

KSD Technology-Integrated Unit Template

Date July, 2002

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Unit Overview		
Title	Puget Sound Cities Exploration: Delightful Destinations	
Focus Questions		
What makes Puget Sound cities unique – from one another and from cities in general?		
Unit Summary		
The students will be guided through a research project using a WebQuest. They will learn about the six major cities of the Puget Sound region. The students will work in small groups to produce a travel brochure advertising one of the six cities. As students present their products to the class, their peers will record important similarities and differences among the cities for a final class discussion of the region and its characteristics.		
Subject Area(s) (Click boxes of targeted subject areas.)		
<input type="checkbox"/> Math	<input type="checkbox"/> Reading	<input type="checkbox"/> Other:
<input type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Library and Information Literacy	
Grade Level		
<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Grade 1	<input type="checkbox"/> Grade 2
<input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Grade 4	<input type="checkbox"/> Grade 5
<input type="checkbox"/> Grade 6		
Standards		
Essential Academic Learning Requirements: Writing 1.3 Apply writing conventions. Writing 2.2 Write for different purposes. Writing 2.3 Write in a variety of forms. Writing 3.4 Publish writing. Social Studies 2.1.1 Observe and describe the physical characteristics of the local area and Washington State. Social Studies 2.2.1 Observe and describe the human characteristics of the local area and Washington State.		

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KSD Curriculum Frameworks (or SLOs):

Writing: Third grade focus form - Report; write complete sentences, use capitalization and punctuation accurately in the final draft, spell age-level words correctly in the final draft; write to inform, share information, and report; write in an increasing range of literary forms; include more specialized vocabulary in non-fiction writing, show increasing awareness of purposes and format of wider range of forms; produce a legible final product.

Social Studies: Third grade scope and sequence topic - My Region: Puget Sound.

KSD Technology:

Students will access the Internet and use teacher-reviewed bookmarks and/or links.

Students will insert information into a template.

Students will insert graphics into a word-processed document.

Students will toggle between two or more applications.

Students will show or explain completed work.

Learning Outcomes

Students will:

- Label on a map the six major cities of the Puget Sound region.
- Understand important facts about each Puget Sound region city.
- Create a brochure to inform and advertise one of the Puget Sound region cities.
- Accurately cite a variety of sources.
- Analyze the similarities and differences of the Puget Sound region cities based on the work presented by peers.
- Apply individual management and group cooperation skills.

Unit Scope and Sequence

- Puget Sound WebQuest
- Chamber of Commerce letters
- Six-city fact research
- Group city research
- Brochure creation
- Classroom presentations
- Class discussion
- Assessment based on final product, group work and discussion

Student Assessment

Student groups will be evaluated according to a rubric on their ability to create a brochure that is attractive and organized, has accurate content, has grade-level appropriate conventions, cites sources accurately, and contains graphics/pictures.

[Brochure Rubric](#)

Individual students will be evaluated according to an individual project rubric, including their time management, contributions, attitude and organization of materials.

Individual students will be evaluated during class discussions according to an individual project rubric for their knowledge gained and their ability to compare/contrast the Puget Sound region cities.

[Individual Project Rubric](#)

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Unit Implementation		
Instructional Strategies	Grouping Options	Scaffolds
About one month before the unit begins, students will write a letter to the chamber of commerce of the city they will be researching. Teacher may use the sample letter or direct students to follow the hidden text prompts in the Word document.	Large-group instruction	Hidden Text Chamber of Commerce Letter Chamber of Commerce Sample Letter
Teacher will review anticipated vocabulary. Students write definitions.	Large-group instruction	Puget Sound Vocabulary Blackline and Teacher's Key
Teacher will introduce the unit with the WebQuest. Discuss project outcome, grading rubrics. Role-play the varying behavior of group members based on the 1-4 rubric scale.	Large-group instruction	Puget Sound WebQuest Brochure Rubric Individual Project Rubric
Teacher will guide students through the Quick Facts Log. Fill in as much info about the 6 cities as possible.	Large-group or small-group instruction	Quick Facts Computer Log (Excel database for note-taking and management) OR Quick Facts Log Blackline (Excel) master OR Note-Taking Blackline (Word) master City Websites: http://www.wowworks.com/wowcity/wacity.htm http://www.ohwy.com/wa/homepage.htm http://www.kent.k12.wa.us/cgi-bin/map.cgi
Teacher will guide students through the research process using the city of Kent as an example.	Large-group instruction	See above.
As information is returned to the students from the various Chambers of Commerce, prepare a separate box for each city. Review materials and note-taking procedures with the class.	Large-group instruction	See above.

