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**Lesson Plan**

Email

MODULE 8

This **lesson plan** was written for the Florida Public School System DIGITAL INFORMATION TECHNOLOGY (8207310) course. Funded by the Cyber/IT Pathways Program, Cyber Florida, and the Florida Department of Education.

**Digital Information Technology (8207310)**

This Lesson Plan is designed to aid high-quality instruction through the identification of components that support learning and teaching. Each section of this Lesson Plan is modeled after 2022-2023 CTE Standards and Benchmarks for Digital Information Technology (8207310) as published by the Florida Department of Education Student Performance Standards.

Email

# Module Overview

This module covers how to use email to enhance communication skills.

## DIT Textbook Chapter Overview

The *Email* and *Productivity Applications* chapters in the accompanying DIT textbook support the conceptual understanding of the content covered in this module*.*

## CTE Standard and Benchmarks

**Standard 08.0:** Use electronic mail to enhance communication skills. The student will be able to:

* **08.01** Describe and perform email capabilities and functions (e.g., create, send, & forward messages, organize email folders, manage signature and automated messages, configure message sensitivity, security, and delivery options).
* **08.02** Perform email activities (e.g., attach external files, save e-mail attachments, view mailbox details, schedule appointments, create contact groups).
* **08.03** Demonstrate an understanding of the ethical issues associated with electronic correspondences (e.g., employer’s ownership of email, public access of government email, appropriate uses in the workplace, phishing attacks, permanence of electronic communications on the internet).

**Continuity**

Students will have read all content included in the *Email* and *Productivity Applications* chapters to prepare for the lessons in this module.

Table 1 Continuity

| **Standard** | **Recommended Previous Lesson/Knowledge** | **This Lesson** | **Recommended Upcoming Lessons** |
| --- | --- | --- | --- |
| 08.01 | Students should read the *Email* section of the *Productivity Applications* chapter.  Students should read the *Email* chapter. | Students will learn the components and structure of email. | Students will use the knowledge from this lesson to learn future DIT modules. |
| 08.02 | Students should review the terms and definitions for email. | Students will complete the activities to assist them in becoming more familiar with the terminology. | Students will use the knowledge from this lesson to learn future DIT modules. |
| 08.03 | Students should read the *Email* chapter. | Students will review the issues with phishing attacks in email. | Students will use the knowledge from this lesson to learn future DIT modules. |

# Student Learning Outcomes

**Standard 08.01**

Students will identify the correct parts and functions that can be utilized with their email. Additionally, the student will identify the components of their email and define their purposes.

**Standard** **08.02**

Students will create an email which can be used for personal or business purposes. Students will compare the appropriate and inappropriate uses and methods involving email.

**Standard 08.03**

Students will determine whether an email is real based on certain criteria.

# Materials Needed

**Standard 08.01, 08.02, 08.03**

The standards are best met with each student having access to a computing device (personal computer, laptop, smart phone, or tablet) to explore the email application and create an email. Students will need access to their own email accounts to complete the assignments.

# Use of Space

Activities associated with all standards will require a classroom space that includes computing devices. If the space does not have computing devices, the teacher can consider the use of student personal devices (ex. smart phones, tablets, laptops). If the student does not have a computing device, the teacher can consider using a device for class demonstration purposes. For instance, the teacher could use their own school-supplied or personal computing device to demonstrate to all students. Consideration should also be given to where furniture and students are placed within the classroom to accommodate diverse needs.

# Prepare for the Lesson

Table 2 shows how the teacher and students should prepare for this lesson.

Table 2 Preparations

| **Teacher** | **Student** | **Assessment/Assignment** |
| --- | --- | --- |
| The teacher should read the *Email* chapter and the *Email* section of the *Productivity Applications* chapter.  The teacher should be proficient with the components of email and usage of email in a personal and business setting.  The teacher should consider if a computing device should be used for instruction if computer devices are not available for all students.  The teacher should read the chapter case and consider how to receive feedback from the students. | The student should read the *Email* chapter and study all terms.  The student should read the *Email* section of the *Productivity Applications* chapter.  Additionally, the student should read the case at the end of the chapter. | Standard 08.01, 08.02:  In-class activity where the students send an appropriate and specific email to their teacher referencing a specific assignment.  Standard 08.03: The teacher will engage students in a discussion of the ways to protect and manage email systems. The teacher will conduct a verbal discussion that includes appropriate and inappropriate uses and methods involving email.  Worksheets will assess the student’s ability to perform the activities in class.  The teacher will review the chapter case in class. The teacher will conduct a verbal discussion to solicit student responses and participation. Students will be assessed on the chapter case based on their written responses to the chapter case questions and in-class discussion.  An answer key and/or rubric is provided for all student activities. |

# Activities

Table 3 shows the student workload effort for each activity in this module.

Table 3 Student Activities and Workload

| **Activity** | **Description** | **Estimated Student Completion Time** | **DIT Standard Alignment** |
| --- | --- | --- | --- |
| Create and Send Email | Student sends an email to the teacher which reinforces the appropriate uses of email. | 15 minutes in-class | 08.01, 08.02 |
| Email Etiquette | Student identifies preferred etiquette for emailing a teacher about a specific situation. | 15 minutes in-class | 08.02 |
| Daily Email Bingo | Student checks email daily to obtain daily Bingo numbers to obtain prizes and rewards. | 5 minutes daily x 5 classes weekly | 08.01, 08.02, 08.03 |
| Chapter Case: I'm admitted to USF | Student reviews the case from the *Email* chapter and answers critical thinking questions. | 45 minutes in-class | 08.03 |

# Assessments

The teacher will evaluate the student’s ability to use email by assessing their ability to properly create and format an email using appropriate language and the proper use of the different email components in their email request to their teacher.

The teacher will follow up this assignment with the ongoing Bingo email activity to reinforce students email knowledge and encourage students to get into the habit of checking their email on a regular and consistent basis.

Additionally, the teacher will evaluate the student’s critical thinking ability as they work in the chapter case. The teacher will use the assessment for formative purposes and will provide feedback on the accuracy of the student’s response and on means to promote student success.

The teacher will score assignments on a scale of 1-4 measuring the level of understanding the student is able to communicate about the subject.

# Accommodations

Please adhere to the [Florida Department of Education (2018) Accommodations Assisting Students with Disability Guidelines](https://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf).

To reduce anxiety while completing activities, provide students with support while completing their assignments and sufficient time to complete their assignments in class.

Students can be encouraged to work with a peer to identify appropriate responses for the case scenario.