

Engaged Learning Unit Jena Parish

Title of Project: *Flood Awareness in Fourth*

Subject(s): *Science, Language Arts, Social Studies*

Grade Level(s): *4th Grade*

Abstract:

Students will collaborate to create a website to increase flood awareness. Students will research areas throughout the United States that are in flood plains and create resources to send to those areas as well as information about the website. These resources will include a flood awareness brochure, narratives about their personal flood experiences, and a disaster supply list. Students will analyze and research soil-water retention, weather patterns, benefits of a flood, satellite images, FEMA, and disaster relief information to fully develop their website and resources. Students will collaborate with students in other areas that have experienced flood disasters through e-Pal to gain insight about flood disasters in other areas.

Learner Description/Environment:

Two fourth grade classrooms (possibly more) will collaboratively work together to create a published website (using Google Sites) that is available to other areas affected by floods. Students will work in pairs or small groups to research using laptops (from checked out laptop cart) and the Internet when appropriate. Students will publish brochures using Microsoft Publisher and create narrative accounts of their experiences using Microsoft Word. Students will rely on their own experience, research, and field experts from FEMA, weather forecasters/experts, and website designers to create their final products.

Time Frame: *This is a 30 day unit that requires 1 ½ hours each instructional day (total 45 hours). Time may need to change as it is determined that students need more or less time in creating the different pieces of their project. Flood Awareness Week is March 14 to 18, 2011. The aim is to present our final project to the community during this week.*

Learner Performances:

Students will be able to determine what causes a flood, the benefit of a floods, what precautions to take to prepare for a flood, and what to do after a flood hits. Students will be able to create a narrative writing piece, informational writing, and a basic website. Students will know how to present information in a meaningful way to showcase their understanding. This learning experience will address all levels of Bloom's taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation). This project really focuses on the synthesis level as students are ultimately creating website with the knowledge they have gained.

Standards Addressed:

See Appendix A for detailed standards.

Local/State Standards

English/Language Arts

ELA4R1.a, ELA4R1.b, ELA4R1.c, ELA4R1.d, ELA4R1.e, ELA4R1.f, ELA4R1.g, ELA4R1.h

ELA4W1.a, ELA4W1.b, ELA4W1.c, ELA4W1.d

ELA4W2(Narrative).a, ELA4W2(Narrative).b, ELA4W2(Narrative).c, ELA4W2(Narrative).d, ELA4W2(Narrative).e,

ELA4W2(Narrative).f, ELA4W2(Narrative).g, ELA4W2(Narrative).h

ELA4W2(Informational).a, ELA4W2(Informational).b, ELA4W2(Informational).c, ELA4W2(Informational).d,

ELA4W2(Informational).e, ELA4W2(Informational).f, ELA4W2(Informational).g, ELA4W2(Informational).h

ELA4W3.a, ELA4W3.b, ELA4W3.c, ELA4W3.d

ELA4W4.a, ELA4W4.b, ELA4W4.c

ELA4LSV1.a, ELA4LSV1.b, ELA4LSV1.c, ELA4LSV1.d, ELA4LSV1.e, ELA4LSV1.f, ELA4LSV1.g, ELA4LSV1.h, ELA4LSV1.i,

ELA4LSV1.j, ELA4LSV1.k, ELA4LSV1.l

ELA4LSV2.a, ELA4LSV2.b, ELA4LSV2.c

ELA4LSV2(Presentations).a, ELA4LSV2(Presentations).b, ELA4LSV2(Presentations).c, ELA4LSV2(Presentations).d,

ELA4LSV2(Presentations).e

Science

S4E3.a, S4E3.b, S4E3.c, S4E3.d, S4E3.e

S4E4.a, S4E4.b, S4E4.c, S4E4.d

Social Studies

SS4G1.a

ISTE.NETS

Engaged Learning Unit
Jena Parish

- 1.a, 1.b, 1.c, 1.d
- 2.a, 2.b, 2.c, 2.d
- 3.a, 3.b, 3.c, 3.d
- 4.a, 4.b
- 5.a, 5.b, 5.c
- 6.a, 6.b, 6.c, 6.d

Essential Questions:

