## WEEK 1 - DAY 5

### Lesson Objectives:

- Demonstrate an understanding of Copyright and Fair Use
- Demonstrate the ability to cite sources properly
- Evaluate the importance of source citation as it relates to validity and reliability of sources
- Identify and understand the various types of web publications available online
- Understand how to test for reliability and validity

### Materials:

- Scope and Sequence - How to Teach Key Questions
- Resource 1.8 - Evaluating for Validity and Reliability
- Resource 1.9 - Cornell Notes: Evaluating Websites (assessment item)

### Instructional Strategies:

- Class Brainstorming
- Group Collaboration
- Class Discussion
- Reading for Understanding
- Practical Application

### Instructional Flow:

- 1) Have students complete the source citation from the previous day.
- 2) Ask to students how many of the websites they used in their research had the information posted online, allowing for proper citation. Allow students to discuss what they could and could not find.
- 3) Lead the students into a discussion about how to determine if the writer of the online article or webpage is truly an expert. - Lead students to thinking about and understanding Reliability and Validity of information.
- 4) After discussion, provide students with the Evaluating for Validity and Reliability handout.
- 5) Using Cornell Notes, have the students read the handout and take notes about the important ideas, questions, or comments they see as “things to look for” when assessing information online.
- 6) After reading, have the student discuss what they discovered through reading.
- 7) Direct the students to the Internet.
- 8) Have the students choose a topic of interest and using the Evaluating for Validity and Reliability handout, ask the students to keep a tally of those sites that meet the criteria for a “good source” vs. a “bad source”.
- 9) Students should write down findings on their Cornell Notes.
- 10) After the Internet activity, bring students together to discuss findings.
- 11) As a closing activity, have the students summarize their thoughts and ideas using Cornell Notes.