

**Moss Point High Schools Lesson Planning Guide**

<b>Teacher: Roderick Moore</b>	<b>Subject: College and Career Readiness Digital Citizenship</b>	<b>Grade: 12th</b>	<b>October 16 to November 27th, 2023</b>
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**Standard(s)**

**MS-CCR Standard(s): Classroom Expectations Review**

**1.1. Explain what it means to be college- and career-ready.**

- 1.1a, Define college- and career readiness.
- 1.1b. Explain and illustrate what 21st-century skills are and why they are needed to be college- and career-ready.
- 1.1c. Distinguish hard and soft skills and how they apply to postsecondary and the workforce.
- 1.1d. Determine the college- and career-readiness skills needed for postsecondary college/university or a career. CTE Unit 8: Digital Literacy 2. Demonstrate proper etiquette when collaborating, communicating, a. Identify cyberbullying, cyberstalking, and other inappropriate online behaviors. b. Analyze how cyberbullying, cyberstalking, and other inappropriate online behaviors can affect individuals and groups of people. c. Research state and national laws and policies concerning cyberbullying, cyberstalking, and other inappropriate online behaviors. MISSISSIPPI Standards Page 4 Banzai Updated August 2023 Personal Finance Elem. Middle High Digital Citizenship College & Careers Library and Citizenship and using digital media. d. Discuss strategies that can be used to protect an individual's online privacy. e. Explain the importance of respecting other people's opinions online. f. Identify the responsible use of social media and how to apply it to individual social media accounts. 3. Evaluate the impact of social media on digital communities. a. Explore how social media sites/apps contribute to building online communities. b. Analyze the advantages and disadvantages of social media sites/apps. c. Investigate the impact personal social media accounts can have on college and career options. 5. Explore the various facets of internet privacy. a. Identify ways in which websites collect personal data on its users. b. Compare the advantages and disadvantages of websites collecting personal data. c. Compare private versus public information. d. Demonstrate how to set privacy settings and update them on a regular basis. e. Explore the impact of an individual's digital footprint. f. Explain how a digital footprint can impact college and career choices. g. Investigate security measures that can be taken to protect an individual's identity. h. Discuss the characteristics and purpose of a strong password. i. Identify security measures that websites take to protect their users' identities.

Scholarship Information!!

I wanted to email our local high schools to let you know that several Hinds scholarships have moved to

**Essential Question(s):**

**What college have you applied to and got a response from this month ?**

**What are hard and soft skills?**

Explain and illustrate what 21st-century skills are and why they are needed to be college- and career-ready.

a new scholarship portal called ScholarshipUniverse (SU). The following Hinds scholarship applications are now housed in ScholarshipUniverse:

- All Foundation Scholarships
- The Valedictorian & Salutatorian Scholarship
- The Eagle Scout and Gold Award Scholarship

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- The Career/Technical Competition Winner Scholarship
- High School Equivalency Diploma Scholarships (which do not apply to your current students)

Departmental Scholarships

Department scholarships such as Band, Music, Dance, STEM, and Honors, still have their own scholarship applications. Each Hinds scholarship listed at [www.hindscc.edu/scholarships](http://www.hindscc.edu/scholarships) includes either a link to ScholarshipUniverse or a link to the individual application required by that scholarship. So, when a student visits each scholarship page and reads the instructions, they'll be directed to the right spot!

**Key Vocabulary:**

Goals  
FAFSA  
Total Cost of College  
Banzai Vocabulary

**Digital Citizenship****Materials/Resources:**

<https://www.wapt.com/article/teenager-on-track-to-become-the-youngest-pilot-to-fly-solo-around-the-world/40824242>

