New Kid on the Block

Grade Cluster - 3-5

NETS-S – 5 - Digital Citizenship

Quick Look:

The class prepares for a student from China to enter their class. They are studying world cultures and select China as their focus. The students interact with the students in the Chinese classroom to learn about each other's school community, culture, and language. The students prepare for the new student using a *virtual world* called *ZON*, a multi-player online role-playing game for learning about the Chinese culture and speaking Mandarin Chinese.

Scenario:

The guidance counselor meets with the teacher and the class to talk about the new student from China that is joining their class in one month. The students learn that the new student's name is Yong Cheng and he is learning to speak English. The students are interested in learning more about China and his school. The counselor asks them if they can prepare to welcome the new student to the class and leaves a packet of information about Yong Cheng that can be shared with the students in the class. The student information packet contains basic information about the student including current address, family members, and his current school's name.

From the information, the teacher contacts the new student's current teacher via *email* and together they plan to have their students communicate and learn about each others' school culture and language. The Chinese students are learning English and the teachers arrange to have both classes use *email* to learn about each other's school. To prepare for the arrival of Yong, the Chinese teacher suggests having the English-speaking students use *ZON*, a multi-player online role-playing game to learn Mandarin Chinese, learn about China, and learn some basic Chinese words before he arrives. The two teachers arrange for the two classes to meet via *Skype*. They will meet twice before Yong Cheng leaves China. Since there is a twelve hour time difference between the two countries, the teachers identify 7:00 a.m. -8:00 a.m. and 7:00 p.m.-8:00p.m. as an optimal time to schedule the two meetings. (5a, b, c, d)(6a, b)

The classroom teacher introduces *ZON* to the students and describes an *avatar*, the three-dimensional representation of the computer user, used in computer games. The teacher also talks about the importance of students being respectful when they are working in the *virtual world*. The students have many questions, so they discuss how to be polite when they speak to another *avatar*, how to introduce themselves, and remind each other to make sure to use correct spelling and grammar. Students work together in small groups to solve the *ZON* challenges. Each student selects an *avatar* and begins the first of four challenges in *ZON*. They meet with the avatars of the Chinese students that also help them travel through *ZON*. The students are very interested in *ZON* and continue working at home. (5a, b, c)(6a, c, d)

Because of this role-playing game, the students are very excited about helping with the new student's transition and his acquisition of the English language. Using the *electronic whiteboard* and a *document camera,* the teacher and the students identify activities that support Yong's transition. Using a publishing program, they decide to create signs in English and Chinese to identify locations around the building and areas in the classroom. The teacher asks the class to remember that this work will be displayed in public and the students must follow the rules for using copyrighted material. The students work together and identify areas to put the signs. From their research, they find they can write the signs in three styles, English, Chinese characters, and Pinyan, a way to write Chinese words using the English alphabet. The students identify copyright free pictures from **Pics4Learning** they can use on the posters. Students make many posters and display them throughout the school and their classroom. (5a, b)

They then discuss what they can do to help Yong learn the English language. The students find many English-to-Chinese translators and select *Google Translate* to communicate with Yong and help him learn the language. Additionally, the teacher contacts the ELL (English Language Learner) teacher and together they arrange to have some volunteer students work with the new student when he arrives, using *RosettaStone*, a language learning software program. (5b, d) (6a, b, d)

As part of their Global Studies project, the teacher arranges for a Chinese-speaking member of the community to visit the class to help them learn a few words in Chinese and to talk about life in China. The students research music, pictures and videos that portray China and share their information with each other. The class cannot wait to start their *email* communication with the Chinese class to learn about each other's school. Both classes communicate using *email* to identify the similarities and differences between their classes. The teachers talk with their students about "netiquette" (network etiquette), and review the common-courtesy online rules of *email* and cyberspace. The teacher reminds the students to be aware that, due to cultural differences, there may be differences in network etiquette. (5a, b, d) (6a, b)

Each class prepares *multimedia* presentations, movies, and slide shows about their school and community and exchanges this information with each other. The students use *digital cameras*, scanners and microphones to record the sound and graphics and use *Audacity*, MS Office Picture Manager, and *Windows Movie Maker* to edit their work. From the information, the students gather using *email* and their conversations in *ZON*, each class prepares a two-minute video about the other class. For the culminating activity, the two teachers arrange for the two classes to meet via *Skype* to share and discuss their videos. (5b, d)(6a, b, d)

Finally, the day arrives for Yong Cheng to join their class! However, much to Yong Chen's relief, the students are truly prepared to welcome the New Kid on the Block.

Resources:
ZON virtual world
http://enterzon.com/
RosettaStone Chinese
http://www.rosettastone.com/learn-chinese

Google Translate
	http://translate.google.com/
Pics4Learning
	http://www.pics4learning.com/

Student Standards – The following NETS-S are noted in the Scenario:
	5. Digital Citizenship – A. B, C, D
	6. Technology Operations and Concepts – A, B, C, D

Teacher Standards –Teachers who teach this unit address the following NETS-T:
	1. Facilitate and Inspire Student Learning and Creativity - A,B,C,D
	2. Design and Develop Digital-Age Learning Experiences and Assessments – A,B,C
	3. Model Digital-Age Work and Learning – A,B,C,D
	4. Promote and Model Digital Citizenship and Responsibility – A,B,C,D
	5. Engage in Professional Growth and Leadership – A,B,C,D
	6.

Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

History & Social Science
H&SS3-4: Inquiry- Students conduct research by…
- Referring to and following a plan for an inquiry.
- Locating relevant materials such as print, electronic, and human resources.
- Describing evidence and recording observations using videotape, tape recorders, journals, or databases.
- Citing sources
H&SS 3-4:14 Civics, Government and Society - Students act as citizens by…
- Demonstrating positive interaction with group members.
- Identifying problems, planning and implementing solutions in the classroom, school or community.
H&SS3-4:16 Students examine how different societies address issues of human interdependence by…
- Identifying and describing ways regional, ethnic, and national cultures influence individuals' daily lives
A3-4:10 Visual Arts- Students show skill development when creating art by…
- Using various art tools and materials for specific purposes.