

Project Worksheet: Integrating Technology Into A Curriculum Unit

Christine Usyak	Grade 6, 7, 8	English Language Arts, English Language Learners
Massachusetts	<p>MA English LA Curriculum Framework June 2001 http://www.doe.mass.edu/frameworks/ela/0601.pdf English Language Proficiency Benchmarks and Outcomes for English Language Learners June 2003 http://www.doe.mass.edu/ell/benchmark.pdf Performance Indicators for Technology Literate Students Grades 6-8 ISTE NETS Project 2002 http://cnets.iste.org/students/s_profile-68.html MA Recommended PreK-12 Instructional Technology Standards http://www.doe.mass.edu/edtech/standards/itstand.pdf</p>	
<h3>Vocabulary and Etymology Builder: Is that even English?</h3>		
Curriculum Unit Description	<p>Teacher(s) and students will build vocabulary by discovering connections between words. Students will accomplish this by researching etymology of the English language, discovering root words, and discussing various types of literature with their classmates. Problem solving, collaboration, critical thinking, and creativity are expected. The curriculum topic is appropriate for both the teacher(s) and students to learn or re-learn vocabulary, etymology, types of literature, and managing spreadsheets so that connections between disciplines can be made in hope for learners to breakdown barriers put in place by education, government, and cultures.</p>	
Essential Question	<p><i>How can increasing my vocabulary help me to better communicate with people and understand the world around me?</i></p>	

<p>Great Beginning</p>	<p style="text-align: center;"><i>Great Beginning: Visuwords</i></p> <p>Students will first be introduced to this curriculum unit and new vocabulary through a Web 2.0 tool called Visuwords, an online graphical dictionary http://www.visuwords.com, where they can physically see connections between words. The teacher can begin by asking students to share vocabulary they know but the teacher must make it a point to discuss the following words <i>vocabulary, etymology, literature, and multimedia</i>. The Visuwords exercise will be executed by a teacher and can be done in 10 minutes.</p> <p style="text-align: center;"><i>Great Beginning: KHWL Chart</i></p> <p>The teacher will then facilitate discussion and students will complete a KWHL (What I Know, What I Want to Find Out, How I Can Learn More, and What I Have Learned) chart to identify prior knowledge and learning goals. A discussion will be conducted so that students can contemplate the following questions to help them complete the KWHL chart: <i>What do you like doing? List three of your interests. Describe the literature or multimedia that would increase your knowledge about your interests. When you see the same vocabulary in different literature and multimedia, do they still share the same meaning or is it used slightly different? How will increasing my vocabulary help me communicate more effectively with peers and professionals from different subject areas?</i> Literature can include books, magazines, newspaper sections, and Web site articles. Multimedia can include radio broadcasts, television shows, movies, or video games. The KWHL will follow the student throughout the curriculum unit. Discussion and completing the chart should take at least one class period (40 minutes). This discussion may spill over to use up the next class period or be assigned for homework - the teacher must be flexible. Visuwords and the KWHL are two preliminary exercises to introduce connection between words, visualizing words, and to identify prior knowledge and goals. The teacher will then lead the class with the activities below in the right-hand column, making sure that Unit Understanding Goals and Technology Goals are communicated to and met by students.</p>
<p>Unit Understanding Goal 1 Students will determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses. Massachusetts English Language Arts Curriculum Framework: June 2001 General Standard 5: Structure and Origins of Modern English (General Standard 4.22) http://www.doe.mass.edu/frameworks/ela/0601.pdf Learning Targets: Knowledge and Comprehension Reasoning Performance Skills</p>	<p style="text-align: center;"><i>Unit Understanding Goal 1: Understanding & Creating Word Chains</i></p> <p>After these exercises, students will be using a thesaurus to create their Word Chains. Students will create a Word Chain by looking up one word in a thesaurus, then find the synonym to that word, then finding the synonym's synonym, and so forth. There should be at least five words but no more than ten words that make up the Word Chain. Students will be given a week to complete this task. Students should consider the following when choosing the presentation medium for their Word Chain: <i>Illustrate your understanding of new vocabulary you have acquired. Choose the presentation medium that is most appropriate to represent your understanding.</i> Students will hand in a hard copy of their Word Chain on the last class day for this project to their teacher. <i>Note: Students should be using a dictionary and thesaurus in hard copy.</i></p>
<p>Unit Understanding Goal 2 Students will provide examples of how English vocabulary has developed from and been influenced by other languages. Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners: June 2003 (R.1.13) http://www.doe.mass.edu/ell/benchmark.pdf</p>	<p style="text-align: center;"><i>Unit Understanding Goal 1: Word Chain Presentations</i></p> <p>The student will give a two-minute presentation and all of the students' presentations should take up at least one class period. Before their presentation, they must access online dictionaries in order to determine the correct pronunciation of the vocabulary. Students can use the following Web site for this purpose: http://www.merriam-webster.com All student work will be displayed in the classroom after all presentations are complete.</p> <p style="text-align: center;"><i>Unit Understanding Goal 2: Discussion on Etymology</i></p> <p>A discussion on "What is etymology?" will be led by the teacher and should take the first 10</p>

