

# NLMUSD Model Integration Technology Pilot

## Technology Integration Unit/Lesson Plan Template (modified from MTS Lesson Plan Template)

Lesson title: 4th Grade California Native American Project  
Subject area: Social Studies  
Grade level: 4

### Brief lesson/unit Summary/Description

Students will create an artifact featuring one of California's Native American tribes. Each student will write a research report about this California Native American tribe. Students will video tape each other's presentation.

### State Content Standard/Benchmark addressed <http://www.cde.ca.gov/be/st/ss/index.asp>

**Social Studies H-SS 4.2.1:** Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.

**Reading Comprehension 2.2** Students use appropriate strategies when reading for different purposes (e.g., location of information).

**Writing Strategies 1.6** Students locate information in reference texts by using organizational features.

### Educational Technology Standard/Benchmark addressed <http://www.iste.org/standards.aspx>

1. Research and Information

Students used the internet to research his/her Native American tribe. Students were able to utilize key words to narrow the research.

2. Technology operations

Students demonstrated the skill to video tape using an ipad.

### Integration into NLMUSD Curriculum Maps (If applicable in Language arts or Math)

### Students will understand (lesson/unit objectives):

SW identify and describe a Native American tribe in California, including how the tribe's artifacts assisted in daily living.

### Essential Questions to guide this unit/lesson and focus teaching and learning:

see PBL (project based learning) information  
Need a "big idea," a question anchored in life/here and now  
Making things relevant

How does the Native American tribe's artifact you researched, affect tools found in your daily life.

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### Technology & Web 2.0 resources needed (hardware and software, websites)

1 imac  
1 ipad

### Procedure (learning activities)/ lessons of unit

In this lesson, students will create an oral presentation from his/her research report. The student will choose another student to video tape the presentation using an ipad. The students will learn the correct way to hold the ipad during filming, where the microphone is located, the ideal distance to film for the best sound recording, which app to choose to film, how to go from a still picture mode, to a video, and how to begin and end recording.

### Assessment Method

Finished projects will be evaluated for oral presentation:

Voice; loud & clear, correct grammar, vocal expression, and steady rate (not too slow/fast)

Delivery; steady eye contact, confidence, good posture (stand tall/proud, no rocking back & forth)

accurate information, connection between each Native American tribe and its effect on human activity.

Video taping will be evaluated for future teaching.

**Notes: (this area may list accommodations, differentiation, as well as other key information that may not fit into the categories above)**