<Wikispaces>

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Overall Goal for the Lesson: Working in groups with wikispaces, the students will be able to compile information about their topics after viewing a teacher example page, with no less than ten researched examples present on their final page.

Description of classroom, grade level, and students: 10th grade, 30 students, with prior knowledge of how to use wikispaces, how to work in groups, and how to do researching online and in the library.

Student Objectives for the lesson. (Given a condition, the students will, to what level).

Given access to wikispaces online and with an example of a final project available, the student will participate in a group compilation of information with no less than ten individual pieces of information about the interaction between their climate and the people living in that location present on the final project page.

Length of Lesson: (minutes, number of class periods, or days or weeks needed).
One class period. About 45 minutes.

Schedule of Activities: (Break down your activity into a timeline of events. Focus on what students will be doing and what teachers will be doing during each part of the activity.)

1. The teacher will present an example of a finished wiki page using the wikispaces webpage. The webpage will contain no less than ten pieces of information about the climate of Hawaii and the interaction of the people living there with the climate. The researched topics will include but not be limited to ideas like weather patterns, traditional dress and food, important and hazardous weather events, traditional celebrations.
2. After viewing the example of a wikispace final project page, students will research how people adapt to different cultural climates by compiling specific information about clothing, food, housing, hazards, and weather patterns.

3. Based off the student's individual research, the group will include at least ten pieces of information (two pieces of information for each category) onto the final wikispace group page.
4. The assignment will take place during class and the teacher will be available for assistance.

PASS Content Standards Addressed (Copy and Paste from: http://sde.state.ok.us/Curriculum/PASS/default.html)

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 (Copy and Paste from: http://sde.state.ok.us/Curriculum/PASS/default.html)

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.

Assessments: How will these activities be assessed? (Go back to your objectives, what will the students do? Make sure that each objective is paired to an assessment measure that allows students to show it).

        In class, during the project, the teacher will examine the student's project, checking their progress, participating, and making sure that students have at least ten pieces of information for the completion of the project.

Accommodations: How might the lesson need to be adapted for students with special needs?

Students with a disability may need an aide or a classmate to help them create the wikispace. Working in groups will be beneficial for students who have a disability because his/her peers can help during the project. A student with a brain injury is in the classroom; his injury can cause him to have headaches, drowsiness, and inattentiveness. When he gets headaches, he will lay his head down on his desk for a minute. I will take his behavior into consideration when grading participation in the project.

Materials Needed: Go through each activity and identify what items (both technology and not) are needed to complete this lesson. Include a breakdown according to individual student or student groups. Include materials that need to be created as well.

1.Access to Wikispaces.
2. a computer with internet access.