**Learning Target(s):** *Scholars will be able to...*

- *Interpret, understand, and follow the routines and consequences set forth by JPSD and Ms. Battle/Tilden to help ensure a comfortable, fair, and safe learning environment*
- *Understand the classroom procedures and guidelines of the classroom*
- *Demonstrate Callaway High School Behavior Expectations*
- *Demonstrate Classroom Etiquette*
- *Demonstrate the use of FlipGrid*
- *Demonstrate the use of Active Student*
- *Create a Professional Gmail Account*
- *Understanding the use of Google Workspace*
- *Understand the purpose of College and Career Readiness*
- *Create Academic and Personal SMART Goals*
  - 1. Compare sources of personal income and compensation and analyze factors that affect net income. a. Analyze the monetary and non-monetary value of employee benefits in addition to wages and salaries. b. Identify non-income factors that influence career choice. c. Compare the unemployment rates of workers with different levels of education. d. Describe the relationship between gross and net income. e. Identify the parts of a paycheck stub and describe the purpose of deductions. f. Explain the purpose of income tax and how it impacts net income. g. Complete a W-4 form, Mississippi Employee's Withholding Exemption Certificate, and Form I-9.*
  - 2. Apply reliable information and systematic decision making to personal financial decisions. a. Explain how personal financial decisions affect oneself as well as others. b. Evaluate reliable resources for financial advice or representation when making financial decisions, including consulting attorneys, tax advisors, and/or financial planners. c. Investigate sources of up-to-date information regarding consumer rights and responsibilities. d. Describe how inflation affects financial decisions, including the price of goods and services. e. Explain the process of resolving identity theft problems as recommended by the Federal Trade Commission and relevant financial institutions. f. Develop a definition of wealth based on personal values, priorities, and goals. g. Discuss the importance of having a personal financial plan, including goals, a spend*

**PowerPoint Presentation, Teacher Google Site, JPSD Handbook, CCR Workbook**

**Key Vocabulary will display with definitions**

Digital Citizenship allows teens and kids (recommended ages 9-15) to practice navigating through online decisions securely.

Courses

- Internet Safety: Master cybersecurity skills as you navigate a hypothetical social media app called Cybr in this 40 minute course.
- Digital Wellness: Assess how your mental and physical health are impacted by technology in this 20 minute course.
- Cyberbullying: learn all about the damaging effects of cyberbullying and what to do when it happens to you.
- Vocabulary Practice: Reinforce learning outcomes by mastering important internet safety and cyberbullying terms.

These courses touch on important online practices such as: keeping information private, password protection, and developing research skills. Get started by signing up and selecting the Digital Citizenship Course.

MTAG and MESG Grants: Oct. 15, 2023

#### LessonPlanningGuide

ThisYearThemeMusic  
<https://youtu.be/3I59HqWbiu g>

## Registering for College

About 70 percent of high school students make the choice to go directly to college after high school, and the average college student graduates with over \$37K in debt. Unfortunately, sometimes students

are more focused on prom dates and senior pranks than they are registering and paying for that first semester of college.

We want students to remember that the more they save for college today, the better off they'll be come registration. The Banzai course app keeps college front and center by making it one of the main goals of Banzai Teen. Players will get a realistic idea of how much college registration costs and how their current lifestyle could affect saving up or leave savings accounts dry.

#### Lesson Planning Guide

<b>[REDACTED]</b>	
<b>Lesson Component</b>	<b>Duration Activities and Strategies</b>
Anticipatory Set (Hook)  Banzai  Departmentalize Scholarships	20 mins. Introduction/Icebreaker/Getting to Know Each Other: TTW allows scholars to introduce themselves and tell one thing they know about being college and career ready. Scholars will be given an index card and will write down something interesting they have done on the index card. After everyone has written down their interesting facts, they will throw them in the bucket, which will be shaken. The teacher will pull from the bucket first, read the index card, and try to match the interesting fact to a student. The teacher will pass the bucket to a student so the student will then pull from the bucket and try to match the interesting fact to a classmate.
Model/Input (I-Do)-Teacher-Guided	15 mins. The teacher will (TTW) discuss the 2023 Classroom Procedures and Guidelines Bailey-Starr Memorial Scholarship and Introducer google site.
Check for Understanding (Questions/Informal Check)	15 mins. As Google Site/PowerPoint is being presented the student will (TSW) be presented with questions and TSW use the turn-and-talk (classroom dialogue). TTW role-play enters the classroom and the scholars will have to determine if correct procedures and guidelines were followed.

