

UNIT OVERVIEW	
<b>CONTENT AREA:</b> Technology	<b>UNIT TITLE:</b> Kidspiration
<b>TARGET COURSE/GRADE LEVEL:</b> Three	<b>SUGGESTION TIMEFRAME:</b> 3-4 weeks
<b>TOPIC:</b> Utilization of a simple computer program and associated tools.	<b>CHAPTERS COVERED:</b> N/A
<b>UNIT SUMMARY</b> Students develop the basics skills associated with Kidspiration in order to build towards completing a complex graphic organizer on the Lenape People. To do this they will also have to use my Lenape website to find relevant information, and watch short move snippets.	
<b>UNIT RATIONALE:</b> Kidspiration is a graphic organizer that helps students connect ideas, and visual relationships between those ideas. It uses the principles of visual learning to strengthen reading and writing skills, build conceptual understanding and develop thinking skills across the curriculum. The unit connects directly with the third grade Lenape People unit.	
<b>PRIMARY INTERDISCIPLINARY CONNECTIONS:</b>  <b>Social Studies:</b> The Lenape People	
<b>21<sup>st</sup> CENTURY THEMES:</b>  Prioritizing, Planning and Management for Results, Self-Direction, Creativity.	

LEARNING TARGETS
<b>STANDARDS:</b>  <b>8.1 Educational Technology</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Literacy

## **8.2 Technology Education, Engineering, and Design**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

- A. Nature of Technology: Creativity and Innovation
- B. Design: Critical Thinking, Problem Solving, and Decision-Making
- C. Technological Citizenship, Ethics, and Society
- D. Research and Information Fluency
- E. Communication and Collaboration
- F. Resources for a Technological World
- G. The Designed World

## **Mathematics**

CCS 4.2 (Geometry and Measurement) All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe and analyze phenomena.

## **Visual and Performing Arts**

1.1 All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

## **CONTENT STATEMENTS:**

### **Technology Education, Engineering, and Design**

- The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.
- The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

### **Social Studies**

- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- The physical environment can both accommodate and be endangered by human activities.

- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- Key historical events, documents, and individuals led to the development of our nation.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

### **Visual and Performing Arts**

- Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.
- The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.

<b>CPI #:</b>	<b>CUMULATIVE PROGRESS INDICATORS (CPI):</b>
	<b>Technology</b>
8.1.P.A.1	Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).
8.1.P.A.2	Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words
8.1.P.A.3	Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.
8.1.P.A.4	Recognize that the number keys are in a row on the top of the keyboard
8.1.P.A.5	Use basic technology terms in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboards, and printer).
8.1.2.B.1	Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
	<b>Social Studies</b>
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.		
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.		
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.		
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.		
<b>Inquiry and Research</b>			
3.2.A.9	Use computer writing applications during most of the writing process.		
3.2.B.10	Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas.		
3.2.D.12	Use relevant graphics in writing (e.g., maps, charts, illustrations).		
<table border="1"> <tr> <td> <b>ENDURING UNDERSTANDINGS:</b>   Democratic societies must balance the rights and responsibilities of individuals with the common good.   People interact with their environment and are affected by it. </td><td> <b>ESSENTIAL QUESTIONS:</b>   What is culture?   How do geography, climate, and natural resources affect the way people live and work? </td></tr> </table>		<b>ENDURING UNDERSTANDINGS:</b>  Democratic societies must balance the rights and responsibilities of individuals with the common good.  People interact with their environment and are affected by it.	<b>ESSENTIAL QUESTIONS:</b>  What is culture?  How do geography, climate, and natural resources affect the way people live and work?
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<b>OBJECTIVES:</b>  Students will: <ul style="list-style-type: none"> <li>• Complete three handouts of increasing levels of complexity.</li> <li>• Review the Lenape website and watch short movies.</li> <li>• Build and complete a Lenape People page in Kidspiration.</li> </ul>			

## INSTRUCTION

### CONTENT VOCABULARY:

... Graphic organizer, web browser, Firefox, Google, Explorer, Culture, Anthropology.

**INSTRUCTIONAL STRATEGIES:**

The unit will hook and hold the students' with the power of the Kidspiration software to initially create simple picture and connect basic ideas. My Lenape People website will also be used as a base to allow research for answers and elements to build more complex diagrams.

**FORMATIVE ASSESSMENTS:**

Portfolio./Folder Review

Students save directly to the My Pictures folder.

**SUMMATIVE ASSESSMENTS:**

Use Kidspiration to complete:

- **The Ogre:** basic like/dislike layout
- **About Me:** Like/dislike layout requiring more detail and thought.
- **The Lenape:** Complex network of connections requiring website and recall from class activates to complete fully.

**DIFFERENTIATED INSTRUCTION:**

Students will be encouraged to reflect, rethink, revise and refine as they build their diagrams and increase their complexity. Kidspiration also has audio features build in appeal to different learning styles. Short movies and videos are also available to students, which they can replay and explore further if they choose.

**PROBLEM-BASED LEARNING:**

Learning to connect ideas, especially ideas that at first to not seem obvious...a final challenge would be to create a Kidspiration diagram showing how the two very different cultures (native and settler) might have lived together peacefully. What traits did they share? could they have learned from each other? Did they learn anything from each other???

**INTERDISCIPLINARY OPPORTUNITIES:**

Connects directly with the third grade Lenape People unit in Social Studies and helps develop the concept of connecting ideas and extrapolating on them in Language Arts.

LESSON PLAN OVERVIEW	
LESSON # AND TITLE	TIMEFRAME
<b>LESSON 1:</b> Use Kidspiration to simply draw a picture. With multiple image on the page, and master the basic techniques..	1 week
<b>LESSON 2:</b> Create more complex diagrams with subgroups of connected ideas, related to the main idea, Check spelling; try to create a uniform appearance, manipulate fonts and change the background color.	1 weeks

<b>LESSON 3:</b> Review the Lenape People website and talk about the differences between the two cultures - settlers and natives...	1 week
<b>LESSON 4:</b> Build Lenape connections in Kidspiration.	1 or 2 week
<b>TEACHER NOTES:</b>  <b>Student materials:</b> <ul style="list-style-type: none"> <li>Laptop computers with mouse attached.</li> </ul> <b>Teaching materials:</b> <ul style="list-style-type: none"> <li>Laptop computer cart (26 laptops)</li> <li>One laptop computer connected to SmartBoard or flat screen TV.</li> <li>Teacher PowerPoint</li> <li>Sketch-up software loaded on all computers.</li> </ul> <b>Teaching Resources:</b> All school computes, laptops and homeroom desktops have MS Paint installed.	
<b>CURRICULUM DEVELOPMENT RESOURCES:</b>  <b>Links:</b> <a href="http://www.inspiration.com/Kidspiration">http://www.inspiration.com/Kidspiration</a>  <a href="http://www.coweta.k12.ga.us/cweb/kidspiration/kidactivities.htm">http://www.coweta.k12.ga.us/cweb/kidspiration/kidactivities.htm</a>  <a href="http://metuchenschools.org/metuchen/Schools/Campbell%20Elementary%20School/Teachers%27%20Websites/_MrFitzgibbon/_The%20Lenape%20People/index.html">http://metuchenschools.org/metuchen/Schools/Campbell%20Elementary%20School/Teachers%27%20Websites/_MrFitzgibbon/_The%20Lenape%20People/index.html</a>	

**Prepared By**

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