- What weather patterns lead to a flood?*
- How can a flood be beneficial?*
- How can a community and a household prepare themselves for a flood?*
- What steps should a community take after a flood?*
- Where are floods most likely to occur?*
- How can I engage my audience by sharing a personal experience?*
- How can I teach my community about floods through informational writing?*
- What is the best way to present information I have become an expert on?*

Enduring Understandings:

- Flood awareness can lead to a safer community during the time of a flood.*
- While floods are dangerous, they ultimately can lead to benefits in the environment.*
- In the event of a disaster, it is important to be prepared.*
- Floods are more likely to occur in areas with flood plains.*
- Sharing our personal experiences can engage and interest our audience.*
- Teaching our community about floods can lead to more flood awareness and a safer environment.*

Higher-order Thinking Skills:

- Knowledge – Students will research to find their data for their project and recall that data through their writing and presentation.*
- Comprehension – Students will use their researched information to write informational pieces in their own words.*
- Application – Students will apply what they have learned to look at a “bigger picture” from the real world. Students will apply their knowledge to create flood awareness materials.*
- Synthesis – Students will create narrative writing, informational pieces, and, ultimately, a website to showcase their knowledge.*

The “hook” or Introduction:

Students will be provided with newspaper articles and online articles based on the flooding in Georgia in September 2009. Students will each be given a “thought bubble” graphic organizer. The students will look through and read the articles. Then, list their feelings and thoughts about the flooding that happened to our local area (Austell/Powder Springs, Georgia) on their “thought bubble” graphic organizer. Have a discussion with the students about their feelings and their experiences. Encourage students to share their thoughts and feelings from their graphic organizer. Pose the question: What advice would you give others you have gone through or who might have to deal with flooding? Give students the opportunity to share the advice they would give others. Then, begin discussing with the students the “Flood Awareness in Fourth” project.

Process:

<u>Day One</u>	<u>Day Two</u>	<u>Day Three</u>	<u>Day Four</u>	<u>Day Five</u>
<p>Teacher: Introduce hook activity. Guide students through newspaper articles when necessary. Discuss with students the final project that will be completed and the necessary elements of the project.</p> <p>Students: Complete the hook activity (newspaper from flood of September 2009) and Thought Bubble Graphic</p>	<p>Teacher: Discuss elements of narrative writing. Review that narrative writing can share a personal story. Encourage students to think back to the day/week of flooding. Explain that students will tell the story of their experience with the flooding to personally connect to their website audience.</p>	<p>Teacher: Discuss the drafting phase of narrative.</p> <p>Student: Students will draft their narrative stories about their flood experience.</p>	<p>Teacher: Discuss the revising and editing phases of the writing process. Model using a revising and editing checklist.</p> <p>Students: Students will revise and edit their writing piece.</p>	<p>Teacher: Review publishing routines. Remind students that ultimately pieces will be chosen by their peers to be put on the website; therefore, their writing should be their best. Collect pieces for assessment.</p> <p>Students: Students will publish their narrative pieces using Microsoft</p>

