

The ABC's of West Virginia

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Project-Based Unit

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Part I: Designing a Standards-Based Project

1. On what topic or unit of study will your project focus?

Our entire school will be spending the upcoming school year studying music in West Virginia. In order to expand on the topic of West Virginia, fourth grade students will be creating an alphabet book, using PowerPoint, about famous people, places, and symbols of West Virginia.

Students will work in groups of three to brainstorm people, places, and symbols to include in an alphabet book about WV. In addition to brainstorming, students may browse books, magazines, encyclopedias, websites, and online databases for ideas to include in their alphabet book. Each group will randomly draw three letters of the alphabet as their assigned letters to research for this project. Each letter of the alphabet will include three facts to go with that letter, as well as a graphic. In the multimedia presentation, students will need to complete two PowerPoint slides for each letter. The final slides from each group will be merged into one class PowerPoint presentation. This final presentation will be shown to students, teachers, and parents prior to the end-of-the-school-year music performance that showcases music in West Virginia.

2. Describe how this project will address standards in various curriculum areas:

Language Arts

Students will:

- apply reading skills and strategies to inform, to perform a task and to read for literacy experience
- examine meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, text structure, topic).
- interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details
- select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).
- use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g.,

Science

<p>written directions, captions, electronic resources, labels, information texts).</p> <ul style="list-style-type: none"> • listen and respond to different literary forms and speakers (e.g., summarize and paraphrase to confirm understanding, recount personal experiences, listen to information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas). • distinguish a variety of messages conveyed through visual media (e.g., internet, database, email, electronic resources, online research). • create an age appropriate media literacy product that reflects understanding of format, characteristics and purpose. • create an effective response to a task in form, content and language (e.g., letters, poems, brief reports or descriptions, instructions, journals). • use strategies to gather and record information for research topics: note taking / summarizing / paraphrasing / describing in narrative form / gathering information from direct quotes, maps, charts, graphs and tables 		
<p>Social Studies Students will:</p> <ul style="list-style-type: none"> • examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). • identify state symbols, the state capital, celebrations, holidays, famous West Virginians, and the title of the elected leader (the Governor) of the state government. • locate and give examples of the natural resources and geographic features of West Virginia and show their effect upon the economic development of the state. • research West Virginia's population, products, resources, transportation, state parks, forests, and scenic/recreational resources and draw conclusions from the information. • use reference sources to construct short reports that answer specific questions-about West Virginia. 	<p>Math</p>	
<p>Technology Student:</p> <ul style="list-style-type: none"> • finds, imports, inserts, and resizes or moves pictures, images and charts in word processing documents, spreadsheets, presentations and other electronic templates. • creates a presentation of at least four to six 	<p>Other Library Media Students will:</p> <ul style="list-style-type: none"> • select and access print, non-print, and electronic resources to locate different types of information (e.g., newspaper, dictionary, encyclopedia, atlas, magazines, almanac, thesaurus, CD-ROM and the Internet). • interpret information to answer questions, 	

