

MODULE 1

Activity Title	Activity Description	Learning Objectives	Aligned Standards	Time Required	Timeline (month/date)
V.22: Computer Science Fundamentals: 5th Grade: Pre-Assessment: Lesson Plan	In this activity, students will take a Pre-Assessment assessing prior knowledge of the concepts and skills presented throughout this course. Instructors and students will then take time to establish procedures for logging in and navigating the course's recommended platform. Students will also practice opening, importing, and sharing files.	Students will be able to independently log in to a student Scratch account. Students will be able to send and receive Scratch files.	N/A	00:45 min	

MODULE 2

Activity Title	Activity Description	Learning Objectives	Aligned Standards	Time Required	Timeline (month/date)
Creating My Print	In this activity, students will discuss the many choices they make online and the way these choices develop their personal digital footprint. Students will work collaboratively to create posters answering key questions one should consider before going online.	Students will be able to describe how information and data spread over the Internet. Students will be able to evaluate the positive and negative aspects of their personal digital footprint.	IS-1C-18	00:20 min	
	In this activity, students will learn how the Internet works. Students will participate in a hands-on visualization representing the way packets move via routers and cables from one computer to another, reassembling	Students will be able to describe how information is sent and received over the Internet. Students will be able to model the process of breaking information into packets, transmitting the packets, and reassembling the information.	IS-CS-01 IS-CS-02 IS-NI-04	00:20 min	

Physical Education Pacing Guide Georgia High Schools

Yijin Wang



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Resources in Education ,1997 **Discipline in the Secondary Classroom** Randall S. Sprick, Jessica Sprick, Cristy Coughlin, Jacob Edwards, 2021-07-27 Improve student behavior and motivation with this comprehensive resource Discipline in the Secondary Classroom A Positive Approach to Behavior Management 4th Edition is an insightful treatment of the always challenging topic of discipline in the high school classroom The newly revised edition of the book incorporates a renewed focus on classroom management plans handling the use and misuse of electronic devices in the classroom and adapting instruction for a virtual classroom setting Discipline in the Secondary Classroom discusses other issues crucial to the successful management of secondary classrooms and include How behavior is learned Managing student work Managing the use of technology and electronic devices in the classroom Active engagement strategies for teacher directed instruction both the physical classroom and the virtual classroom Corrective strategies for misbehavior and inattention Maintaining a Cycle of Continuous Improvement to be a better teacher each year Perfect for grade 9 to 12 classroom teachers and educational administrators including principals assistant principals staff development professionals and consultants Discipline in the Secondary Classroom constitutes an indispensable resource for anyone aiming to achieve a civil safe and fair classroom environment

Research in Education ,1974 **Biomedical Index to PHS-supported Research: Project number listing, investigator listing** ,1989 **Research Grants Index** National Institutes of Health (U.S.). Division of Research Grants, 1971 **Research Awards Index** ,1983 Student Achievement Goal Setting Leslie Grant, James Stronge, 2013-10-11 The first book in the James H Stronge Research to Practice series focuses on improving student achievement through academic goal setting It offers the tools and plan of action to use performance data to improve instructional practice and increase student achievement

Comprehensive Dissertation Index ,1989 **Pull the Chocks, I'm Launching** Major General (Ret.) David E. B. (DEB) Ward, 2022-02-25 For as long as I can remember I always wanted to be a pilot and when I first saw F 80 fighter jets making practice gunnery passes on a firefighting training tower in Anchorage Alaska I knew I had to become a fighter pilot This experience happened when I was 12 years of age and during the period of the Korean War Seventeen years later I was invited to join the Oregon Air National and informed that I was going to become a fighter pilot in the 123rd Fighter Interceptor Squadron in Portland Oregon The squadron is known as the Redhawks My journey in this chapter of my life began in Miles City Montana the place of my birth Miles City bills itself as The Cow Capital of the West holds an annual bucking horse sale in May of each year and was the only American city in the contiguous United States to be bombed during World War II That feat was accomplished by our own U S Army Air Corps On both sides of my family my grandparents were ranchers and farmers and the hired workers on the ranch were trustees from the Miles City jail reform school teenagers and German POWs I spent summers in the country and rode a full size horse at the age of five I didn't ride a bicycle however until the age of eight when my family moved west to Portland Oregon

Circumstances in my life extending into early adulthood generated a host of highly unusual real life stories ranging from the humorous to the tragic several of which were woven into the fabric of then current events that made their mark in history The interesting people I came into contact with during these events contributed significantly to the richness of the experiences A divorce and remarriages by both of my parents sent my already active early life into a tumultuous spin In eight grades of schooling I attended six different elementary schools in three different states plus the Territory of Alaska Although we were settled for my years in high school and college those disruptive moves created a restlessness within me that made it a challenge at times to remain focused on my studies My selection as the University s Air Force ROTC Drill Team Commander and the program s Flight Indoctrination Program in which I received my Private Pilot License imbued me with the direction and confidence I needed to successfully complete Air Force pilot training which I did in South Georgia My first assignment after pilot training was as a T 33 jet pilot training instructor in Texas The T 33 was the trainer version of the Korean War vintage F 80 In meeting my need for speed I later converted as an instructor into the supersonic T 38 trainer After four years of instructing basic flight training I was reassigned to Korea as a Forward Air Controller and became the Air Division s T 33 flight program manager When I completed this overseas tour at the height of the Air War in Vietnam I resigned from the Air Force and joined the Oregon Air National Guard This started a new chapter in my life Walking for Little Children Robert Sweetgall,Robert Neeves,1987 Grade level 1 2 3 4 5 6 7 k p e i t

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