Engaged Learning Unit
Jena Parish

<p><i>Organizer. Develop understanding of the project.</i></p>	<p><i>Students: Students will begin brainstorming their ideas using a brainstorming graphic organizer.</i></p>			<p><i>Word. Students may include their own personal footage of the effects of the flood if available.</i></p>
<p><u>Day Six</u></p> <p><i>Teacher: Discuss with students the importance of collaborating with community members and others who have been affected by flooding to gain insight into our project.</i></p> <p><i>Students: Collaborate with the local community members as well as other flood-affected communities (possibly Louisiana or Alabama) via interviewing and the e-Pals program online.</i></p>	<p><u>Day Seven</u></p> <p><i>Teacher: Discuss with students the importance of collaborating with community members and others who have been affected by flooding to gain insight into our project.</i></p> <p><i>Students: Collaborate with the local community members as well as other flood-affected communities (possibly Louisiana or Alabama) via interviewing and the e-Pals program online.</i></p>	<p><u>Day Eight</u></p> <p><i>Teacher: Discuss with students the importance of collaborating with community members and others who have been affected by flooding to gain insight into our project.</i></p> <p><i>Students: Collaborate with the local community members as well as other flood-affected communities (possibly Louisiana or Alabama) via interviewing and the e-Pals program online.</i></p>	<p><u>Day Nine</u></p> <p><i>Teacher: Discuss with students the importance of collaborating with community members and others who have been affected by flooding to gain insight into our project.</i></p> <p><i>Students: Collaborate with the local community members as well as other flood-affected communities (possibly Louisiana or Alabama) via interviewing and the e-Pals program online.</i></p>	<p><u>Day Ten</u></p> <p><i>Teacher: Discuss with students the importance of collaborating with community members and others who have been affected by flooding to gain insight into our project.</i></p> <p><i>Students: Collaborate with the local community members as well as other flood-affected communities (possibly Louisiana or Alabama) via interviewing and the e-Pals program online.</i></p>
<p><u>Day Eleven</u></p> <p><i>Teacher: Discuss the next steps of the project. Explain that each student will be in charge of putting together a brochure or informational flyer on one of the following topics: disaster relief, what to do after a flood, weather patterns that can lead to floods, benefits of a flood, and flood plains. Students can work in groups to research and develop their piece. Review the rubric for the final product that will be turned in.</i></p> <p><i>Students: Choose topic and get together with groups to get a plan of action.</i></p>	<p><u>Day Twelve</u></p> <p><i>Teacher: Remind students that it is important that they become an expert in their content (especially when informing others about a topic). Explain the early steps of researching. Point out that students will take notes/research on their from many different types of resources. Today, students will start with resources from the media center. Students could also field trip to a local library to find resources.</i></p> <p><i>Students: Find resources from the media center and begin taking notes from those resources.</i></p>	<p><u>Day Thirteen</u></p> <p><i>Teacher: Teach a lesson on using an internet search to find information on a topic. Find student-friendly reference websites.</i></p> <p><i>Students: Students will research and take notes using internet articles and resources.</i></p>	<p><u>Day Fourteen</u></p> <p><i>Teacher: Hand over your role to the local experts that students will be learning from.</i></p> <p><i>Students: Students will research and take notes from the field experts in each area that will be working with the students. Students will set up a means of communication so they can ask additional questions if necessary.</i></p>	<p><u>Day Fifteen</u></p> <p><i>Teacher: Show students how to organize their researched information.</i></p> <p><i>Students: Students will determine how they will lay out their brochures and informational flyers based on the information they have researched for their topic.</i></p>
<p><u>Day Sixteen</u></p> <p><i>Teacher: Teach a lesson on drafting informational pieces.</i></p> <p><i>Students: Students will begin drafting their informational pieces.</i></p>	<p><u>Day Seventeen</u></p> <p><i>Teacher: Teach a lesson on drafting informational pieces. Determine the needs of the students from yesterday and focus on that area.</i></p> <p><i>Students: Students will finish drafting their informational pieces</i></p>	<p><u>Day Eighteen</u></p> <p><i>Teacher: Teach a lesson on revising and editing. Model if necessary.</i></p> <p><i>Students: Students will revise and edit their informational pieces.</i></p>	<p><u>Day Nineteen</u></p> <p><i>Teacher: Give a tutorial on using Microsoft Publisher. Show them the basic steps needed to complete a project. You may need assistance to help all students.</i></p> <p><i>Students: Students will use Microsoft Publisher to create a final product.</i></p>	<p><u>Day Twenty</u></p> <p><i>Teacher: Assist students where needed in using Microsoft Publisher. Collect informational pieces for assessment when finished.</i></p> <p><i>Students: Students will use Microsoft Publisher to finish creating their informational flyer/brochure.</i></p>
<u>Day Twenty-</u>	<u>Day Twenty-</u>	<u>Day Twenty-</u>	<u>Day Twenty-</u>	<u>Day Twenty-</u>

