

BASIC INFORMATION

1. Your Name: Charles Lynch
2. Unit Summary: While using common technology in new ways, students will explore the vast origins, technologies, history and culture. This unit will use the first Unit of World History: Connections to today. This unit has three chapters entitled Toward Civilization (Pre-History-3,000B.C.E), First Civilizations: Africa and Asia (3,200BCE-500BCE), Early Civilizations in India and China (2,500BCE-256BCE). Students will be able to infer date from three different chapters of a book as one unit. Using technology that is readily available and requires no purchasing on the school districts part as long as there are school laptops in every room. In this way students can perform and study the same way at home. Each chapter builds on the next, while each lesson allows for varied instruction and performance from the students.
3. Grade level: Ninth Grade
4. Time required: The time required will be a month worth of classes. A three day class week. 20 classes. 42 minute class intervals.
5. Subject(s): Social Studies- Global History

STANDARDS AND KEY CONCEPTS

6. Standards:
 - a. State Social Studies:
 - b. Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
 - c. § 1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives.
 - d. § 4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.
 - e. Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.
 - f. § 1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life).
 - g. Standard 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units

function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

h. ○ Standard 5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

i. · Technology Standards:

j. ○ Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

k. § 5. Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base. Students: • explain how technological inventions and innovations have caused global growth and interdependence, stimulated economic competitiveness, created new jobs, and made other jobs obsolete.

l. § 6. Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development. Students: • explain that although technological effects are complex and difficult to predict accurately, humans can control the development and implementation of technology. • explain how computers and automation have changed the nature of work. • explain how national security is dependent upon both military and nonmilitary applications of technology.

m. ○ Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

n. § 2. Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results. Students participate in an extended, culminating mathematics, science, and technology project. The project would require students to: • work effectively • gather and process information • generate and analyze ideas • observe common themes • realize ideas • present results.

o. Iste Technology Standards:

p. **Technology Standards:**

q. ISTE 1: Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

r. ISTE 2: Digital Citizenship: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

s. ISTE 3: Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

t. ISTE 6: Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

u. ISTE 7: Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

v. Common core standars:

w. Key Ideas and Details:

- x. [CCSS.ELA-LITERACY.RH.9-10.1](#)
- y. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- z. [CCSS.ELA-LITERACY.RH.9-10.2](#)
- aa. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- bb. [CCSS.ELA-LITERACY.RH.9-10.3](#)
- cc. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- dd. Craft and Structure:**
- ee. [CCSS.ELA-LITERACY.RH.9-10.4](#)
- ff. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- gg. [CCSS.ELA-LITERACY.RH.9-10.5](#)
- hh. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- ii. [CCSS.ELA-LITERACY.RH.9-10.6](#)
- jj. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- kk. Integration of Knowledge and Ideas:**
- ll. [CCSS.ELA-LITERACY.RH.9-10.7](#)
- mm. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- nn. [CCSS.ELA-LITERACY.RH.9-10.8](#)
- oo. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- pp. [CCSS.ELA-LITERACY.RH.9-10.9](#)
- qq. Compare and contrast treatments of the same topic in several primary and secondary sources.

rr. Range of Reading and Level of Text Complexity:
ss. CCSS.ELA-LITERACY.RH.9-10.10

tt. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

7. Understandings: Students will be able to understand how the foundations of a growing society functions, trades, creates a government, sets up laws, how cultural diffusion functions as well as their religious aspects. This will allow the students to complete the lessons with a knowledge set that can be built upon for further chapters to come and to be returned back to as examples.

8. Essential Question(s) (OverArching)

- a. Why do groups of early civilizations move and trade with each other?
- b. What importance did currency have on early civilizations?
- c. How were the records kept for this era?
- d. Why do different cultures have different religions and how do they shape their foundations?
- e. How were wars fought?
- f. What great technologies were created?

9. Essential Question(s) (Topical)

- a. Who were the earliest people to civilize an area?
- b. Why did cultures create civilizations near water?
- c. How did cultures trade with one another?
- d. What technologies would each culture covered use in their everyday lives, and do we use them today?
- e. How can we relate each society to the one we previously learned about, or to our own.

10. Knowledge and Skills: Students will require the ability to: research information from class at home, communicate with other students in an appropriate manner, detail their examples of their work, focus on tasks that have several steps, complete work on times, write fluently and be willing to share their ideas with their class and teacher.

