In respect to Scholar Strike being implemented in solidarity with the Black Lives Matter movement, Professor Gonzalez and I have determined that we shall dedicate this week’s session to the strike. Therefore, we will not hold a class session Wed. Sept. 9th. However, we will realign the focus of the philosophical content meant for our class session, allowing us to develop a short-related assignment.

Part 1:

1. Please visit the website: [https://academeblog.org/2020/09/02/scholar-strike/](https://academeblog.org/2020/09/02/scholar-strike/)
2. Research the associated sources and locate material that you desire to view.
3. Identify & confirm: security, legal status, ethical applications of content.
4. View Scholar Strike Videos: (Note several of many resources on YouTube.) [https://www.youtube.com/playlist?list=PLYUxPrLg-HnalLjpOv7VODn_ZHIQyzs_a](https://www.youtube.com/playlist?list=PLYUxPrLg-HnalLjpOv7VODn_ZHIQyzs_a) [https://www.youtube.com/watch?v=6Y-FQUyFO7U](https://www.youtube.com/watch?v=6Y-FQUyFO7U)

Part 2:

First, list 2-4 website addresses that you watched.

Then, write a brief response to each of the critical topics associated with BLM and how you anticipate it to impact the classroom setting. (i.e.: “When children learn to fear authority figures and not trust them, they are not likely to develop a healthy respect for worthy relationships. This will challenge our efforts to work collaboratively in the classroom.”)

Part 3:

Write three sentences related to your teaching philosophy which will reflect your sense of awareness and inclusiveness for all learners; given the context of the Black Lives Matters Movement.

Example:

As an educator I am dedicated to taking actions that address the current shortcomings of our educational system, thus providing access to successful learning opportunities for all learners.

I am committed to fighting against the school to prison pipeline. I choose not to depend on a punitive disciplinary system. I affirm the identities of all my learners and aim to facilitate their empowerment by speaking truth to power.

Keep this assignment simple and direct. The topic is a powerful source and could become too much too fast. Please monitor and keep to 1-1.5 pages.

*We will follow up on the philosophical content of your Portfolio Page at the end of September and in October.*
## Rubric

**Group Technology In-Class Assignment**

You've already rated students with this rubric. Any major changes could affect the assessment results.

### Group Technology Assignment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
</table>
| This criterion is linked to a Learning Outcome Within your group plan an experience that incorporates Ed Tech to provide opportunities for students | 3.0 pts
**Full Marks**
Group completely works together to plan an experience that incorporates Ed Tech to provide opportunities for students and ethical use noted. | 3.0 pts |
| | 2.0 pts
**Partial Mark**
Group plans an experience that partially incorporates Ed Tech opportunities for students. | |
| | 1.0 pts
**Partial Marks**
Group plans an experience that attempts to incorporate Ed Tech opportunities for students. | |
| This criterion is linked to a Learning Outcome Groups create an activity that shows students achieving and/or demonstrating content specific learning. | 1.0 pts
**Full Marks**
Group completely creates an activity that shows student achieving and/or demonstrating content specific learning. | 1.0 pts |
| | 0.0 pts
**No Marks**
Group does not create an activity that shows student achieving and/or demonstrating content specific learning. | |
| This criterion is linked to a Learning Outcome Group creates an activity that shows student self-assessment. | 1.0 pts
**Full Marks**
Group successfully creates an activity that shows student self-assessment. | 1.0 pts |
| | 0.0 pts
**No Marks**
Group does not create an activity that shows student self-assessment. | |

Total Points: 5.0