Engaged Learning Unit
Jena Parish

<p><u>One</u></p> <p>Teacher: Discuss with students how a package of resources can benefit those who do not have access to technology. Show examples of disaster relief packages and the materials available (teacher may need to previously research to request disaster relief packages).</p> <p>Students: Students will put together the resources they created to produce a flood awareness package (which will be available by request on the website). Bring out the narratives that were created the first week. Students will review the narratives and determine which should be included on the website.</p>	<p><u>Two</u></p> <p>Teacher: Provide students with a basic tutorial of creating a website using GoogleSites. Review different websites and discuss what makes a website easy to use and read.</p> <p>Students: Students will look through different website and determine how they would like to layout their website.</p>	<p><u>Three</u></p> <p>Teacher: Assist students where needed.</p> <p>Students: Students will begin putting their information into the website.</p>	<p><u>Four</u></p> <p>Teacher: Assist students where needed.</p> <p>Students: Students will continue putting their information into the website.</p>	<p><u>Five</u></p> <p>Teacher: Assist students where needed. Assess the website using a rubric.</p> <p>Students: Students will add aesthetic elements to the website which includes uploading Before and After Pictures.</p>
<p><u>Day Twenty-Six</u></p> <p>Teacher: Provide students with a tutorial using PowerPoint (This should be a review as they have used PowerPoint previously). Discuss the elements of a presentation.</p> <p>Students: Determine what areas they think will most benefit the community and what they want to include in the presentation. Create a timeline of how they developed their project that can be included in the presentation.</p>	<p><u>Day Twenty-Seven</u></p> <p>Teacher: Assist students where needed.</p> <p>Students: Students will begin preparing a presentation using PowerPoint to unveil website and materials to community. Parts of the presentation will need to be divided up so each student will be in charge of certain section.</p>	<p><u>Day Twenty-Eight</u></p> <p>Teacher: Assist students where needed.</p> <p>Students: Students will finish preparing a presentation using PowerPoint to unveil website and materials to community..</p>	<p><u>Day Twenty-Nine</u></p> <p>Teacher: Guide students through practicing their presentation.</p> <p>Students: Students will practice presentation.</p>	<p><u>Day Thirty</u></p> <p>Teacher: Allow students to shine and complete their presentation.</p> <p>Students: Students will unveil website to local community members and by sending information through e-Pals.</p>

Product:

Students will create a Flood Awareness Website that will be available and promoted in the community. Students will use GoogleSites to create their website. The website will be assessed using a rubric.

Technology Resources/Management:

Students will use the media center computer lab and the Laptop Cart to research and develop their projects. Students will use Microsoft Word and Microsoft Publisher to create writing pieces. Students will use GoogleSites to develop a website. Students will collaborate with students from other states and communities using e-Pal. Teacher assistance may be needed as students are learning how to use different programs and applications.

Student Skill Development:

Students will need to use Microsoft Word and Microsoft PowerPoint. They have previous experience in these programs, but may need a “refresher course.”

Engaged Learning Unit Jena Parish

Students will be introduced to Microsoft Publisher (http://www.ehow.com/how_2074101_create-brochures-using-microsoft-publisher.html) and Google Sites (<http://googleforstudents.blogspot.com/2009/07/using-google-sites-to-promote-and-run.html>). Students will use Microsoft Word, Microsoft Publisher, and Google Sites to apply their knowledge and create an end product. Students will be introduced to e-Pals to collaborate with others using a technology format. Students will research and collect information using resources from the media center, internet research, and expert collaboration. Students will need to understand how to use an Internet search engine effectively to find information.

Adaptations for Special Needs:

English Language Learners

Implement the use of the ESL teacher where appropriate. Provide students with research materials that are written at an appropriate level for English Language Learners. Provide students with additional lessons on weather to support their background knowledge for developing the project. Allow students to use their native language in a section of the website so they can see that their native languages are valued as a resource. Provide students with websites that have an option to be translated. Create podcasts or recorded instructions/tutorials to help students who have trouble reading English.

Students with Disabilities

Provide text-to-speech products and simplified word processing programs. Also, students can use talking word processors to allow students to hear what they have written.

Gifted Students

Allow students to collaborate globally with students from other countries who have experienced flooding. Gifted students who have previous experience using technology programs can become the “experts” and provide tutorials in place of the teacher. Gifted students can research other programs (besides the ones we are using) to determine what we would be the best choice for word processing and publishing.

Assessment:

Students will be assessed throughout the unit. Students will be assessed on their narrative writing piece, their informational brochure/flyer, their website, and their overall presentation. Students will be assessed using rubrics that will be provided at the beginning of the unit. Students will not be assessed separately through content as students will show their understanding of the content through the published pieces.