Learning Targets:
Knowledge and Comprehension | Reasoning |
Performance Skills | Products

minutes of the class period.

Unit Understanding Goal 2: Using Languages for Visual Art Discussion

Students will be shown visual art and they will describe what they see with the vocabulary they have learned so far through their Word Chains and/or through a language(s) they already know. Languages can include or not include English. Class discussion is strongly encouraged and should take one class period.

Unit Understanding Goal 2: Validating Web sites Group Activity

At the next class period, the teacher should continue to make connections to what the students learned through Visuwords and their discussion on visual art, such as, words are connected and researching etymology can increase vocabulary and effective word usage. Next, the teacher should evaluate Web sites with students. The teacher can follow the activity outlined in MA Recommended PreK-12 Instructional Technology Standards

<http://www.doe.mass.edu/edtech/standards/itstand.pdf> on validating Web sites. There are two areas in the school that have at least 11 desktop computers. There are also two areas of the school that students can borrow laptops that have at least 20 laptop computers available. For the activity on validating Web sites, students should be working in pairs on laptops and groups of three on desktops because this will ensure visibility of the computer screen in the various groupings. This should take 5 class periods.

Unit Understanding Goal 2: Validating Web sites Discussion

The questions listed in MA Recommended PreK-12 Instructional Technology Standards are very important to discuss. Plan that this discussion could take 2 class periods. After the discussion, students should know how to evaluate Web sites.

Unit Understanding Goal 2: Citations & Understanding APA Style

Students should also know the importance of citing their work. At this time, APA Style for citing references will be introduced to students and should take one class period. Students will refer to the following APA Web site if they need directions on how to write their bibliography to hand into their teacher: <http://www.apastyle.org/electref.html> Learning APA Style and the following activity on discussing truth on the Internet and news may take 5 class periods.

Unit Understanding Goal 2: Re-introducing the Internet

During the next class period, Wikipedia, blogs, YouTube, Google Video, and other popular research Web sites will be re-introduced to students. The teacher should lead a discussion on whether citing these resources is relevant and appropriate when they produce their own work and discuss how to cite these online resources. The teacher will also lead a discussion on how journalists get information for their articles and how editors filter information before publishing an article. This may take up the remainder of the class period or may have to be left for the following class period. If the teacher has contact with a local newspaper company, this may be worth a field trip. *Reminder: Learning APA Style and discussing truth on the Internet and news may take 5 class periods.*

Unit Understanding Goal 2: Dictionary Use & Planning in Research Groups

Before the students work in their assigned work groups, they should revisit how to use a dictionary using Learning Vocabulary: Dictionary Use