PERFORMANCE TASKS AND ASSESSMENT

11. Performance Task: Students will be able to relate given data to how it relates to Society and today, as well as its correlations. While looking at the foundations of early civilization students will be able to complete several projects, and an exam at the end.

12. Unit Rubric:

General Rubric

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
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	100 - 90 A+, A	90-80 B+, B	80-70 C+, C	70-65 D	64 and under F
Accuracy	No mistakes, scholarly and accurate. Excellent knowledge of the topic shown	Few if any mistakes, any mistakes must be minor in nature, very good knowledge of the topic shown.	Some, but not many, mistakes made, good knowledge shown.	Several mistakes made, fair knowledge of the topic shown.	Many mistakes made. Does not show an adequate knowledge of the topic.
Use of historical details	Used many details in a thorough and expert manner.	Used many details to illustrate topic.	Used some details to illustrate topic	Used one or two details, alluded to details vaguely.	Used no historical details. Made factual errors.
Demonstrated learning and understanding	Applied integrated concepts; made connections between facts and ideas.	Clearly understood topic well.	Understood topic.	Followed directions, had a basic knowledge of the topic.	Thinking not justified; no evidence that knowledge was acquired.
Mechanics (Grammar or Art)	Grammar and/or art work were without flaws and professional in nature.	Grammar and/or art work are quality in nature.	Occasional errors but not enough to distract.	Distracting errors, difficult to read.	Fragmented sentences and grammar. Art completed in a haphazard manner. Very difficult to understand
Neat and orderly	Professional appearance	Quality appearance	Neat and orderly, easy to follow.	Moderately neat, almost distracting.	Lacks neatness and orderliness. Hard to understand
Word Usage	Word choice and usage are professional.	Word choice makes piece interesting.	Word choice simple but acceptable.	Some mistakes in word choice and usage. Could be clearer.	Word choice is inadequate or inappropriate.
Message	Message flows and is passionate.	Message is clear and	Message can be understood.	Message not easily understood.	Very hard to understand message.

		easy to understand.			
Creativity	Very clever; creatively designed	Displays creative thinking	Shows some creative thinking	Lacks creativity	Copied from another source.

13. Other Assessment Evidence:

A project based in image editing.

An exam on google sheets.

A project based on website building.

A project based on instant messaging.

A project based on creating documents.

A project based on a culminating project dvd resource for future reference for the next set of topics.

Homework assignments

Class discussion and participation

LEARNING EXPERIENCES AND RESOURCES

14. Learning Activities:

Smore link: <https://www.smores.com/tfakf-quick-while-there-s-still-time>

Example lesson 1:

The robots have noticed a few files on the Egyptian, Hebrew and Persian characters throughout history on the remnants of the internet. They seek to destroy it with the virus they call “insert recent cultural reference here” (Voldemort, Darth Sidious, The Joker). You have been caused to create a non-Word, or non-Google Doc type of file to share what you have found. Using the websites: <http://www.pokecard.net/> , <http://www.yugiohcardmaker.net/> , or <http://www.mtgcardmaker.com/> to create an informational card pertaining to the human we learned about in Chapter two of our ancient textbook.

This lesson can be used for the middle point of chapter two of the text book World History and Connections to Today. It is a basic history textbook and I am sure this will work well with most other texts as well. The students will write down different leaders and key characters from their text while learning about the unit and can be directed back to find at least five to ten different

leaders or figure heads to create trading card style cards to give information about them. Each card allows for multiple fields of text including their names, status, abilities in their kingdom and a location for an image of what they look like. The cards will then be emailed to the teacher and uploaded to a teacher website, or printed out for the students to share non-digitally. They will be used as a sharing tool between the students to show what information they used on each of their characters and to reinforce the information that has been learned. They would also be small enough to keep in a wallet or purse for studying.