Supporting Materials:

Narrative Writing Rubric (See Appendix B)

Informational Brochure/Flyer Rubric (See Appendix B)

Website Rubric (See Appendix B)

Presentation Rubric (See Appendix B)

Multimedia Presentation Checklist from <http://4teachers.org/projectbased/24mlt.shtml>

www.fema.gov

<http://www.weather.gov/floodsafety/>

Engaged Learning Unit
Jena Parish

Appendix A

Local/Georgia Standards

English/Language Arts

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- a. Locates facts that answer the reader's questions.
- b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).
- c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).
- d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).
- e. Distinguishes cause from effect in context.
- f. Summarizes main ideas and supporting details.
- g. Makes perceptive and well-developed connections.
- h. Distinguishes fact from opinion or fiction.

ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student

- a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- b. Writes texts of a length appropriate to address the topic or tell the story.
- c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).

ELA4W2 The student demonstrates competence in a variety of genres.

The student produces a narrative that:

- a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
- b. Establishes a plot, setting, and conflict, and/or the significance of events.
- c. Creates an organizing structure.
- d. Includes sensory details and concrete language to develop plot and character.
- e. Excludes extraneous details and inconsistencies.
- f. Develops complex characters through actions describing the motivation of characters and character conversation.
- g. Uses a range of appropriate narrative strategies such as dialogue, tension, or suspense.
- h. Provides a sense of closure to the writing.

The student produces informational writing (e.g., report, procedures, correspondence) that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Frames a central question about an issue or situation.
- c. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- d. Includes appropriate facts and details.
- e. Excludes extraneous details and inappropriate information.
- f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.
- g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.
- h. Provides a sense of closure to the writing.

ELA4W3 The student uses research and technology to support writing. The student

- a. Acknowledges information from sources.
- b. Locates information in reference texts by using organizational features (i.e., prefaces, appendices, indices, glossaries, and tables of contents).
- c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers, and key words).
- d. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).

ELA4W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student

Engaged Learning Unit Jena Parish

- a. Plans and drafts independently and resourcefully.
- b. Revises selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
- c. Edits to correct errors in spelling, punctuation, etc.

ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- a. Initiates new topics in addition to responding to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., “What if. . .”; “Very likely. . .”; “I’m unsure whether. . .”).
- e. Confirms understanding by paraphrasing the adult’s directions or suggestions.
- f. Displays appropriate turn-taking behaviors.
- g. Actively solicits another person’s comments or opinions.
- h. Offers own opinion forcefully without domineering.
- i. Responds appropriately to comments and questions.
- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- k. Gives reasons in support of opinions expressed.
- l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- a. Demonstrates an awareness of the presence of the media in the daily lives of most people.
- b. Evaluates the role of the media in focusing attention and in forming an opinion.
- c. Judges the extent to which the media provides a source of entertainment as well as a source of information.

When delivering or responding to presentations, the student:

- a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.
- b. Uses notes, multimedia, or other memory aids to structure the presentation.
- c. Engages the audience with appropriate verbal cues and eye contact.
- d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.
- e. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials.

Science

S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather.

- a. Demonstrate how water changes states from solid (ice) to liquid (water) to gas (water vapor/steam) and changes from gas to liquid to solid.
- b. Identify the temperatures at which water becomes a solid and at which water becomes a gas.
- c. Investigate how clouds are formed.
- d. Explain the water cycle (evaporation, condensation, and precipitation).
- e. Investigate different forms of precipitation and sky conditions. (rain, snow, sleet, hail, clouds, and fog).

S4E4. Students will analyze weather charts/maps and collect weather data to predict weather events and infer patterns and seasonal changes.

- a. Identify weather instruments and explain how each is used in gathering weather data and making forecasts (thermometer, rain gauge, barometer, wind vane, anemometer).
- b. Using a weather map, identify the fronts, temperature, and precipitation and use the information to interpret the weather conditions.
- c. Use observations and records of weather conditions to predict weather patterns throughout the year.
- d. Differentiate between weather and climate.

Social Studies

SS4G1 The student will be able to locate important physical and man-made features in the United States.

Locate major physical features of the United States; include the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Great Basin, Death Valley, the Gulf of Mexico, the St. Lawrence River, and the Great Lakes.

Engaged Learning Unit
Jena Parish

ISTE.NETS

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

Engaged Learning Unit
Jena Parish

6. **Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies

Summary of Collaboration

My collaborating teachers gave me some feedback on the design. We discussed the importance of flexibility as we have never done a project this extensive before. We are not sure where the students may need less or more support so the outline of the process may change a little along the way. I think the most discomfort caused by this project is that it can feel overwhelming especially in an environment where something like this has not been done before. To alleviate discomfort, I tried to be really organized and lay out a specific plan of action so the collaborating teachers could see the steps to the end result. Overall, I think the collaborating teachers are inspired to engage their students through more meaningful projects.