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<p>slides. Student inserts slides and chooses backgrounds, fonts, and slide layouts. Student understands and uses different formats for viewing (e.g., slide sorter menu, slide show menu, normal view).</p> <ul style="list-style-type: none"> • selects and uses appropriate software, other technologies, and grade level appropriate search engines to locate and acquire information from electronic resources (e.g., interactive books, multi-media encyclopedias, Internet sites). Student evaluates information found for content and usefulness. • collaborates with peers, experts and others using telecommunications and online resources (e.g., e-mail, online discussions) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. • uses technology tools (e.g., presentation software, word processing software, publishing software, group web page design, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create informative products for audiences inside and outside the classroom. • evaluates bookmarked Internet sites or teacher-directed sites for relevance to curriculum tasks. • identifies information needed to solve a problem or complete an assignment, conducts a search and prioritizes various sources based on credibility and relevance, retrieves relevant information from a variety of media sources, and uses this information to create an effective presentation. • engages, with teacher assistance, in a critical thinking process that synthesizes knowledge and ideas. • manages and preempts negative emotions before they escalate, exercises self-restraint without assistance, and works productively in a variety of group settings. • is flexible in assuming various roles and responsibilities in the classroom and the school, and with minimal assistance, considers alternative methods, solutions and perspectives to solving a problem or completing a task. • engages in the goal setting process, and with guidance, demonstrates ability to change focus and direction or use different strategies, while using instructional rubrics 	<p>draw conclusions, offer solutions, clarify issues, make predictions, and generate further questions.</p> <ul style="list-style-type: none"> • select information for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias. • take notes on a topic, recording key words and phrases and summarizing. • Develop workgroup roles and responsibilities. • review work group projects and suggest improvements. • discuss legal principles and ethical conduct to use of information (e.g., copyright, plagiarism, acceptable use policy). 	
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<p>and other tools to monitor and evaluate his/her performance.</p> <ul style="list-style-type: none"> • appreciates, accepts and works cooperatively with others, in both academic and social contexts, shares responsibility for continued improvement of the academic performance and climate of the school, and exhibits ethical behavior while working alone or communicating with others. • uses his/her interpersonal skills when in an assigned leadership role, helps others stay focused and successfully moves the group toward the goal. • focuses on the larger goal of a project, frames appropriate questions related to the goal, develops and initiates a plan of action with specific tasks and appropriate benchmarks, and completes the project on time. • uses existing common databases (e.g., online or CD-ROM encyclopedias, electronic dictionaries, and other online library archives) to find, sort and interpret information for classroom assignments. 		
<p>3. List two or three learning goals for this project:</p> <ol style="list-style-type: none"> 1. <i>Students will use various books and online resources to research items to include in their final presentation.</i> 2. <i>Students will work cooperatively in small groups to create a final presentation.</i> 3. <i>Students will create a PowerPoint presentation highlighting various WV residents, places, and symbols in an alphabet book format.</i> 		
<p>4. How will you involve students in the planning process for this project?</p> <ul style="list-style-type: none"> • Students will help create the rubrics and checklists that will be used to assess their work throughout the project and the final presentation. • Students will help create the calendar/timeline of work assignments. • Students may brainstorm a list of potential people, places, and things to include in the alphabet book. • Students may browse existing alphabet books for ideas about page layout and formatting. 		
<p>5. After the project is selected, describe strategies you will use to help students develop essential questions to be answered during their participation in this project. (You can refer to http://www.tnellen.com/alt/essential.html to help you craft your essential questions.)</p> <p>Who are important people born/ living in West Virginia? Why is this person significant? What are our state symbols? What does this symbol represent/mean? What special/unique places does WV offer to its residents and/or tourists? What characteristics make this a special/unique place?</p>		

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6. Describe the learning activities students will be engaged in during this project:			
Teacher-Led	Individual Tasks	Team Investigations	Community Connections
Introduce project and develop essential questions.	Keep journal and idea book for questioning, ideas, feedback, etc.	Brainstorm ideas for inclusion in ABC book. Assist in creation of rubrics and checklists.	Historians, tourism experts, etc. may be contacted by email or interviewed.
Review use of resources. Introduce copyright, plagiarism, note-taking, bibliography, etc.	Complete self assessment rubrics, group assessment rubrics, and checklists as needed.	Use various materials, including online resources to research famous people, places, and symbols of WV.	Audience will complete a feedback form at the end of the final presentation.
Introduce scanner, digital cameras, handheld video cameras, and provide tech support and guidance as needed.	Use various materials, including online resources to research famous people, places, and symbols of WV.	Create PowerPoint slides in ABC book format for final presentation at end-of-the-year music performance.	

7. What strategies will you use to help students plan their final products to present their findings and demonstrate their learning?

- **Journals** will be used for teacher-student communication throughout the project. Thus, allowing students to express their thoughts, comments, and questions.
- Students will keep **idea books** to record their plans, ideas, and revisions.
- I will conduct **conferences** with the students to monitor progress, answer questions, and make suggestions.

8. List the required materials and resources (other than technology).

- Notebooks for journals
- Pencils
- Sketchbooks for idea books
- Various alphabet books
- Various books about West Virginia
- Biographies about famous West Virginians
- The West Virginia Encyclopedia

- Wild, Wonderful, West Virginia Magazine
- Rubrics and checklists
- Teacher created handouts about copyright, note-taking, and bibliographies.

Part II: The Role of Technology

1. What technology tools and resources will be used in the project?

Students will use a wide variety of technology tools in this project. Those tools include: school computer lab, library computers, OPAC (online card catalog), Internet, email, scanner, digital cameras, handheld video cameras, Microsoft Office PowerPoint, numonics board, projector, and distance learning lab. Bookmarked websites will provide students with a safe means of conducting research. Sites included are listed in Appendix A at the end of this template.

