

Technology Performance Assessment Task

Fourth Grade

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Title of Lesson: US State Newsletter

Core Subject Area: Social Studies

Length of Lesson: 5-10 days

Targeted Information Tech. Performance Task: Productivity Tools Task 1

Prerequisite skills: Introduction to MSWord and familiarity with keyboard. Introduction to scanner. Using the Smart Board the teacher will demonstrate scan, copy, format, and columns. Introduce and practice using graphic organizing software such as Inspiration/Kidspiration. Students will have lab time to practice.

Overview: Students will choose a US state and research one or two focus areas. They will use a teacher provided graphic organizer to layout the newsletter. Using teacher provided brochures of their chosen state they will choose three pictures to include in their newsletter. They will scan the pictures and copy them to a word document. The newsletter will include a student created map with scale and legend. The document will have a heading, date, and two columns. Students will place pictures as desired and include information that they have learned from their research. Text will be formatted to square layout for text wrap.

Vermont Standards: Vital Result 1.8 Reports
Field of Knowledge 6.7 Geographical Knowledge

Assessment: State rubric on report writing. Teacher created checklist for geographical knowledge. Informational Technology Performance Assessment rubric for newsletter. Informal observation of students as they use the technology to prepare the newsletter.

On-Going assessment throughout the unit in the form of informal notes about use of the software and hardware. This information will be used at the end of the unit to fill out the Technology Performance Assessment Rubric.

End of unit assessment using the state rubric for the written content of the newsletter and teacher created checklist for Standard 6.7.

Activity Timeline:

Discuss project with class. Go over the rubrics that will be used for assessment. Show sample work from previous class or teacher created examples. Brainstorm possible guiding questions that will direct the focus of the report. (Why would this be a great state for recreation and sports? What kinds of jobs and careers are available in this state? Etc.)

Arrange library time for students to look over books on states. Students should decide which state they want to research by the end of this day. Hand out brochures for student use.

Allow one or two periods for students to read books and brochures. Students should brainstorm their own guiding question. The next several periods should be spent using the computers in the lab. Have students begin a graphic organizer using Inspiration/Kidspiration, or other graphic organizing software. Students may print unfinished organizers to work on in class and then use the network to finish the software version.

The next period should be spent looking at and discussing samples of MSWord created newsletters. Students may use the teacher created blank template of a newsletter to design their own version. Using the lab and Smartboard begin instruction on basic word processing.

Demonstrate the use of the scanner and how to copy and paste.

Allow students to share their finished product with the class. Display newsletters for others to enjoy.

(This timeline may prove unreasonable for some classes, adjust as necessary.)

Vermont Standard 6.7

Geographical Knowledge

Student _____ Project: US State Newsletter

<u>Evidence</u>	<u>Got It</u>	<u>Needs Some Revision</u>	<u>Not Yet</u>
Newsletter includes state map	_____	_____	_____
Compass rose	_____	_____	_____
Map legend included	_____	_____	_____
Map legend is accurate	_____	_____	_____
Legend includes scale of miles	_____	_____	_____
Map shows at least two major geographical features	_____	_____	_____
Two major geographical features are represented on the legend	_____	_____	_____