Engaged Learning Unit
Jena Parish

Appendix B

Narrative Writing Rubric from http://www.fsusd.k12.ca.us/education/assessment/docs/rubric_4.pdf

Grade 4 – Personal and Fictional Narrative Rubric

Six Traits	4	3	2	1
IDEAS & CONTENT	<ul style="list-style-type: none"> Includes a clearly presented central idea with relevant facts, supporting details, or explanations Establishes a well developed idea/plot, and setting Provides meaningful insight into why event/experience was memorable 	<ul style="list-style-type: none"> Includes a central idea with mostly relevant facts, supporting details, or explanations Establishes an idea/plot and setting Provides meaningful insight into why event/experience was memorable 	<ul style="list-style-type: none"> Includes a central idea with limited facts, supporting details, and/or explanations Establishes a weak idea/plot and setting Provides little insight into why the event/experience was memorable 	<ul style="list-style-type: none"> Includes a central idea but lacks related facts, supporting details, and/or explanations Establishes no real idea/plot or setting Provides no insight into why the event/experience was memorable
ORGANIZATION	<ul style="list-style-type: none"> Organizing structure that includes paragraphs Engages reader creatively, relates significant events, and moves to a clear conclusion 	<ul style="list-style-type: none"> Organizing structure that includes paragraphs Engages the reader, relates significant events, and moves to a conclusion 	<ul style="list-style-type: none"> Organizing structure with very few paragraphs Minimally developed sequence of events and fails to fully engage the reader or conclude 	<ul style="list-style-type: none"> Organization lacks paragraphing structure Sequence of events is not present or confusing and fails to engage the reader or conclude
VOICE	<ul style="list-style-type: none"> Voice chosen is appropriate to topic, purpose, and audience Writing is expressive, engaging, and/or sincere 	<ul style="list-style-type: none"> Voice is present Shows an awareness of audience Writing is somewhat engaging and expressive 	<ul style="list-style-type: none"> Voice is inconsistent or weak Shows limited awareness of audience 	<ul style="list-style-type: none"> Little or no voice is evident Awareness of audience or personal involvement is not evident
SENTENCE FLUENCY	<ul style="list-style-type: none"> Sentences flow Sentence length, structure, and complexity is varied 	<ul style="list-style-type: none"> Sentences flow Sentence structures are varied 	<ul style="list-style-type: none"> Sentences are fragmented, run-on or confusing Sentence structures are limited in variety 	<ul style="list-style-type: none"> Sentences are incomplete and/or unclear
WORD CHOICE	<ul style="list-style-type: none"> Uses vivid descriptive language and concrete sensory details Enables the reader to visualize the events or experiences 	<ul style="list-style-type: none"> Uses descriptive language and concrete sensory details Enables the reader to visualize the events or experiences 	<ul style="list-style-type: none"> Uses limited, repetitive word choice Does not give a visual picture 	<ul style="list-style-type: none"> Uses dull, repetitive word choice Word choice may confuse the reader
CONVENTIONS	<ul style="list-style-type: none"> Contains few if any errors in conventions that makes the writing easy to read and understand 	<ul style="list-style-type: none"> Contains some convention errors that do not interfere with the meaning 	<ul style="list-style-type: none"> Contains frequent convention error that are noticeable and confuse the reader 	<ul style="list-style-type: none"> Contains so many convention errors that the writing is difficult to follow