2. How will technology tools will be used in this learning unit and how will this use help meet the learning goals?

_____ Students will work in the **school computer lab**, as well as utilize **computers** in the library and their homeroom. Throughout the project, the **numonics board** and **projector** will be used for instruction and demonstration. Students will use the **OPAC, online card catalog**, to find alphabet books in our school library to examine as models for their own final project. They could also search for books about WV or biographies about famous West Virginians in my library that may give them ideas about information to include in their projects. Students will also use various **websites** on the Internet for their research, including how to open **bookmarks** and search **online databases**. Students will **email** sources of information for information and/or an interview, if appropriate. Using **Microsoft Office PowerPoint**, students will create one final class presentation, in alphabet book format, to present to peers and parents, at the end of the school year's musical performance. This presentation will include information from their research, pictures, and sound. They will use **digital cameras** to take pictures to include in the final presentation. Students will also learn how to acquire **pictures from the Internet** or **scan pictures** for inclusion in the final project. If there is a local person or place being included in their presentation, they will use **handheld video cameras** to create video clips to embed in the presentation. The final presentation will be shown to parents using the **Distance Learning Lab** in our school's auditorium prior to the end of the school year musical program, which is also centered on West Virginia. This extensive use of technology will help students meet the learning goals of this project because the technology is helping the students conduct their research, read for information, learn about West Virginia and work collaboratively. The technology is the highway that takes students to their destination.

Part III: Assessment

1. Describe the expected final project product students will prepare and your assessment strategies.

Fourth grade students will be creating an ABC book, using Microsoft Office PowerPoint, which highlights famous people, places, and symbols in West Virginia. Their final project, one overall class alphabet book, will be shown to students, teachers, and parents at an end-of-the-year music presentation that will be focus on music in West Virginia. This final project will be expected to include at least 2 slides per letter of the alphabet. Each letter of the alphabet will have a famous person, place, or symbol of West Virginia as its topic. Students will include 3 facts about the particular topic. Final projects will be assessed using a rubric that may include the following requirements:

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content accuracy, spelling and grammar, appropriate slide background, font, formatting, graphic sources, digital camera use, sound, originality, cooperation, and overall effectiveness. The final rubric will include contributions from students. This final project will be shown to students, teachers, and parents as mentioned above. Audience members will be asked to complete audience feedback forms for the class to look over. This peer assessment will not be included in the final grade from myself, but will give the students an assessment from their peers.

Final exit conferences will also be held with each group of students as a component of the final assessment.

2. What interim or formative assessment strategies will you use during the course of the project?

During this project, students will keep both **journals** and **idea books**. This will allow an on-going dialog and feedback between myself and the students, as well as provide interim assessments. **Checklists** will help students keep on track with their research and presentation needs. Students will also have a **calendar/timeline** that they will help create in order to keep a good pace for their work. I will also hold **conferences** with each group to discuss ideas, concerns, and feedback. Students will be asked to **self-assess**. **Group assessment** will be completed using a rubric, as well as students journaling about group dynamics.

3. How will students received feedback about their performance?

Feedback will be provided throughout the project through student **journals** and **idea books**. Students will also receive feedback during **conferences** with the teacher. On-going feedback will also be provided through **checklists** and **rubrics** completed throughout the project. Students will receive **peer feedback** from the audience feedback forms completed after the showing of the final project. Lastly, the final project will be evaluated using a **rubric** that students helped developed.

Part IV: Timeline

Draft a timeline of the learning experiences for this project.

Week	Learning Activities	Standards	Assessment
1 - 3	<ul style="list-style-type: none"> Introduce project, discuss essential questions. Review alphabet books and their format. Break into groups, explain journals and idea books. Review: using book index and table of contents, opening bookmarks. 	21C.O.3-5.3.TT2 21C.O.3-5.3.LS3 21C.O.3-5.3.LS6 RLA.4.2.08 LM4.3.4	<ul style="list-style-type: none"> Participation Observation Journals Idea Books
	<ul style="list-style-type: none"> Brainstorm ideas for 	RLA.S.4.1	<ul style="list-style-type: none"> Journals