- This will allow students to correspond with each other about the lessons in a form that has permeated our lives, creating an image, and putting details about it. It is basically Instagram but the picture is a leader and the hashtags are information about them. It allows students to send their images to each other in the AIM chat as well for discussion about them. Visually they can be hung up in the classroom for other students to see and some can even add their own art work into the cards if they like.
- This actively constructs knowledge by telling the students at the beginning of the chapter what they will be looking for. While the topic is being explained and book work completed and movies viewed, students will compile information about the different leaders. This information will then be included in the status parts of their cards. By having them on basically fancy flash cards. Students can refer back to them before an examination. **If the teacher is so inclined they can give each of the leaders a battle stat and have them battle in a fashion where rolling a six sided dice denotes their power and students can battle each other to take away I'll call them "circuit points" because it is a computer but a teacher can call them what they wish. First person to remove the others point totals wins.**
- To solve problems, students will be given the websites to choose from. They are not new websites and create issues for saving and input. There are character limitations and certain picture formats are required. This will allow students to troubleshoot the materials they wish to use. This may include, shorting a sentence while it still makes sense, reformatting, or editing an image they wish to use.
- For linguistic and non-linguistic representations of content, the teacher can lead the students in how to create the cards in a demonstration. Preferably have a already made set to show them either digitally or non-digitally. Printing them to a Staples or UPS store of some sort on heavy card stock will work best while also uploading them to a viewable file for students to refer to while not in the classroom. This can either be a teacher website or a Google Drive account. Linguistic the students can share their work with the class and pass around their cards and describe they chose certain facts to be used. Non-Linguistic, the cards are easily digital and sharable and contain facts about their work in an easy to view content by typing in information and including pictures in their work and of their work.
- The reason for the technology choice is that the students can do this at home or in a school computer lab. They work on my school network. If they do not for some reason a simple Word Document Template can be set up in a similar fashion, or even done by drawing it out and pasting the pictures in that the students got off the internet. Designing cards can be fun and it allows the artists of the group to include their own work and skills as well. While it allows for straight fact students to include as many details as they can in their cards with certain limitations.
- For differentiated instruction, it allows students of all ability levels to input information into a form that is straight forward and states what items can go where. With adaptive technology, a student can speak and the computer types the words. Almost the whole card in that sense be created with a few mouse clicks. This is not a usual paper and can let students move closer to the parts of the Project Based Learning lesson that they enjoy more than the other while not effecting their grade on it.

- Classroom management can be by having the students turn in their work in the classroom itself and have it done on school time so that the images that are put in are considered safe by the network of the school. If needed students can work in pairs and create two of each while submitting their work. If a student cannot behave on the internet a Word Document template can be made and they can do it offline.
- For the school and district level to manage the technology, it would be simple, most of the websites contain no other data that would differ their use. Nothing in it contains anything explicit unless added in. The only real issue would be if the school network is set up to block everything but a certain set of websites. In this case the network administrator would have to be consulted to see if the websites can be allowed on the school network. In this case if they are not, a Word, or Google Docs template can be used or created by the teacher or student. A network folder may need to be created as well.

Example lesson:

- Students will watch a video on Egypt and it's empire as a review lesson.
- Teacher assigns three questions to be answered for their card.
 - What were the Egyptians leaders famous for technologically?
 - Where is Egypt located?
 - Who were the major figures during this era?
- Give the students 10 minutes to search what last remaining sections of the internet are still intact and research the questions further for more related content.
- Students will sign on the computers and go to the websites to create their cards.
 - Copy the cards after they have been save and email them to the teacher, or save them on a specific network folder for the teacher to view.
 - Email the teacher an image of:
 - § The cards they have made.
 - § A list of their resrouces and notes.
 - § The rough text that the students used in their cards and their rough pictures.
- Teacher grades for content.

Standards:

- State Social Studies:
 - Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
 - § 1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives.
 - § 4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.
 - Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.
 - § 1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including

natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life).

- Technology Standards:

- Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

§ 5. Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base. Students: • explain how technological inventions and innovations have caused global growth and interdependence, stimulated economic competitiveness, created new jobs, and made other jobs obsolete.

§ 6. Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development. Students: • explain that although technological effects are complex and difficult to predict accurately, humans can control the development and implementation of technology. • explain how computers and automation have changed the nature of work. • explain how national security is dependent upon both military and nonmilitary applications of technology.

- Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

§ 2. Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results. Students participate in an extended, culminating mathematics, science, and technology project. The project would require students to: • work effectively • gather and process information • generate and analyze ideas • observe common themes • realize ideas • present results.

Example lesson 2:

Let's review our findings. We have read our first three chapters of our book/learned about the foundations of our world, Africa, Asia, India, and China. Given a review sheet that will be given out in class so the L-Corta can't find it, students will review the unit and answer the questions about the first unit. Then they will sneak on the internet using the sheet, after it has been checked off and approved by the teacher and handed the secret link to answer the questions on a Google Form. The teacher can use digression of if the students can use the review form on the Google Form exam.

