

Emerging Technology Unit: Our Land We Share

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Classroom Research EDET678

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July 28, 2017

The following unit is a sample lesson of how students can use digital portfolios to enhance their learning. My proposal is for new tablets or Ipads in the range of \$199.00 to \$299.00. These tools are essential for integrating student-centered learning and accountability. Students can use apps like SeeSaw to keep a portfolio of their learning, communicate with their parents, and document projects. The district's vision is to create:

1. Relevant, innovative, and engaging learning opportunities;
2. Clear goals and high expectations;
3. Opportunities for collaboration among students, parents, staff, and community using an active outreach to stakeholders.

Digital portfolios can begin in the Kindergarten years and follow students through their senior year. It also enables students to clearly articulate their work with video and audio capabilities. Students, teachers, and parents can all communicate on one simple, accessible, app. These opportunities are available for all students with support from the district to have properly running tablets in each classroom. Additionally, it is our duty as educators to teach our students responsible and healthy technology habits. By incorporating technology in the classroom we can teach about digital citizenship. Likewise, we are providing students opportunities to engage in technology in an otherwise unlikely methods. Below is a sample lesson of how I would use the tablets to record and document students interdisciplinary learning.

Stage 1 Desired Results

<p>ESTABLISHED GOALS Students will be able to demonstrate understanding of cultures living in the same geographic location by creating a visual art presentation.</p> <p>Standards: ALASKA GEOGRAPHY STANDARD B: A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions. 3) relate how people create similarities and differences among places; 4) discuss how and why groups and individuals identify with places;</p> <p>ALASKA ARTS STANDARD VA:CR1a-2 Collaboratively brainstorm multiple approaches to an art or design problem VA:CR2a-2 Experiment with various materials, tools, and approaches (such as using elements and principles of design, applying artistic ideas from diverse cultures, etc.) to explore personal interests in a work of art or design. VA:CR3a-2 With peers, discuss and reflect about choices made in creating artwork. ISTE standard 6: Creative Communicator</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i> Identify and discuss various similarities and differences between they live in their bioregion and the way indigenous tribes live in that same bioregion.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> We can live in the same bioregion and use the land and its resources for various reasons depending on our culture.</p>	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1) What are the characteristics of the region I live in? 2) How do I use resources from the land and how does this compare to the Tlingit traditions and customs?
Acquisition		
<p><i>Students will know...</i></p> <p>The land features and resources that are found around the land where they live. They will understand the traditional lifestyle in the bioregion and how that compares or contrasts to their own.</p>	<p><i>Students will be skilled at...</i></p> <p>Be skilled at understanding and showing appreciation for where they live, how they interact with the land, and how the Tlingit community uses the land and resources.</p>	

6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.		
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
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<p>Projects must be: neat and organized have a clear purpose applicable to the real world use technology to document</p>	<p>PERFORMANCE TASK(S): Students will be given a few options for demonstrating learning:</p> <ol style="list-style-type: none"> 1) scale model in a shoe box 2) writing (poetry, descriptive, narrative) 3) art project 4) digital project 5) any other idea <p>They will use a self-assessment rubric to score themselves.</p>
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<p>can students answer the essential questions? What is culture? How do you live in this bioregion? How do other cultures, such as Tlingits, live in this bioregion? How do they compare and contrast?</p>	<p>OTHER EVIDENCE: My formative assessments will be digital formats like Kahoot and GoNoodle. GoNoodle has a program that allows me to insert my own review questions and students do physical activity while answering the questions and moving up “levels.”</p> <p>I will do exit tickets asking questions such as, “What does bioregion mean in your own words? or draw a picture of your bioregion.”</p> <p>“How do you use the land?”</p> <p>“How do traditional Tlingits use the land?”</p>
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Day 1:

Step 1: Ask students to look outside and observe what they see. Call on a few students to share. (2 minutes) Tell students what they are looking at is their bioregion. "Bioregion is the area where you live." As teacher explains bioregion, connect a motion to the word and then have students repeat word and motion. Ask students to share with a partner what bioregion means (while using motion).

Step 2: Tell students that they are going to be biologists (or use scientists) to explore their bioregion. Discuss a few rules that biologists follow:

- Respectful to nature and friends
- Kind and caring
- Only pick up what he/she can carry

Step 3: Go on a nature walk outside. Give each student a paper lunch bag or small container and tell them they can choose a few items from their bioregion to collect. (15 minutes)

Step 4: Once back inside students can do a quick show and tell with the class or a small group. Students will keep items in a safe place with name and refer back to it during the lesson.

Step 5: Form a circle and teacher will model how he/she uses different items from nature in their own life or community.

"I use wood to make fires in my house, in the woods, or on the beach. I found rocks that I ride my bike on. The leaves represent the berries that grow and we eat in the summer. The branches are for harvesting herring during herring season."

Let students share items from their bag and how they use them in their own life. (20 minutes)

Day 2

Step 5: Invite an Elder in to tell a story about the land and explain with students how they live off the land and its resources.

Step 6: Do a follow-up of the presentation by having students create a painting (using sticks, leaves, moss, and seaweed) to illustrate how Tlingits live off of the land. They will take a photo of this and upload it to Seesaw.

Day 3:

Step 7: Do a quick formative assessment by playing Tlingit traditional song and asking students to (as a whole class) move to the music. When the music stops they must find a partner and tell them a way that Tlingits live off of the land. Another variation would be when the music stops they must strike a pose that represents something Tlingits use from the land.

Step 8: Introduce performance project--

"You may do any art or digital art project you wish. Some examples are a shoebox model, an art painting, a PowerPoint, a drawing on the Ipad, an interview/audio voice recorder, a short movie, puppet show, or another idea to tell a Kindergarten how you live off the land in Sitka and how that is similar or different to how traditional Tlingits live off the land."

Students will have 45 minutes to brainstorm and conference with teacher their idea. Students will get 40 minutes to work on project and will be expected to do some at home if not finished in class.

Step 9: Students will upload their projects to SeeSaw with and recording describing their project.










Performance Assessment:

The title of my project _____

Name _____

In one sentence what is the project you

created? _____

	Excelling	Developing	Needs Improvement	Score
				
I can show or explain the land where I live	I can describe 8 or more features about the land where I live.	I can describe 6 to 7 features about the land where I live.	I can describe 5 or less features about the land where I live.	  
I can identify similarities and differences of my life to traditional life.	I have shown or described 10 or more similarities or differences.	I have shown or described 8 to 9 similarities or differences.	I have shown or described 8 to 9 similarities or differences.	  
My project is organized and thoughtful	All words are spelled correctly. It is my best, neat work.	Most words are spelled correctly. There are some messy parts.	Words are spelled wrong and it is not organized and thoughtful	