4 - 6	<p>inclusion in ABC book.</p> <ul style="list-style-type: none"> Review note taking, plagiarism, and copyright. Introduce citing sources, relevance of sources, and creating a bibliography. Emailing for information – overview and guidelines. 	<p>RLA.0.4.1.06 RLA.0.4.1.08 RLA.0.4.1.14 RLA.0.4.1.16 RLA.0.4.2.08 RLA.0.4.2.12 LM.4.1.6 LM.4.1.7 LM.4.3.2</p>	<ul style="list-style-type: none"> Idea Books Note-taking rubric
7 - 11	<ul style="list-style-type: none"> Research famous West Virginians, places, and symbols using books, encyclopedias, magazines, and websites. Take notes on such items to include in final presentation. Keep on-going bibliography. 	<p>RLA.S.4.1 RLA.0.4.1.06 RLA.0.4.1.08 RLA.0.4.1.14 RLA.0.4.1.16 RLA.0.4.2.08 RLA.0.4.2.12 RLA.0.4.3.01 RLA.0.4.3.02 SS.O.WV.2.1 SS.O.WV.3.1 SS.O.WV.04.08 SS.O.WV.05.04 LM.4.1.2, LM.4.1.4 LM.4.1.6, LM.4.1.7 LM.4.3.4, LM.4.3.5 LM.4.3.2 21C.O.3-4.1.TT10 21C.O.3-4.2.TT1 21C.O.3-4.13.TT2 21C.O.3-4.1.LS1 21C.O.3-4.2.LS1 21C.O.3-4.3.LS1 21C.O.3-4.3.LS2 21C.O.3-4.3.LS3 21C.O.3-4.3.LS4 21C.O.3-4.3.LS5 21C.O.3-4.3.LS6</p>	<ul style="list-style-type: none"> Journals Idea Books Note-taking rubric Conferences with Teacher Self Assessment Rubrics Group Assessment Rubrics
12 – 17	<ul style="list-style-type: none"> Using research, create slides for ABC book. Introduce and practice using digital cameras Review copy and pasting pictures from the Internet, as appropriate, for final project Introduce and practice scanning pictures for 	<p>RLA.0.4.2.08 RLA.0.4.2.12 RLA.0.4.3.04 21C.O.3-4.1.TT5 21C.O.3-4.1.TT7 21C.O.3-4.1.TT10 21C.O.3-4.2.TT1 21C.O.3-4.2.TT3 21C.O.3-4.1.TT8 21C.O.3-4.1.LS1</p>	<ul style="list-style-type: none"> Journals Idea Books Conferences with Teacher Self Assessment Rubrics Group Assessment Rubrics Interview rubric

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	<p>inclusion in the final project.</p> <ul style="list-style-type: none"> • Introduce and practice using handheld video cameras to create video clips to embed in the presentation 	<p>LM.4.3.4 LM.4.2.5</p>	
18 - 19	<ul style="list-style-type: none"> • Merge final project slides in 1 cohesive final PowerPoint presentation. • Adjust formatting. • Add sound. 	<p>RLA.0.4.2.08 RLA.0.4.2.12 RLA.0.4.3.04 21C.O.3-4.1.TT5 21C.O.3-4.1.TT7 21C.O.3-4.1.TT10 21C.O.3-4.2.TT1 21C.O.3-4.2.TT3 21C.O.3-4.1.TT8 21C.O.3-4.1.LS1 LM.4.3.4 LM.4.2.5</p>	<ul style="list-style-type: none"> • Journals • Idea Books • Conferences with Teacher • Self Assessment Rubrics • Group Assessment Rubrics
20	<ul style="list-style-type: none"> • View final project as a class prior to sharing with intended audience. • Share final project with peers, teachers, and parents prior to end-of-the-year musical. 	<p>RLA.0.4.3.04 LM4.3.5 21C.O.3-4.3.LS3</p>	<ul style="list-style-type: none"> • Final project rubric • Audience feedback forms • Journals • Idea Books • Conferences with Teacher • Self Assessment Rubrics • Group Assessment Rubrics

* * * Students meet for library class for 1 – forty-five minute class per week. I plan to work collaboratively with the computer lab teacher and homeroom teacher in order to build in additional work time each work. Overall, this project appears to take a significant amount of time; however, meeting with students only 1 time per week for 45 minutes contributes to the length of the project. The more time I can share with the computer lab teacher and homeroom teacher, the more quickly the project will come together.

