CMS Lesson Plan

Teacher: N. Barber Lesson Date: October 19-23

Subject: Business and Computer Science

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| GSE Assessment Limits/Standards: MSBCS-BCSI-5: Students will discuss Internet safety and security issues. MSBCS-BCSI-6: Students will utilize the Internet as a resource. ELA6R2 – The student understands and acquires new vocabulary and uses it correctly in reading and writing. ELA6RC2 – The student participates in discussions related to curricular learning in all subject areas | Monday |
| **Lesson Objective/Learning Intention:** * Understand what identity theft is and why it is important to guard against it.
* Learn to recognize strategies that scam artists use to access private information.
* Learn how to guard against phishing and identity theft
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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  |  Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*Define the Word ScamAnswer the EQ |  |
| 510min | **Engage/Motivation:** What is identity theft? Define identity theft. Explain and review |  |
|  15min | **Whole:** How to catch a Phish. Define phishing. Complete activity  | **Questioning** |
|  10min | **Group Practice/Small Group Instruction:**Protect Yourself from online scam activity |  |
|  5min | **Closing Activities/Summary/DLIQ:** Review topic and conceptsReview reporting identity theft | **3-2-1** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:****Have students visit** [**onguardianonline**](https://www.onguardonline.gov/) **and complete the spam scan slam game.** |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*Accommodations will be made according to students IEP. |
| **Notes:** |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)-Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Literature Circles -Questioning the Author (QtA)-Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching-Strategy groups -Text annotation -Think aloud-Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes-Close Reading -Literature Circles -Questioning the Author (QtA)-Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching-Strategy groups -Text annotation -Think aloud-Think/Pair/Share -Writing Conferences |