This lesson can be used for the first unit of the text book World History and Connections to Today. It is a basic history textbook and I am sure this will work well with most other texts as well. The students will write the answers to the questions on the review sheet. They will then have their sheet reviewed by the teacher for proficiency, given the website link if their work is found to be adequate and the student will take their Google Form Exam.

- This will allow students to research in the classroom the questions that have been given them. By answering them correctly it will convey to the teacher that they understand the given information and are allowed to take the test with or without their paper. The Google Form test will have multiple sections. Multiple choice, short answer, and essay. This allows students to use their different strengths while answering the questions.

- This actively constructs knowledge by referring back to the text and using websites to include more data while the students work on their assignments. Although this can probably be done within a class period, two max, it will allow students to have a concrete example of the

topic that was being taught. The topics in the first unit are what lay the ground work for the rest of the year. The basic concepts are introduced about society, currency, religion and politics.

- To solve problems, students will have complete the study guide hand out with the use of their textbook, and the internet. They will not work in groups since the test will not be answered in group for and it has not been found conclusive that group test taking can be beneficial.
- For linguistic and non-linguistic representations of content, the teacher can lead the students in how to complete the form. Linguistic the students can orally speak to the teacher their answers if they do not have the ability to type them for disability reason. Also a talk to text set up can be made with a simple headset and a software program that most Microsoft operating systems already come with. Non-Linguistic, the student can type all their answers out and email the teacher any concerns.
- The reason for the technology choice is that the students can do this at home or in a school computer lab. They work on my school network. If they do not for some reason a simple Paint document can be set up in a similar fashion, or even done by drawing it out and pasting the pictures in that the students got off the internet.
- For differentiated instruction, it allows students of all ability levels to input information into a form that is straight forward and states what items can go where. With adaptive technology, a student can speak and the computer types the words. Almost the whole test and worksheet, in that sense be filled out with a few mouse clicks. This is a formal examination in that sense. Students will be answering questions while reviewing data to be able to answer test questions in a very standard form. If need be, the study guide can be done all together depending on student needs and ability levels.
- Classroom management can be by having the students turn in their work in the classroom itself and have it done on school time so that the information that is put in are considered safe by the network of the school. If a student cannot behave on the internet a Word Document template can be made and they can do it offline.
- For the school and district level to manage the technology, it would be simple, most of the websites contain no other data that would differ their use. Nothing in it contains anything explicit unless added in. The only real issue would be if the school network is set up to block everything but a certain set of websites. In this case the network administrator would have to be consulted to see if the websites can be allowed on the school network.

Example lesson:

(two days)

- Students will listen to a lecture by the teacher by the aide of visual images on a projector and a textbook pertaining to the information to be discussed, either hard copy or digitally. Answer any and all questions from students. If need be, the study guide can be done all together depending on student needs and ability levels.
- Teacher assigns the following statements:
 - Students will fill out their study guides and turn them in for a check of proficiency.
 - Students will be returned their work that class with a mark of proficient, or be given the night to study more at home. Both will be able to study more for the test at home.
 - Students the following class will turn in their study guides and the teacher will decide if they will be available to them during their Google Form exam.
 - Students will then sign into their Google accounts on a computer or tablet so they can take their exam.
 - Students will then take their exam.
- Teacher grades for content.

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Example lesson 3:

A lesson on faith, that will confuse the robots. While looking at chapter 3 or the origins of Ancient India and China, there are two largely diverse cultures and religious foundations. We will create a brochure for the religions of India and China. Make it very detailed so they have no idea what is going on in those L-CORTA circuit boards of theirs.

This lesson can be used for the third chapter of the text book World History and Connections to Today. It is a basic history textbook and I am sure this will work well with most other texts as well. The students will write down different religions from their text while learning about the unit and can be directed back to find at least 10 to 15 details to create a brochure to give information about them. Each brochure allows for multiple fields of text including their names, and different information about the religions in their kingdom and a location for an image of what they look like. The cards will then be emailed to the teacher and uploaded to a teacher website, or printed out for the students to share non-digitally. They will be used as a sharing tool between the students to show what information they used on each of their characters and to reinforce the information that has been learned.