Part V: Sample Project Planning Table for Students

1. Draft an explanation for students for using the Planning Table below and completing their project:

Tasks	Assigned	Description	Resources	Timeline
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	to:			
Project Introduction	Class	<ul style="list-style-type: none"> • Formulate essential questions. • Review alphabet books and their format. • Create rubric for on-going and final project. • Begin using journals and idea books. • Review: using book index and table of contents, opening bookmarks. 	<ul style="list-style-type: none"> • Alphabet books • Journals • Idea Books • Example tables of contents, indexes • Numonics board and projector 	3 Class Periods (3 weeks)
Brainstorm ideas, research review.	Class	<ul style="list-style-type: none"> • Brainstorm ideas for inclusion in ABC book. • Review note taking, plagiarism, and copyright. • Introduce citing sources, relevance of sources, and creating a bibliography. Emailing for information – overview and guidelines. 	<ul style="list-style-type: none"> • Journals • Idea Books • Copyright and plagiarism handouts from teacher. • Teacher created bibliography handout. • Note-taking rubric 	3 Class Periods (3 weeks)
Begin research. Note-taking.	Small Groups	<ul style="list-style-type: none"> • Research famous West Virginians, places, and symbols using books, encyclopedias, magazines, and websites. • Take notes on such items to include in final presentation. Keep on-going 	<ul style="list-style-type: none"> • Journals • Idea Books • Note-taking rubric • Teacher created bibliography handout. • Conferences with Teacher • Self Assessment Rubrics • Group 	5 Class Periods (5 weeks)

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		bibliography.	Assessment Rubrics	
Create PowerPoint presentation. Refine graphics skills.	Class and Small Groups	<ul style="list-style-type: none"> Using research, create slides for ABC book. Introduce and practice using digital cameras Review copy and pasting pictures from the Internet, as appropriate, for final project Introduce and practice scanning pictures for inclusion in the final project. Introduce and practice using handheld video cameras to create video clips to embed in the presentation 	<ul style="list-style-type: none"> Journals Idea Books Conferences with Teacher Self Assessment Rubrics Group Assessment Rubrics Interview rubric Computers Digital cameras Scanner Handheld video cameras 	6 Class Periods (6 weeks)
Finalize class presentation.	Small groups and Class	<ul style="list-style-type: none"> Merge final project slides in 1 cohesive final PowerPoint presentation. Adjust formatting. Add sound. 	<ul style="list-style-type: none"> Journals Idea Books Conferences with Teacher Self Assessment Rubrics Group Assessment Rubrics Computers Numonics board & projector 	2 Class Periods 2 weeks
View final presentation with intended audience.	Class	<ul style="list-style-type: none"> View final project as a class prior to sharing with intended 	<ul style="list-style-type: none"> Final project rubric Audience feedback forms 	45 minutes

		<p>audience.</p> <ul style="list-style-type: none"> • Share final project with peers, teachers, and parents prior to end-of-the-year musical. 	<ul style="list-style-type: none"> • Journals • Idea Books • Conferences with Teacher • Self Assessment Rubrics • Group Assessment Rubrics • Distance Learning Lab 	
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APPENDIX A – INTERNET RESOURCES

West Virginia Links and Ideas

<http://www.mountainlit.com/links.htm>

50 States.com - Famous West Virginians Page

<http://www.50states.com/bio/westva.htm>

Famous West Virginians

<http://www.wvtourism.com/spec.aspx?pgID=79>

Official Website for the State of West Virginia

<http://www.wv.gov/Pages/default.aspx>

The Famous West Virginians Page

<http://jeff560.tripod.com/wv-fam.html>

West Virginia, Wild and Wonderful

<http://www.westvirginia.com/>

West Virginia Family Vacations

<http://www.wvtourism.com/default.aspx>

West Virginian State Symbols

<http://www.50states.com/wvirgini.htm>

West Virginia Web

<http://www.wvweb.com/>

Biography for Kids



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<http://www.biography.com/bio4kids/>

West Virginia – Enchanted Learning

<http://www.enchantedlearning.com/usa/states/westvirginia/>

West Virginia Fast Facts and Trivia

<http://www.50states.com/facts/westva.htm>

WV History Geography, Population and State Facts

<http://www.infoplease.com/ipa/A0108289.html>