

Unit Plan Overall Idea Matrix

Topic
World Geography
Target Audience (make sure to describe number, age, and abilities of students)
The target audience for this lesson is a 10 th grade World History/Geography class with approximately 30 students. The students have prior knowledge of how to use programs such as Inspiration, SmartNotebook and SmartBoard software, iMovie, and Wikispaces. In addition, students have been introduced to ideas of concept mapping and research techniques. One student in the classroom has a brain injury and occasionally needs accommodations or modifications.
Overall Objectives
The students will <ol style="list-style-type: none">1. Given access to Inspiration software and an example, students working in groups will be able to demonstrate the relationship between people and their environment, and how culture relates to climate by completing concept maps with no more than three errors.2. After being taught an interactive lesson about reading climate and weather patterns on maps, students will be able to compile and present accurate information about how climate and weather patterns affect the people and culture of a particular region.3. Given access to the Internet and research materials, students will be able to compile and organize specific material about the people, climate, weather, and hazards (such as tornados, volcanoes, etc) of certain regions and present to the class.4. Given and example, time and methods to research, and collaborate climate regions, students will be able to give an oral presentation demonstrating at least ten accurate pieces of information about their assigned region.

Pass Content Standards that Will Be Addressed (Put number and copy and paste)

1. Standard 1 :The student will use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective.

2. Demonstrate the use of mental maps to organize information about people, places, and environments in a spatial context.
3. Analyze the spatial organization of people, places, and environments on earth's surface.
4. Design appropriate forms of maps incorporating elements of geographic information such as: relative/absolute location, direction, size, shape, elevation, and scale.

Standard5: The student will evaluate the interactions between humans and their environment.

1. Explain how human actions modify the physical environment.
2. Describe how physical systems affect human systems such as the impact of major natural hazards/disasters on humans.
3. Explain the changes that occur in the meaning, use, distribution, and importance of resources.
4. Observe and predict the possible economic effects and environmental changes resulting from natural phenomena (e.g., tornadoes, hurricanes, droughts, insect infestations, earthquakes, *El Nino*, and volcanoes).

Pass Instructional Technology Standards that Will Be Addressed (Put number and copy and paste)

Advanced Level prior to completion of Grade 12

Standard 1: The student will demonstrate knowledge of basic operations and concepts. And make informed choices among technology systems, resources, and services.

Standard 2: The student will demonstrate knowledge of social, ethical, and human issues.

1. Identify capabilities and limitations of contemporary, emerging technology resources, and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
2. Make informed choices among technology systems, resources, and services.
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.

Standard 3: The student will demonstrate knowledge of technology productivity tool.

1. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).

2. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.

Standard 4: The student will demonstrate knowledge of technology communications tools.

1. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).

2. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.

3. Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning.

4. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Standard 5: The student will demonstrate knowledge of technology research tools.

1. Evaluate technology-based options, including distance and distributed education, for lifelong learning.

2. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.

3. Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning.

4. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.

5. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Standard 6: The student will demonstrate knowledge of technology problem-solving and decision-making tools.

1. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.

2. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.

3. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Technology to be included in the Plan	How it will be Used	Materials that Need to Be Created
1) iMovie	Teacher(s) show a homemade movie demonstrating what the student's final project and presentation will look like. Students will observe the example of the presentation to get ideas for their own project. We will discuss the climate, food, and people of Hawaii as an example.	The iMovie is used as a model to show the students how their presentation should be organized and displayed. Only the teachers will

		create a movie.
2) Inspiration	Teacher(s) will show students how to organize their information about climates using an example concept map about Hawaii. We will use our concept map of Hawaii to demonstrate what is required for the project and how it should be organized. Students will use the teacher example to create their own concept map using information about their assigned climate region in the same format.	The teacher will create an example concept map, and the students will use the software to follow the example and create their own maps.
3) Smartboard	Smartboard will be used to teach the lesson of climate/weather mapping skills and climate/weather patterns of Hawaii. The teacher will use the lesson to demonstrate how they should read their maps of their climate region. Students will interact with the Smartboard lesson to better understand climate maps and weather patterns. They will take what they have learned from this lesson to research climate and weather in their assigned region.	The teacher will create a Smartboard lesson that will be used to show how to read maps relating to climate and weather. Students will not create a smartboard lesson, but will be expected to interact with our lesson and participate in discussion of weather climates.
4) Wikispaces.com	<p>A classroom Wikispace is used to lay out the presentation and project for the students. Teachers can keep track of students' project and monitor the progress.</p> <p>A homepage will be the teacher's example of the project and the resources used for the project. Pages will be created for the students' climate region and they will use it as an interactive tool with their group members.</p>	The teacher will need to create the Wiki and organize the pages. In addition, teacher will need to create an example of how the students' pages should look. Students will work interactively with groups to compile relevant information and data over their climate region. Information for the presentation should

		put on the wiki so teachers can let students know if they are on the right track.
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What technology will be needed to teach this lesson? (Specify type and number both Software and Hardware)

A classroom set of computers with **Inspiration** software and internet access is needed for this project. In addition, the teachers need access to a computer with **iMovie** and **SmartNotebook** software. A **SmartBoard** is needed for an interactive lesson and to show the teacher-created movie. Students will use **Wikispaces.com** to keep track of research.

Technology Unit Timeline Planner

**Must have one lesson plan for each individual plus at least one as group
(number of group members + 1).**

Lesson Topic	What Students Will Do	Time Allotted	Objectives Addressed (Copy and paste from above)	Technology Used	Person Responsible (or Group)
Teacher(s) show a homemade movie demonstrating what the student's final project and presentation will look like.	Students will observe the example of the presentation to get ideas for their own project.	45 min	4 (the movie is part of the example)	iMovie	Whole Group
Teacher(s) will show students how to organize their information about climates using an example concept map about Hawaii.	Students will use the teacher example to create their own concept map using information about their assigned climate region in the same format.	45 min	1	Inspiration	Lynsey Leemaster

<p>Teacher(s) will use the Smartboard to teach an interactive lesson explaining to how read climate and weather maps and how these patterns effect the population of a given area.</p>	<p>Students will interact with the Smartboard lesson to better understand climate maps and weather patterns. They will take what they have learned from this lesson to research climate and weather in their assigned region.</p>	<p>45 min</p>	<p>2</p>	<p>Smartboard</p>	<p>Lindi Williams</p>
<p>A classroom Wikispace is used to lay out the presentation for the students. Teachers can keep track of students' project and monitor the progress.</p>	<p>Students will contribute and interact with one another over their climate region and lay out their project in an organized manner.</p>		<p>3</p>	<p>Wikispaces</p>	<p>Sarah Johnson</p>