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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Information Technology |
| **Course Name** | Web Technologies |
| **Lesson/Unit Title** | Using Online Search Tools to Locate and Evaluate Information |
| **TEKS Student Expectations** | **130.308. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (C) The student is expected to examine the role of certifications, resumes, and portfolios in the web technology profession  (D) The student is expected to solve problems and think critically  (2) The student identifies employment opportunities in the IT field with a focus in interactive media.  (A) The student is expected to identify job opportunities and accompanying job duties and tasks  (B) The student is expected to research careers of personal interest along with the education, job skills, and experience required to achieve personal career goals  (4) The student complies with practices and behaviors that meet legal and ethical responsibilities.  (A) The student is expected to explain and demonstrate ethical use of technology and online resources  (E) The student is expected to adhere to copyright and trademark intellectual property laws and regulations, including demonstrating correct acquisition and citation of sources  (G) The student is expected to demonstrate appropriate behavior and adherence to acceptable use policies when accessing and using online resources  (5) The student evaluates electronic information.  (C)The student is expected to synthesize information from data acquired from online resources |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | * Students will understand the difference between a search engine and a search directory. * Students will understand the various search techniques such as keyword, Boolean, and phrase. * Students will be able to explain the importance of computer ethics and proper netiquette, both in the workplace and socially. * Students will be able to describe various job opportunities, and the role information technologies plays in these fields. * Students will be able to show knowledge of the education level, certification, and skills related to careers they are interested in.   **Performance Objective:**  Upon completion of the lesson, students will be able to use online search tools to research and evaluate acquired information on careers and ethical responsibilities in the field of information technology. |
| **Rationale** | Students should be able to use online search tools to research and evaluate information on careers and ethical responsibilities in the field of information technology. |
| **Duration of Lesson** | 2 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | **Materials Needed:**   * Search Engine Activity Worksheet * Search Engine Presentation * Search Engine Quiz * Search Engine Quiz key   **Equipment Needed:**   * Each student will need a computer with Internet access. |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Have students open a search engine and type in the word “Cars” in the search field and look at the number of results. Discuss with students the importance of limiting the results to only those relevant to what they are looking for. Tell them they will be learning some techniques to make their internet searches more efficient. |
| **Direct Instruction \*** | 1. How Search Engines Work    1. Search Engine    2. Indexed    3. Spiders    4. Search Query    5. Search Field  |  |  |  |  | | --- | --- | --- | --- | | II. Search Strategies | | |  | | a. | Phrase Searching | |  | | b. | Keyword Searches | |  | |  | i. | Boolean Searches |  | |  | ii. | File type Searches |  | |  | iii. | Quick Information |  |  1. Evaluating Information    1. The Author    2. Type of Website       1. Personal Sites       2. Special Interest Sites       3. Professional Sites       4. Commercial Sites       5. News Sites  |  |  |  | | --- | --- | --- | |  | IV. | Students should complete the Search | |  |  | Engine activity and Quiz on their own. |   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | During the presentation, the students should have two search engines loaded. As search topics are shown, the students should enter the information to see the results.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Following the activity, the students should complete the Search Engine Activity. Much of the information students will be searching for will be related to their personal interests, so each student will be finding different results.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | Following the activities, the teacher should ask students how much faster it was for them to use some of the search techniques in locating their information. Explain that each search engine uses different filtering methods, so they should stick with search engines they are familiar for most of their searches, or when using a different search tool, look to see which filter methods it uses. |
| **Summative/End of Lesson Assessment \*** | The teacher should review the student’s completed Search Engine Activities. The teacher should verify the information provided by the student.  The students should complete the Search Engine Quiz.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | Content Developer Knowledge |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Following the lesson, the students can continue to search career options, including degree requirements, and salary expectations. For additional challenges have the students also search for advancement opportunities for their selected jobs. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA  Technology Student Association (TSA) |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)