- This will allow students to correspond with each other about the lessons in a form that they have seen before, whether it be at a hotel, restaurant or doctors office. They all have some form of pamphlet. The students can peer review, or work together to research the information that is required of them to include in a pamphlet. In this case 10 to 15 facts about each religion. Then the students will turn them into the teacher. The students will then try and guess who or what group completed each one.
- This actively constructs knowledge by referring back to the text and using websites to include more data while the students work on their projects. Although this can probably be done within a class period, two max, it will allow students to have a concrete example of the topic that was being taught. Religion is an all in compassing topic in early civilizations and it can be used to describe the very infrastructure of a cultures everyday lives.
- To solve problems, students will have to create the brochure themselves in a word or Google Doc form. A teacher will show them an example so the students have a rough starting point. From there they will create what they think theirs will look like. This allows students to fit in as much information as they need and troubleshoot how they will present their data to the teacher as a finished product.
- For linguistic and non-linguistic representations of content, the teacher can lead the students in how to create the brochure in a demonstration. Preferably have a already made set to show them either digitally or non-digitally. Printing them to a Staples or UPS store of some sort on heavy card stock will work best while also uploading them to a viewable file for students to refer to while not in the classroom. This can either be a teacher website or a Google Drive account. Linguistic the students can share their work with the class and pass around their brochure and describe they chose certain facts to be used. Non-Linguistic, the cards are easily digital and sharable and contain facts about their work in an easy to view content by typing in information and including pictures in their work and of their work.
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- For differentiated instruction, it allows students of all ability levels to input information into a form that is straight forward and states what items can go where. With adaptive technology, a student can speak and the computer types the words. Almost the whole brochure in that sense be created with a few mouse clicks. This is not a usual paper and can let students move closer to the parts of the Project Based Learning lesson that they enjoy more than the other while not effecting their grade on it.
- Classroom management can be by having the students turn in their work in the classroom itself and have it done on school time so that the images that are put in are considered safe by the network of the school. If needed students can work in pairs and create two of each while submitting their work. If a student cannot behave on the internet a Word Document template can be made and they can do it offline.
- For the school and district level to manage the technology, it would be simple, most of the websites contain no other data that would differ their use. Nothing in it contains anything explicit unless added in. The only real issue would be if the school network is set up to block everything but a certain set of websites. In this case the network administrator would have to be consulted to see if the websites can be allowed on the school network. In this case if they are not, a Word, or Google Docs template can be used or created by the teacher or student. A network folder may need to be created as well.

Example lesson:

- Students will listen to a lecture by the teacher by the aide of visual images on a projector and a textbook pertaining to the information to be discussed, either hard copy or digitally.
- Teacher assigns three statements to be answered for their brochure.
 - List ten to fifteen facts about India's earliest religions.
 - List ten to fifteen facts about China's Earliest religions.
 - Who were the major figures during this era?
- Give the students 10 minutes to search what last remaining sections of the internet are still intact and research the questions further for more related content.
- Students will sign on the computers and go to the either Microsoft Word, or Google Docs to create their brochure/pamphlet.
 - Copy the brochure after they have been saved and email them to the teacher, or save them on a specific network folder for the teacher to view.
 - Email the teacher a file of:
 - § The brochures they have made.
 - § A list of their resrouces and notes.
 - § The rough text that the students used in their cards and their rough pictures.
- Teacher grades for content.

Standards:

- State Social Studies:
 - Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
 - § 1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across

time and space, and the ways different people view the same event or issue from a variety of perspectives.

§ 4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

- Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

§ 1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life).

- Technology Standards:

- Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

§ 5. Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base. Students: • explain how technological inventions and innovations have caused global growth and interdependence, stimulated economic competitiveness, created new jobs, and made other jobs obsolete.

§ 6. Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development. Students: • explain that although technological effects are complex and difficult to predict accurately, humans can control the development and implementation of technology. • explain how computers and automation have changed the nature of work. • explain how national security is dependent upon both military and nonmilitary applications of technology.

- Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

§ 2. Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results. Students participate in an extended, culminating mathematics, science, and technology project. The project would require students to: • work effectively • gather and process information • generate and analyze ideas • observe common themes • realize ideas • present results.

Example lesson 4:

A lesson on currency, last I checked L-CORTA had taken over the last BitCoin mine about three years ago. I bet they don't even remember what paper and metal money used to look like by now. All those circuits in their heads are looking for information about how to get money from computers, but not paper. Let's beat them to the punch, or the bank.