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<p>Students will work at computers or use their city boxes to complete the note-taking guides. (Monitor and provide mini lessons on content or technology skills as needed to keep students on task.)</p>	<p>Small group and individual work</p>	<p>See above.</p>
<p>Students will label the 6 cities map. Later, after presentations they will then add at least 3 important facts about each city based on their notes from the presentations.</p>	<p>Individual work</p>	<p>6 Cities Excel Map 6 Cities Teacher Key</p> <p>(To use Excel map, place cursor on a cell closest to each city's correct map placement; go to Insert > Comment to get a comment box in which to add the city name and, later, notes. See Kent example.)</p>
<p>Teacher will demonstrate how to complete the brochure template using the Kent city information collected from the previous lessons on research.</p>	<p>Large-group instruction</p>	<p>Brochure Template Brochure Checklist</p>
<p>Students will work in their small groups to complete the brochure according to the checklist directions</p>	<p>Small group work at computers</p>	<p>Brochure Template Brochure Checklist</p>
<p>Brochure presentations Students could create a city "Jingle." Invite staff members to be the Chamber "board" members.</p>	<p>Small group presentations</p>	
<p>Students will take notes from the presentations on a blank Quick Fact Log and a blank Puget Sound Notes worksheet.</p>	<p>Individual work during presentations</p>	<p>Quick Facts Log Blackline Puget Sound Notes Blackline (without cues)</p>
<p>Teacher will lead the class in a compare/contrast discussion of the 6 Puget Sound cities.</p>	<p>Large-group</p>	
<p>Students will compare and contrast the city they researched to one of the other cities. An option here could be to let the students use their notes from the presentations.</p>	<p>Individual assessment</p>	<p>T-Chart</p>

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<p>Students will complete their Puget Sound Excel map by inserting at least 3 important facts about the 6 major cities of Puget Sound. They will be editing the comment boxes made when they labeled the cities earlier in the unit.</p>	<p>Individual Assessment</p>	<p>6 Cities Excel Map 6 Cities Teacher Key</p>
<p>Students will assess themselves using the rubrics.</p>	<p>Individual</p>	<p>Individual Project Rubric Brochure Rubric</p>
<p>Teacher will conference with each small group and discuss final assessment.</p>	<p>Teacher and city groups.</p>	
<p>Accommodation Options</p>		
<p>ELL / IP Students</p>	<p>Include the ELL/IP staff in the large group introduction lessons if possible so they can support students if in pull-out programs. Homogenous grouping for city research</p>	
<p>Highly-Capable Students</p>	<p>Research a large city not in the Puget Sound region such as Spokane or Vancouver</p>	
<p>Management/Organization Tips</p> <ul style="list-style-type: none"> • Check that all students have returned the permission form to access the Internet. • Each group might have a “team Leader” to report on progress each day at end of small group work time. • Each group could have a task list to make clear their responsibilities for the group, generated in class by teacher and/or students. 		
<p>Approximate Time Needed (Example: 45 minutes, 4 hours, 1 year, etc.) 1-2 days at least one month before unit begins to write the letter to Chamber of Commerce. 2-3 weeks of daily work for research, brochure work, and presentations</p>		
<p>Prerequisite Skills</p> <ul style="list-style-type: none"> • Beginning computer skills in Word, Excel, Publisher (entering text), and accessing the Internet. • Cooperative group work experience 		
<p>Materials and Resources Required for Unit Adopted Print Materials: Kent School District Puget Sound Unit Adopted and other Audio/Visual: none</p>		