	<p>http://www.uefap.com/vocab/vocfram.htm Now the students are ready to conduct online research on etymology using vocabulary they have already collected, referring to languages they know, et cetera. The students will be in groups of 3 or 4 and should be given 10 class periods for online research. Each group should dedicate the first class period to discuss how the next 9 class periods should be used. Students have a choice as to how to show they understand the evolution of English vocabulary. For instance, a slideshow, short skit, radio broadcast, Web site, et cetera can be used as a presentation medium. Students should consider the following when choosing the presentation medium for their presentation: <i>Illustrate your understanding of new vocabulary you have acquired. Choose the presentation medium that is most appropriate to represent your understanding.</i> This 10-day research project is due to the teacher by the end of the last class period.</p> <p style="text-align: center;"><i>Unit Understanding Goal 2: Completing Group-evaluation Forms</i></p> <p>The group will record their daily progress through a group-evaluation form. The form will be a record of each group’s progress and individual contributions, which will be handed to the teacher after each class during the 10-day research project.</p>
<p>Unit Understanding Goal 3 Students will determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes. Massachusetts English Language Arts Curriculum Framework: June 2001 General Standard 5: Structure and Origins of Modern English (General Standard 4.21) http://www.doe.mass.edu/frameworks/ela/0601.pdf Learning Targets: Knowledge and Comprehension Reasoning</p>	<p style="text-align: center;"><i>Unit Understanding Goal 3: Introducing Google Docs & Spreadsheet Format</i></p> <p>During the next class period, students will be registering for a Google Account to create and share their spreadsheets using Google Docs. For this activity, students will list and define vocabulary that they have encountered into their spreadsheets. The students who complete the registration can continue to the next activity and input the following items into each separate column on a spreadsheet: new vocabulary, verb/noun/adjective, Greek and Latin roots, etymology of the vocabulary, and image created, drawn, or photographed to the corresponding vocabulary. A column for sentences should also be included in the spreadsheet. Students should be considering the following question when inputting sentences to this column: <i>What sentences can you create so that your new vocabulary are in context and make sense to the reader?</i> This spreadsheet will be each student’s vocabulary and etymology database. Students should be using Google Docs for peer assessment and collaborative work including sharing and editing. Students should also be introduced and familiarize themselves to common Greek and Latin roots, suffixes, and prefixes using the following Web site: http://www.kent.k12.wa.us//KSD/MA/resources/greek_and_latin_roots/transition.html Students will use this Web site, or one similar to it, to add to their Vocabulary Bank on their spreadsheet. Students will be given 5 class periods to complete all columns and all vocabulary acquired through this curriculum unit. On the final class period, students should share their work through Google Docs to their teacher for review of their progress.</p>
<p>Unit Understanding Goal 4 Students will apply knowledge of word analysis to expand comprehension of vocabulary found in text. Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners: June 2003 (R.1.8)</p>	<p style="text-align: center;"><i>Unit Understanding Goal 4: Reading List & Groups</i></p> <p>At this time, students will get a recommended reading list which will include an assortment of writing styles from various content areas including newspaper articles, poetry, translated texts, graphic novels, blogs, et cetera. The reading list must have at least 10 pieces and the teacher can add more according to how much time is left of the school year. Students will have reading groups that rotate weekly. Reading groups have at least three and no more than five students each and are required to finish a piece of literature in one week. Reading groups meet every day.</p>

<http://www.doe.mass.edu/ell/benchmark.pdf>

Learning Targets:

Knowledge and Comprehension | Reasoning

Each group must choose a leader to summarize the group's stance on the literature and facilitate discussion.

Unit Understanding Goal 4: Collecting Vocabulary

Students will continue to add to their Vocabulary Bank as long as they are with the teacher who assigned the Vocabulary and Etymology Builder curriculum unit. Through reading, the students will continue to collect and input vocabulary by adding at least 5 words per week but no more than 15 words in their spreadsheets.

Unit Understanding Goal 4: Using the KBAR Method in Reading

At the end of the week, each reading group's leader must report to the whole class what vocabulary was learned and at least three discussion points using the Kick Back And Read (K.B.A.R.) method. This method does not ask students to summarize what they read, rather expects students to Question, Evaluate, Predict, and Quote in order to come up with their discussion points. There is more information on the K.B.A.R. method at the following Web site: <http://www.mrcoward.com/slcsud/kbar.html> At the end of each week, each group will lead a 10-20 minute discussion. Discussion points should be shared on Google Docs prior to the discussion day. Students presenting should be able to describe the meaning of and context they would find the vocabulary they have encountered through their readings. They should also consider the following questions when presenting their findings: *Do you see patterns in the languages you know with the vocabulary you are encountering in your readings? Do you see connections to the roots you are learning to the vocabulary you are encountering in your readings?*

