

UbD Technology Design Project

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EDCI 890 Master's Project

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Understanding by Design Project

Content	Technology
Stage 1 – Desired Results	
<p>1st Grade Standard(s):</p> <p>SOCIAL STUDIES STANDARD 1: Choices have consequences.</p> <p>Benchmark 1.2: The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers.</p> <p>Benchmark 1.4: The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision.</p>	<p>ISTE* Standard(s):</p> <p><u>Students</u></p> <p>2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <ul style="list-style-type: none"> a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. <p><u>Teachers</u></p> <p>2. Design and Develop Digital Age Learning Experiences and Assessments Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S. Teachers:</p> <ul style="list-style-type: none"> a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
<p>Understanding(s): <i>Students will understand that...</i></p> <p>1. All people have needs and wants. (Understanding).</p>	<p>Understanding(s): <i>Students will understand that...</i></p> <p>1. They are communicating their knowledge of needs and wants using online resources.</p>
<p><i>Students will know...</i></p> <p>1. How to distinguish between items that meet needs and items that meet wants (Analyzing).</p>	<p><i>Students will know...</i></p> <p>1. Basic computer skills, such as typing, right and left click, scroll, and searching through a selection of pictures.</p>

<p><i>Students will be able to...</i></p> <p>1. Create a written presentation that demonstrates things that are needs and things that are wants (Creating).</p>	<p><i>Students will be able to...</i></p> <p>1. Use MobyMax to complete online assignments to earn badges.</p>
<p>Essential Question(s):</p> <p>1. How do people decide what is a want and what is a need?</p>	<p>Essential Question(s):</p> <p>1. How can technology tools like MobyMax allow students to complete online assignments?</p> <p>2. How can technology be used for peer sharing of work?</p>

Stage 2 – Assessment Evidence

<p>Performance Task(s):</p> <p>Students will:</p> <p>1. Compare/Contrast human needs and wants (Analyzing).</p> <p>2. Discuss how we have to make choices between buying things we need and buying things we want (Understanding).</p> <p>3. Sort pictures based on whether they are needs or wants (Applying, Remembering).</p>	<p>Performance Task(s):</p> <p>Students will:</p> <p>1. Formulate a written response with the support of images using MobyMax to answer the question, “What are three things we need and three things we want and why?” (Creating, Evaluating).</p> <p>2. Navigate MobyMax to complete assignments based on Common Core Standards.</p> <p>*The rubric below will be used to grade each MobyMax presentation of needs and wants.</p>
<p>Other Evidence:</p> <p>Teacher observation, participation in group discussion</p>	<p>Other Evidence:</p> <p>Teacher observation, participation in group discussion</p>

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Needs vs. Wants Presentation Rubric
Teacher: Miss Jezek
Grade: 1st

Student Name: _____

CATEGORY	4	3	2	1
Clarity	Presentation is easy to read and all sentences are so clearly written.	Presentation is easy to read and most sentences are clearly written.	Presentation is hard to read without asking questions.	Presentation is hard to read and one cannot understand any of the sentences written.
Use of Time	Used time well during each class period (as shown by observation by teacher) with no adult reminders.	Used time well during most class periods (as shown by observation by teacher) with no adult reminders.	Used time well (as shown by observation by teacher), but required adult reminders on one or more occasions to do so.	Used time poorly (as shown by observation by teacher) in spite of several adult reminders to do so.
Spelling & Grammar	No spelling or grammatical mistakes.	Few spelling or grammatical mistakes, conventional spelling patterns are used.	Several spelling or grammatical mistakes, conventional spelling patterns were attempted.	Several spelling and/or grammatical errors in the presentation, no conventional spelling patterns used.
Content	All content is in the student's own words and is accurate.	Almost all content is in the student's own words and is accurate.	At least half of the content is in the student's own words and is accurate.	Less than half of the content is in the student's own words and/or is accurate.
Required Elements	Presentation included all required elements: 3 needs, 3 wants, explanation and picture for each one, with an exceptional level of understanding.	Presentation included all required elements: 3 needs, 3 wants, explanation and picture for each one, with an average level of understanding.	Presentation included most required elements: 3 needs, 3 wants, explanation and picture for each one, with some level of understanding.	Presentation was missing several required elements, understanding of topic is unclear.

Stage 3 – Learning Plan

Learning Activities:

1. Teacher asks students the essential questions and facilitates large group discussion using SmartBoard presentation on Needs vs. Wants (Logic, Auditory).
2. Teacher and students will read a book about our needs and wants and learn there is a difference between the two. (Logic, Auditory).
3. Students will create a T-chart comparing needs and wants listed in the book with their own needs and wants (Visual, Auditory).

Learning Activities:

1. Teacher introduces MobyMax.com using the Smartboard and explains how to use it and all the features available (Verbal, Auditory, Social).
2. Teacher allows students exploration time on the MobyMax website (Visual, Kinesthetic, Auditory).
3. Students create a written presentation with pictures that displays their knowledge of what a need is vs. what a want is (Visual, Kinesthetic, Auditory, Logic, Solitary).
4. Students will share their presentations with the class, explaining their reasoning for each selection of needs or wants. (Visual, Logic, Auditory, Social).

Resources

- 1) MobyMax (www.mobymax.com) Common Core based online curriculum that creates a unique, individualized education plan for each student.
- 2) SmartBoard Exchange Wants vs. Needs (<http://exchange.smarttech.com/details.html?id=946de9de-0f3a-4a2c-9ae4-b4b31dae6606>) An introduction to the concept of needs and wants.
- 3) Reading A-Z (www.readinga-z.com) “Needs and Wants” Level F reader. Students will learn the difference between requirements and desires in this informational text.