3=proficient 2 and below=non-proficient, still developing

revised 2/17/2005

Engaged Learning Unit
Jena Parish

Informational Brochure Rubric

Brochure Rubric

CATEGORY	(4) Excellent	(3) Good	(2) Almost	(1) Not Yet
Attractiveness & Organization	The brochure has attractive formatting, is in point form and has very well organized information.	The brochure has attractive formatting, is in point form and has organized information.	The brochure has adequate formatting, is in point form and is somewhat organized.	The brochure's formatting and organization of material are confusing to the reader. Information is not in point form.
Content - Accuracy	The brochure has all of the required information and some additional information.	The brochure has all of the required information.	The brochure has half of the required information.	The brochure has little of the required information.
Writing – Mechanics: Spelling Sentence Form Grammar Punctuation Capitalization	All of the writing is in complete sentences. Capitalization, punctuation and spelling are correct throughout the brochure.	Most of the writing is in complete sentences. Most of the capitalization, punctuation and spelling are correct throughout the brochure.	Half of the writing is in complete sentences. Some of the capitalization, punctuation and spelling are correct throughout the brochure.	Much of the writing is not in complete sentences. Much of the capitalization, punctuation and spelling is not correct throughout the brochure.
Graphics/Pictures	More than two graphics are included and go well with the text.	Two graphics are included and go well with the text.	Two graphics are included but do not always go well with the text.	Less than two graphics are used and may or may not go with the text. Graphics may or may not be colored or neat.

Engaged Learning Unit
Jena Parish

Website Rubric

Web Evaluation for Intermediate Grades

Name of Site: _____ Date: _____

URL: _____ Time: _____ a.m./p.m.

Design

Can move from page to page easily. 1 2 3 4 5

Good use of graphics and color. 1 2 3 4 5

Content

Additional resource links are included. 1 2 3 4 5

Information is useful. 1 2 3 4 5

Rich content and will likely be revisited. 1 2 3 4 5

How this web site compares in content to similar websites. 1 2 3 4 5

Technical Elements

All links work. 1 2 3 4 5

Can see meaningful information within 30 seconds. 1 2 3 4 5

Credibility

Contact person is stated with their e-mail address.
States the name of the host school or institution. 1 2 3 4 5

Links have been kept current.
States when this page was last updated. 1 2 3 4 5

Total Possible Points = 50

Engaged Learning Unit
Jena Parish

PowerPoint Presentation Rubric

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the next slide.	Most information is organized in a clear, logical way. One slide or piece of information seems out of place.	Some information is logically sequenced. An occasional slide or piece of information seems out of place.	There is no clear plan for the organization of information.
Effectiveness	Project includes all material needed to give a good understanding of the topic. The project is consistent with the driving question.	Project is lacking one or two key elements. Project is consistent with driving question most of the time.	Project is missing more than two key elements. It is rarely consistent with the driving question.	Project is lacking several key elements and has inaccuracies. Project is completely inconsistent with driving question.
Use of Graphics	All graphics are attractive (size and colors) and support the topic of the presentation.	A few graphics are not attractive but all support the topic of the presentation.	All graphics are attractive but a few do not support the topic of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Text - Font Choice & Formatting	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Cooperation	Group shares tasks and all performed responsibly all of the time.	Group shares tasks and performed responsibly most of the time.	Group shares tasks and performs responsibly some of the time.	Group often is not effective in sharing tasks and/or sharing responsibility.
Delivery	Members spoke at a good rate, volume and with good grammar. They maintained eye-contact while using, but not reading their notes.	Members spoke a little faster or slower than necessary, or too quietly or loudly. They used acceptable grammar. They maintained eye-contact, but relied too much on their notes.	Members spoke at a good rate and volume, but used poor grammar. They relied heavily on their notes.	Members demonstrated having paid little attention to rate, volume or grammar. They read nearly word for word from notes.

Engaged Learning Unit
Jena Parish

Final Summary

My collaborating teachers gave me some feedback on the design. We discussed the importance of flexibility as we have never done a project this extensive before. We are not sure where the students may need less or more support so the outline of the process may change a little along the way. I think the most discomfort caused by this project is that it can feel overwhelming especially in an environment where something like this has not been done before. To alleviate discomfort, I tried to be really organized and lay out a specific plan of action so the collaborating teachers could see the steps to the end result. Overall, I think the collaborating teachers are inspired to engage their students through more meaningful projects.

I learned a lot of facilitating technology use through the creation of this unit. It is really important that the teachers are as supported as the students. If a teacher doesn't feel prepared or supported, then they are probably not going to jump on board with their students. I really like how engaged learning projects allow for the seamless integration of technology use. The focus remains on the content, but the students are learning very valuable, real world technology skills. To complete a project of this size with an entire grade level team or with many classrooms, it may be necessary to facilitate training sessions on using the different types of technology effectively and teaching students how to use the technology.