This lesson can be used for the first chapter of the text book World History and Connections to Today. It is a basic history textbook and I am sure this will work well with most other texts as well. The students will write down different types of currency from their text while learning about

the unit and can be directed back to find at least 10 details about how their economy functioned and 10 details about how they used their currency and what form of currency was it. Then students using an image editing program such as Microsoft Paint, GIMP, or Adobe Photoshop, will create three different types of currency. They will then in a short paragraph explain for each currency there: value then and what they could buy with it then, who had the availability to the currency and what cultural aspects and cultural diffusion aspects lead to the design of their currency for that era. Each coin project allows for multiple fields of text including their names, and different information about the religions in their kingdom and a location for an image of what they look like. The coins will then be emailed to the teacher and uploaded to a teacher website, or printed out for the students to share non-digitally. They will be used as a sharing tool between the students to show what information they used on each of their characters and to reinforce the information that has been learned.

- This will allow students to correspond with each other about the lessons in a form that they have seen before. Currency is something that most of use still have in a physical form and not just on our plastic cards or with the bump of a phone. The students can peer review, or work together to research the information that is required of them to include in a coin/paper money. They will then in a short paragraph explain for each currency there: value then and what they could buy with it then, who had the availability to the currency and what cultural aspects and cultural diffusion aspects lead to the design of their currency for that era. The students will turn them into the teacher. The students will then try and guess who or what group completed each one.
- This actively constructs knowledge by referring back to the text and using websites to include more data while the students work on their projects. Although this can probably be done within a class period, two max, it will allow students to have a concrete example of the topic that was being taught. Currency and cultural diffusion is a large topic in early civilizations and it can be used to describe the very infrastructure of a cultures everyday lives.
- To solve problems, students will have to create their own form of currency on an image editing program. Depending on the student, they will either do better typing out their information as a rationale, or creating their coins. A teacher will show them an example so the students have a rough starting point. From there they will create what they think theirs will look like. Also typing out the paragraph for each assigned area to be handed in alongside their coins. This allows students to fit in as much information as they need and troubleshoot how they will present their data to the teacher as a finished product.
- For linguistic and non-linguistic representations of content, the teacher can lead the students in how to create the coin in a demonstration. Preferably have an already made set to show them either digitally or non-digitally. Printing them to a Staples or UPS store of some sort on heavy card stock will work best while also uploading them to a viewable file for students to refer to while not in the classroom. This can either be a teacher website or a Google Drive account. Linguistic the students can share their work with the class and pass around their currency and describe they chose certain facts to be used. Non-Linguistic, the cards are easily digital and sharable and contain facts about their work in an easy to view content by typing in information and including pictures in their work and of their work.
- The reason for the technology choice is that the students can do this at home or in a school computer lab. They work on my school network. If they do not for some reason a simple Paint document can be set up in a similar fashion, or even done by drawing it out and pasting the pictures in that the students got off the internet. Designing currency can be fun and it allows the artists of the group to include their own work and skills as well. While it allows for straight fact students to include as many details as they can in their cards with certain limitations.
- For differentiated instruction, it allows students of all ability levels to input information into a form that is straight forward and states what items can go where. With adaptive technology, a

student can speak and the computer types the words. Almost the whole currency item, in that sense be created with a few mouse clicks. This is not a usual paper and can let students move closer to the parts of the Project Based Learning lesson that they enjoy more than the other while not effecting their grade on it. The use of a computer stylus could be required.

- Classroom management can be by having the students turn in their work in the classroom itself and have it done on school time so that the images that are put in are considered safe by the network of the school. If needed students can work in pairs and create two of each while submitting their work. If a student cannot behave on the internet a Word Document template can be made and they can do it offline.

- For the school and district level to manage the technology, it would be simple, most of the websites contain no other data that would differ their use. Nothing in it contains anything explicit unless added in. The only real issue would be if the school network is set up to block everything but a certain set of websites. In this case the network administrator would have to be consulted to see if the websites can be allowed on the school network. In this case if they are not, a Word, or Google Docs template can be used or created by the teacher or student. A network folder may need to be created as well. The only other addition that would be required is access to an image editing program such as Microsoft Paint/Paint3D, GIMP, a website such as sumopaint.com, or Adobe Photoshop. Adobe would be the only one that would cost money.

Example lesson:

- Students will listen to a lecture by the teacher by the aide of visual images on a projector and a textbook pertaining to the information to be discussed, either hard copy or digitally.

- Teacher assigns the following statements to be answered in short paragraphs for each of their currency types.

- A short paragraph explaining for each currency there:

§ value then and what they could buy with it then.

§ who had the availability to the currency?

§ what cultural aspects and cultural diffusion aspects lead to the design of their currency for that era.

§ 10 details about how they used their currency and what form of currency was it.

- A summation of what they thought could be culturally diffused through currency.