<b>Guided Practice (We-do)-Teacher and Student</b>	<b>20 mins TSW completes the Scholar Information form. TTW guides scholars through the form and explains the importance of information. TTW discusses classroom contracts and TSW signs an acknowledgement form. Acknowledgement form indicates understanding of classroom procedures and guidelines, Callaway Behavior Matrix, JPS Handbook, and Bell Schedule.</b>
<b>Closure (Question/Clarify Misconceptions/Revisit Essential Questions)</b>	<b>5 mins TTW will ask scholars if there are any questions or concerns. TTW provides answers and addresses all concerns.</b>
<b>Independent Practice (You-do)-Students</b>	<b>5 mins Scholars will share what they anticipate learning from the College and Career Readiness course.</b>
<b>Check for Understanding and Lesson Wrap (Questions/Recap)</b>	<b>5 mins Exit ticket: TTW asks scholars to write a recap of the day's class in 3 sentences. TSW sign all necessary documents</b>

### Lesson Planning Guide

<b>Lesson Component Duration Activities and Strategies</b>	
<b>Anticipatory Set (Hook)</b>	<b>10 mins Scholars partner up with a classmate and present the interesting fact which was give during the first-class meeting.</b>
<b>Model/Input (I-Do)-Teacher-Guided</b>	<b>30 mins The teacher will review the Canvas, Active Student, and Clever with scholars. Scholars will navigate through all three learning applications to ensure access, their ability to login, and their ability to navigate. The teacher will share applications in Clever which will be used throughout the course, especially MajorClarity.</b>

<p><b>Check for Understanding (Questions/Informal Check)</b></p> <p><b>Guided Practice (We-do)-Teacher and Student</b></p> <p><b>Closure (Question/Clarify Misconceptions/Revisit Essential Questions)</b></p>	<p><b>10 mins</b> The teacher will quiz scholars on certain sections to access in Canvas, Active Student, and Clever to ensure scholars have access and are able to login.</p> <p><b>20 mins</b> The teacher will request for scholars to write a three-paragraph synopsis introducing themselves and what they are anticipating learning from CCR. This synopsis will be uploaded to their Canvas course for a daily grade and to ensure scholars have a complete understanding on how to upload an assignment to Canvas.</p> <p><b>10 mins</b> Scholars will address what college is and address any misconceptions and myths in an open dialogue with the class.</p>
<p><b>Independent Practice (You-do)-Students</b></p> <p><b>Check for Understanding and Lesson Wrap (Questions/Recap)</b></p>	<p><b>10 mins</b> Scholars will do a reflection (which will be uploaded in Canvas) on what college means to them and do they plan to attend college.</p> <p><b>5 mins</b> Teacher will discuss with scholars their college background.</p>

**Lesson Planning Guide**

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Lesson Component	Duration Activities and Strategies
<p><b>Anticipatory Set (Hook)</b></p>	<p><b>15 mins</b> Teachers will share their Google Site provide scholars with their background and to introduce the use of Google Sites which will be used as for the scholar’s final portfolio.</p>
<p><b>Model/Input (I-Do)-Teacher-Guided</b></p>	<p><b>10 mins</b> Teachers will share their background of how they became a CCR teacher and how it relates to their scholars.</p>
<p><b>Check for Understanding (Questions/Informal Check)</b></p>	<p><b>5 mins</b> Scholars will review questions about the teacher and their background.</p>

<p><b>Guided Practice (We-do)-Teacher and Student</b></p> <p><b>Closure (Question/Clarify Misconceptions/Revisit Essential Questions)</b></p>	<p><b>40 mins</b> Scholars will be introduced to Google Sites and how it will be utilized to build a Google Site which will be used in the scholars' final portfolio project. Scholars will watch <a href="https://www.youtube.com/watch?v=0woNTtlcxgM">https://www.youtube.com/watch?v=0woNTtlcxgM</a> to learn more about Google Sites.</p> <p><b>5 mins</b> Scholars will provide teachers with any questions lingering about Google Sites to discuss during the next class period.</p>
<p><b>Independent Practice (You-do)-Scholars</b></p>	<p><b>20 mins</b> Scholars will begin a Google Site using their JPS student e-mail address.</p>