Culminating Project: Creating Virtual Flash Cards & Re-Visiting Essential Question

Students have already been able to see vocabulary in a real-world context through various types of literature in their reading list. They have also been able to visit a local newspaper or invited a real-world journalist who spoke to them on the process from collecting information for an article to publishing one. As a finale to this curriculum unit, students will learn how to create and share flashcards online by using Quizlet <http://quizlet.com> This Culminating Project is to show students a way to make flash cards easily so that they feel motivated to continue building their vocabulary. Students should be introduced to this activity by asking them the following question: *Design a method to memorize the vocabulary you came across and think of ways you can integrate the vocabulary into your daily language.* Students will create virtual flash cards from their vocabulary list and share them with their classmates. This activity should take two class periods for students to transfer their vocabulary list to virtual flash cards. Sharing should take one class period where students will try their classmates' flash cards on Quizlet. After this, students should fill out their final column "What Have I Learned" in their KWHL chart they began in the preliminary exercises for this curriculum unit. The students should be referring to the essential question to complete the chart: *How can increasing my vocabulary help me to better communicate with people and understand the world around me?* If students have trouble completing the chart and need help in answering the essential question, the teacher should guide the students by facilitating a discussion on the essential question or simply asking what they have learned through the various activities.

3 Goals for Technology Integration

ISTE NETS Profiles for Technology Literate Students: Performance Indicators for Technology Literate Students Grades 6-8
http://cnets.iste.org/students/s_profile-68.html

Massachusetts Instructional Technology Standards
<http://www.doe.mass.edu/edtech/standards/itstand.pdf>

Technology Integration Goal 1
The students will select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.

ISTE NETS 5, 6

Learning Targets:

Knowledge and Comprehension | Reasoning

This goal can be achieved through Unit Understanding Goals 1, 2, 3, and 4. In Unit Understanding Goal 1, students will choose a medium to present their Word Chain. This may mean that the student will not choose technology to present their Word Chain; however, the teacher can expect that thought has been put into why the student will not use technology tools to present their work. Also, students will be accessing online dictionaries (Visuwords and Merriam-Webster) to accomplish tasks in Goal 1. In Unit Understanding Goal 2, students will choose a presentation medium to show they understand the evolution of the English language. Again, if the student chooses not to use technology as a presentation medium, the teacher can assume that the students have put thought into why they will not use technology as a tool to show their understanding. Goal 2 can also be achieved because students will learn to be critical and effective while doing research online and referring to the Massachusetts Instructional Technology Standards in order to validate Web sites. In Unit Understanding Goals 3 and 4, students will use a Web 2.0 tool called Google Docs in order to build their vocabulary.

Technology Integration Goal 2
The students will demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.

ISTE NETS 1, 6

Learning Targets:

Knowledge and Comprehension | Reasoning | Performance Skills

This goal can be achieved through Unit Understanding Goals 1, 2, 3, and 4. In Unit Understanding Goal 1, students will choose a medium to present their Word Chain. This may mean that the student will not choose technology to present their Word Chain; however, the teacher can expect that thought has been put into why the student will not use technology tools to present their work. In Unit Understanding Goal 2, students will choose a presentation medium to show they understand the evolution of the English language. Again, if the student chooses not to use technology as a presentation medium, the teacher can assume that the students have put thought into why they will not use technology as a tool to show their understanding. In Unit Understanding Goals 3 and 4, students must use Google Docs to share discussion points and input vocabulary, roots, etymology, and images. Also, images can be photographs, drawn by hand or digitally, et cetera. Moreover, they will use an online dictionary-thesaurus to determine pronunciation of vocabulary, and use a Web site to investigate common Greek and Latin roots, suffixes, and prefixes.

Technology Integration Goal 3
The students would research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world.

ISTE NETS 2, 5, 6

Learning Targets:

Knowledge and Comprehension |

Reasoning | Performance Skills

This goal will be achieved through Unit Understanding Goal 3 when they research the evolution of the English language. This goal can also be achieved because students will learn to be critical and effective while doing research online and referring to the Massachusetts Instructional Technology Standards in order to validate Web sites.