- Students will sign on the computers and go to the either Paint, Paint 3D, Adobe Photoshop, Sumopaint.com

- Copy the coin/paper money after they have been saved and email them to the teacher, or save them on a specific network folder for the teacher to view.

- Email the teacher a file of:

§ The currency they have made.

§ A list of their resources and notes.

§ The rough text that the students used in their cards and their rough pictures.

- Teacher grades for content.

Standards:

- State Social Studies:

- Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

§ 1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives.

§ 4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

- Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

§ 1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

(Adapted from The National Geography Standards, 1994: Geography for Life).

- Technology Standards:

- Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

§ 5. Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base. Students: • explain how technological inventions and innovations have caused global growth and interdependence, stimulated economic competitiveness, created new jobs, and made other jobs obsolete.

§ 6. Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development. Students: • explain that although technological effects are complex and difficult to predict accurately, humans can control the development and implementation of technology. • explain how computers and automation have changed the nature of work. • explain how national security is dependent upon both military and nonmilitary applications of technology.

- Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

§ 2. Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results. Students participate in an extended, culminating mathematics, science, and technology project. The project would require students to: • work effectively • gather and process information • generate and analyze ideas • observe common themes • realize ideas • present results.

Example Lesson 5:

Let's review our findings and ready what we have learned and store it offline from the all seeing L-Corta. Students will burn their data to a disk (cd/DVD) and save it for future reference. We did a lot of projects with a lot of information so why not. History is important right? If we don't learn from our mistakes, we are doomed to repeat them.

This lesson can be used for the first unit of the text book World History and Connections to Today. It is a basic history textbook and I am sure this will work well with most other texts as well. The students will compile all of their previous assignments and ready them to be burned on to a disk. Also using a image editor or Microsoft Word or Google Docs, create an insert for a

dvd, or cd case to house the disk. This insert will pertain to images and a title of the unit that has been completed.

- This will allow students to look back at their work from the past few weeks of class and compile it all in one place. Also it can be shared among students on their computers or dvd players, and game stations at home.
- This actively constructs knowledge by referring back to the text and using websites to include more data while the students work on their assignments. Although this can probably be done within a class period, two max, it will allow students to have a concrete example of the topic that was being taught. The topics in the first unit are what lay the ground work for the rest of the year. The basic concepts are introduced about society, currency, religion and politics.
- To solve problems, students will have create an insert for their disk that pertains to the topic they most enjoyed. Also to fit all of their material onto one disk. Depending on the disk they may need to “zip” everything into smaller files.
- For linguistic and non-linguistic representations of content, the teacher can lead the students in how to complete their disks in the simplest way possible. Right click the data all at once (if all in one folder) and select burn to disk. This allows everything done to be show and able to be done for linguistic and non linguistic learners.
- The reason for the technology choice is that the students can do this at home or in a school computer lab. Almost every computer has a disk drive and if not they are about \$10 on Amazon, or if you are like me you have a few extra computers and drives laying around your house it is free. Disks are about \$10 as well on Amazon or BestBuy as well as sleeves for the disks.
- For differentiated instruction, it allows students of all ability levels to input information into a form that is straight forward and states what items can go where. With adaptive technology, a student can speak and the computer types the words.
- Classroom management can be by having the students turn in their work in the classroom itself and have it done on school time so that the information that is put in are considered safe by the network of the school. If a student cannot behave on the internet a Word Document template can be made and they can do it offline.
- For the school and district level to manage the technology, it would be simple, most of the websites contain no other data that would differ their use. Nothing in it contains anything explicit unless added in. The only real issue would be if the school network is set up to block everything but a certain set of websites. In this case the network administrator would have to be consulted to see if the websites can be allowed on the school network.

Example lesson:

(two days)

- Students will listen to a lecture by the teacher by the aide of visual images on a projector and an example of the complete project to be passed around or viewed on the school intranet.
- Teacher assigns the following statements:
 - Burn all of your files from this unit onto one disk. You may have to “zip” the documents to fit them all on one disk.
 - Create an insert pertaining to your favorite topic during the unit to be used as cd cover insert or a dvd cover insert.
 - Hand in to the teacher to ensure it is complete and in working order.
 - Share with students who need help completing their own projects.
- Teacher grades for content.

Standards:

- State Social Studies:

○ Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

§ 1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives.

§ 4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

○ Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

§ 1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life).