**Check for Understanding and Lesson Wrap  
(Questions/Recap)**

**5 mins** Scholars will begin discussing e-mail addresses beyond their school e-mail address.



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<b>Lesson Component</b>	<b>Duration Activities and Strategies</b>
<p><b>Anticipatory Set (Hook)</b></p>	<p><b>10 mins</b> What are my skills? Scholars will utilize <a href="https://www.quizony.com/what-are-my-skills/index.html">https://www.quizony.com/what-are-my-skills/index.html</a> to define what their skills are.</p>
<p><b>Model/Input (I-Do)-Teacher-Guided</b></p>	<p><b>25 mins</b> Teacher will define and what skills are and digging deeper in what hard and soft skills. Scholars will watch <a href="https://www.youtube.com/watch?v=9EVfai-T8PQ">https://www.youtube.com/watch?v=9EVfai-T8PQ</a>.</p>
<p><b>Check for Understanding (Questions/Informal Check)</b></p>	<p><b>5 mins</b> Scholars will write down one hard and soft skill they have.</p>



<b>Guided Practice (We-do)-Teacher and Student</b>	<b>25 mins</b> Scholars and teacher will complete a skills set quiz at <a href="https://alis.alberta.ca/careerinsite/know-yourself/skills-quiz/">https://alis.alberta.ca/careerinsite/know-yourself/skills-quiz/</a> . Scholars will discuss the use of a SWOT analysis based on skills.
<b>Closure (Question/Clarify Misconceptions/Revisit Essential Questions)</b>	<b>5 mins</b> Review what are hard and soft skills.
<b>Independent Practice (You-do)-Students</b>	<b>20 mins</b> Scholars will complete a reflection on what skills are and the various skill sets. Scholars will discuss their strengths and weaknesses in different skill sets.
<b>Check for Understanding and Lesson Wrap (Questions/Recap)</b>	<b>5 mins</b> Discuss the importance of skills, hard and soft.

<b>[REDACTED]</b>	
<b>Lesson Component</b>	<b>Duration Activities and Strategies</b>

**Anticipatory Set (Hook)**  
**5 mins** E-mail Addresses:

Scholars sharing what an e-mail address is and how it should be named.

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<b>Model/Input (I-Do)-Teacher-Guided</b>	<b>20 mins</b> The teacher will discuss e-mail etiquette and how to properly create a professional student email address after high school. The teacher will discuss the do's and don'ts of creating a professional student email address after high school.
<b>Check for Understanding (Questions/Informal Check)</b>	<b>15 mins</b> Scholars will discuss e-mail etiquette and begin creating a professional student email address which will be utilized after high school.

<b>Guided Practice (We-do)-Teacher and Student</b>	<b>40 mins Scholars will create a new professional student email address. The new e-mail address will be evaluated for a daily grade, which will be utilized for upcoming college and career applications.</b>
<b>Closure (Question/Clarify Misconceptions/Revisit Essential Questions)</b>	<b>10 mins Scholars will discuss the importance of their new email address after graduation.</b>
<b>Independent Practice (You-do)-Students</b>	<b>5 mis Scholars will e-mail their teacher utilizing a new email address.</b>
<b>Check for Understanding and Lesson Wrap (Questions/Recap)</b>	<b>5 mins The use of a new email address beyond graduation will be utilized via Canvas and in scholars' digital portfolios.</b>

**NEW ANNOUNCEMENT**

Complete the Letter of Recommendation Assignments

Dear Scholarship Donor:

I enthusiastically recommend Bradmond-Lee Harewood for book stipends or any additional scholarships that she may apply for here. I've taught her for 2 years and I can count on this student for her to excel at any task placed before her. She has high honors and has been a member of both the Beta Club and National Honor Society, and will be at the top of the Senior class for 2024. She is a most worthy candidate and recipient of a scholarship and her academic achievements merits her recognition. While Bradmond-Lee Harewood is comfortable in the spotlight, does Bradmond-Lee Harewood not seek it to the exclusion of other academic and professional growth. Bradmond-Lee Harewood a superior student yet she has expressed interest in aspects of education ranging from math and science. Bradmond-Lee Harewood has excelled at citizenship and athletics. As a member of the Moss Point High School Soccer team, Bradmond-Lee Harewood has been a leader on the field and in the classroom. With all this being said, I gained the best insight into Mr. Harewood's character in a time of "Struggle." During the first semester of her junior year, unbeknownst to me, Bradmond-Lee Harewood threw himself into his books the fall semester, earning a 4.0 in all his classes. He is taking advanced math and science classes and now has faced many challenges and overcame them all. Bradmond-Lee Harewood has risen to the occasion and met every challenge.

Sincerely,

