



# Technology-Connected Unit Plan



<b>Title:</b>	<b>Geography Awareness</b>
<b>Grade Levels:</b>	4-6
<b>Duration</b>	10-15 Class Periods
<b>Curriculum Areas:</b>	<input type="checkbox"/> Social Studies <input type="checkbox"/> Language Arts
<b>Measurable Objectives:</b>	<input type="checkbox"/> TLW create concept maps as a prewriting activity <input type="checkbox"/> TLW discover how different kinds of maps relate to the five themes of geography <input type="checkbox"/> TLW work with the cardinal and ordinal directions to determine the relationship between places <input type="checkbox"/> TLW use a map legend <input type="checkbox"/> TLW use a WebQuest to discover the different regions of the USA and share information with their classmates <input type="checkbox"/> TLW use <i>MapQuest</i> to plan a trip <input type="checkbox"/> TLW create a story about a real or imaginary trip within the USA
<b>LA Content Standards:</b>	<p><b>G-1A-E1</b> identifying and describing the characteristics and uses of geographic representations, such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images;</p> <p><b>G-1A-E2</b> locating and interpreting geographic features and places on maps and globes;</p> <p><b>G-1A-E3</b> constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems;</p> <p><b>G-1B-E4</b> defining and differentiating regions by using physical characteristics, such as climate and land forms, and by using human characteristics, such as economic activity and language;</p> <p><b>G-1A-M1</b> identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies;</p> <p><b>G-1A-M2</b> interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns;</p> <p><b>G-1A-M3</b> organizing and displaying information about the location of geographic features and places by using mental mapping skills;</p>
<b>Technology Guidelines:</b>	<p><b>Technology Communication Tools (<i>Communication Foundation Skill</i>)</b></p> <ul style="list-style-type: none"> <li>▪ Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences.</li> <li>▪ Students use a variety of media and formats to communicate and present information and ideas effectively to multiple audiences.</li> </ul> <p><b>Technology Problem-Solving and Decision-Making Tools (<i>Problem Solving Foundation Skill</i>)</b></p> <ul style="list-style-type: none"> <li>▪ Students use appropriate technology resources for solving problems and making informed decisions.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Students employ technology for real world problem solving.</li> <li>▪ Students evaluate the technology selected, the process, and the final results through the use of informed decision-making skills</li> </ul> <p><b>Technology Research Tools (<i>Linking and Generating Knowledge Foundation Skill</i>)</b></p> <ul style="list-style-type: none"> <li>▪ Students use appropriate technology to locate, evaluate, and collect information from a variety of sources.</li> <li>▪ Students use technology tools to process data and report results.</li> <li>▪ Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.</li> </ul>
Technology Connection:	<ul style="list-style-type: none"> <li>☞ <i>Thinking Maps</i></li> <li>☞ Computer and printer</li> <li>☞ <i>MS PowerPoint</i></li> <li>☞ Internet Browser (for specific websites and research)</li> <li>☞ WebQuest</li> <li>☞ Video Lesson</li> </ul>
Procedures:	<ul style="list-style-type: none"> <li>☞ Create a concept map about geography (KWL) (1 day)</li> <li>☞ Using an internet browser type the following into the Address Bar <a href="http://www.usgs.gov/education/">http://www.usgs.gov/education/</a> the USGS website and guide the students in pairs or small groups through the 4 lessons called "Geography 101." Download and print materials as needed from each lesson (4-6 days)</li> <li>☞ To culminate these lessons play the Mapping Trivia game as a whole group activity <a href="http://interactive2.usgs.gov/learningweb/fun/trivia.htm">http://interactive2.usgs.gov/learningweb/fun/trivia.htm</a> (1 day)</li> <li>☞ Complete the Regional WebQuest in groups (3-4 days)</li> <li>☞ Listen to the video lesson on how to use <i>MapQuest</i>. Then select a place to visit from your assigned region. Using the Internet locate the address of the place. Using <i>MapQuest</i> map out the travel route from your school to the historical site or place of interest. (1 day)</li> <li>☞ Using a FLEE map from <i>Thinking Maps</i> organize you thought to write a story about your (real or imaginary) trip. Follow the writing process (use the same worksheet from the WebQuest) to complete your story. (1-3 days)</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>☞ Folder or binder for portfolio</li> <li>☞ notebook paper and pencils</li> <li>☞ Downloaded and printed materials from the <i>Geography 101</i> lessons. (see URL from above)</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>☞ Geography portfolio of all work completed during the unit. Final grade to be determined by a checklist of included materials rather than a written test.</li> </ul>
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