○ Standard 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

○ Standard 5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

· Technology Standards:

○ Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

§ 5. Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base. Students: • explain how technological inventions and innovations have caused global growth and interdependence, stimulated economic competitiveness, created new jobs, and made other jobs obsolete.

§ 6. Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development. Students: • explain that although technological effects are complex and difficult to predict accurately, humans can control the development and implementation of technology. • explain how computers and automation have changed the nature of work. • explain how national security is dependent upon both military and nonmilitary applications of technology.

○ Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

§ 2. Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and

technology; and presenting results. Students participate in an extended, culminating mathematics, science, and technology project. The project would require students to: • work effectively • gather and process information • generate and analyze ideas • observe common themes • realize ideas • present results.

15. Resources:

Textbook: World History Connections to today.

Google Search.

Internet access.

Class set of computers.

Ability to get programs and websites to be approved.

Exemplary Classroom Technology Plan

Grade/Subject

Introduction – Your Mission Statement

The needs to perform this lesson to its fullest would be a class set of pc's with the ability to install programs and access the internet with the ability to request websites be available for the students. This will allow the students to use open source programs to complete all the lessons within this unit. This unit is completely available with no cost to the technology department except for requiring a class set of PC's. They can either be towers, all in ones, or laptops. Most school has a class set of laptops now. For the instructor, the teacher will require a projector, and a PC. Honestly at this point in my career, when I obtained a position and did not have a projector and personal PC, I would buy both personally and cart them back and forth to school everyday.

By having these items, the students will be able to construct all the available lessons to their fullest ability.

Goals & Objectives

The goals I hope to achieve by using the technology as stated above, is to have students complete and analyze their own work and their fellow students work to the best of their abilities allow. By doing such there is a vast amount of projects and several ways for students to show their strengths in the classroom.

Also the lessons are set up for differentiated instruction methods to help with disabilities and non-traditional classroom setup. This will allow the lessons to be used in not only a general education classroom, but leaves room for the use in special education as well.

Existing Resources

The equipment that is already in existence in my school is as follows: a classroom set of computers, internet access, the ability to request programs be installed or the gray area that I can install them on a flash drive and have them not touch the hardware of the computer, a printer network and network space for students and staff.

Having all of the above requirements will allow students to be able to complete each of the necessary tasks above with the proper tools. This enables the teachers to see how well the students are performing and who performs best and in what areas.

New Resources

The only new technology that would be required is a server, or server space on the school intranet. This will allow for the creation of a workable website as stated in my smore project. By doing this the students will have learned basic website building skills.

By using website building skills it bridges topics to math and science which incorporate a logistical set of rules for "if then" statements. Coding is as such that if one this is stated, one thing should in turn happen. It also lends to the fact that students will be able to solve problems in their code, work with others and show their work in a different medium than a traditional paper, or test. It will also set a hierarchy and promote higher order thinking skills.

Training

The lessons that I created are lessons that I have adapted from a career of teaching students and adults a various amount of computer skills. In this instance I would only require training from the school's technology department at their convenience to operate a network drive for my students given their parameters.

For my students, the lessons will be explained and training if necessary will be given at the beginning of each new task to ensure that the students will be able to complete the assignment.

Each assignment given will be used again in a larger way. The students will first see it at the beginning of the year so the knowledge bases in computer technology can grow with their knowledge of social studies.

Maintenance

The new resources can be easily maintained by the computer technology departments already implemented technology plan and by the teacher when needed or allowed. The computer will fall under the jurisdiction of the technology department as well, if given that they are already there.

If new technology is allowed to be brought in from the teacher, it will have to within the bounds of the technology departments already implemented plan.

If allowed the teacher can maintain the computers, software and intranet usage for the students and teacher.

Costs & Funding

If a server is required to be bought for this unit, about \$150 in total. I like to use open source programs until I teach a class with a specific required program. A lot of the programs can be used without purchase for a short time, or there is an open source alternative.

I have found that it is better to use something free then attempt to obtain it from a school due to bureaucracy and the school plan and budget. The only thing that would be required is a class set of computers and worst comes to worse, we reserve the library, or I adapt the lessons to paper and pencil, or assign the work to be done at home on their own PC's.

Assessment

The effectiveness of the technology purchases will be shown in the grades the students turn in. the limited amount of purchase required does not reflect that the quality of their work will be effective since most of the programs are free and open source. The only thing that might be required would be a small server.

The teacher will be grading the information the students will perform. However a school server will allow the information to be shared within school regulations to promote school work and share with the community as well.