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Supplemental Resources (including Internet resources):

Online Highways: <http://www.ohwy.com/wa/homepage.htm>

A listing of city websites organized by state: <http://www.wowworks.com/wowcity/wacity.htm>

An interactive map of the 6 cities for pre- or post-testing and a listing of the main points about each city in paragraph form: <http://www.kent.k12.wa.us/cgi-bin/map.cgi>

The King County Library on line <http://www.kcls.org/>. We e-mailed a request to the online research librarian; Brenna Shanks found the following lists of books. The first list of books are written for adults unless otherwise noted:

- Morgan, Murry Cromwell. South on the Sound: An Illustrated History of Tacoma and Pierce County
- Walking Where the Sails Met the Rails: A Venture In Tacoma's Past
- Gilliland, Miki. Entering Bellingham
- Clark, Norman. Mill Town: A Social History of Everett, Washington, from its earliest beginning on the shores of Puget Sound to the Tragic and Infamous Event Known As the Everett Massacre
- O'Donnell, Lawrence E. Everett, past and present: a centennial history of Everett (*This is a reference book.*)
- Humphrey, Robert. Everett and Snohomish County: a pictorial history
- Stein, R. Conrad. Seattle (*This is a children's book.*)
- Snelson, Karin. Seattle (*This is a children's book*)
- Stevenson, Shanna. Olympiana: Historical Vignettes of Olympia's People and Places
- Stevenson, Shanna. Lacey, Olympia and Tumwater: a pictorial history
- Perry, Fredi. Bremerton History

The following books are written for children:

- Blashfield, Jean F. Washington
- Bergman, Donna. Kids Go Seattle
- Steves, Rick. Kidding Around Seattle
- Steffoff, Rebecca. Washington.

Supplies: none

Technology – Hardware (Click boxes of all equipment needed.)

<input checked="" type="checkbox"/> Computer(s)	<input type="checkbox"/> VCR	<input checked="" type="checkbox"/> Projection System
<input checked="" type="checkbox"/> Printer	<input type="checkbox"/> Video Camera	<input type="checkbox"/> Camera
<input type="checkbox"/> Digital Camera	<input type="checkbox"/> Scanner	<input type="checkbox"/> Video Conferencing
<input type="checkbox"/> Television	<input type="checkbox"/> Laser Disk	<input type="checkbox"/> Other

Technology – Software (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Microsoft Word	<input type="checkbox"/> Microsoft Front Page	<input type="checkbox"/> KidPix
<input checked="" type="checkbox"/> Microsoft Excel	<input checked="" type="checkbox"/> Microsoft Internet Explorer	<input type="checkbox"/> Inspiration
<input type="checkbox"/> Microsoft PowerPoint	<input type="checkbox"/> SchoolKiT	<input type="checkbox"/> Clicker 4
<input checked="" type="checkbox"/> Publisher	<input type="checkbox"/> Encarta Reference Materials	<input type="checkbox"/> Image Blender/Photo Editor

Optional Technology Extensions	Videotape the brochure presentations and the “board’s” reactions Conduct a videoconference with a real Chamber of Commerce board to present the class’s best brochure. Use projection device to present the brochures.
Key Word Search	Social Studies; Puget Sound

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Optional Unit Extensions	<ul style="list-style-type: none">• Invite other building staff to be the “board members” representing a city’s Chamber of Commerce for the brochure presentations.• Create cinquains or acrostic poetry for each city.• Use watercolor paints to create a typical Puget Sound scene, for example forests, lakes, mountains, etc...• Watercolor wash a background and mount a black construction paper city skyline on top to go with one of the poems.• Field Trips: Port of Seattle Tour, Saltwater State Park, local businesses.
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