

Learning Objective	Activity	NYS Standards	Assessment	Time
<ul style="list-style-type: none"> ➤ Introduction of participants ➤ Learning to use Caucus site 	<ul style="list-style-type: none"> ➤ Tutorial on caucus ➤ Introduce yourself to the group by creating an electronic name badge. 	<ul style="list-style-type: none"> ➤ Standard 2 <u>Information Systems</u> Technology is used to communicate information. 	<ul style="list-style-type: none"> ➤ Name badge is posted in appropriate place ➤ Response to tutorial is posted 	.5 hr
<ul style="list-style-type: none"> ➤ All participants know the rules 	<ul style="list-style-type: none"> ➤ Read the rules of the road document and post a response. ➤ Do Part 2 of Assignment 2. 	<ul style="list-style-type: none"> ➤ Standard 1 <u>E.L.Arts</u> Reading for information and understanding. 	<ul style="list-style-type: none"> ➤ In agreement with rules ➤ Responses are posted in appropriate area 	.5 hr
<ul style="list-style-type: none"> ➤ Team work in a synchronous activity ➤ Groups will identify key components of Project Based Learning 	<ul style="list-style-type: none"> ➤ Group member's role activity. Make contact with your group and decide roles. Lead scientist, recorder, counselor, and researcher. <ul style="list-style-type: none"> ➤ As a group, identify key components for successful Project Based Learning, and then post it. 	<ul style="list-style-type: none"> ➤ Standard 2 <u>Information Systems</u> Information technology is used to retrieve, process, and communicate information 	<ul style="list-style-type: none"> ➤ Groups held synchronous discussion, decided roles and posted responses. 	1 hr
<ul style="list-style-type: none"> ➤ Participants will make the connection between the NYS Standards and the activity: Volcano Hunt 	<ul style="list-style-type: none"> ➤ Read online article about the Volcano Hunt from the IBM MentorPlace website. ➤ Post your response to the article. 	<ul style="list-style-type: none"> ➤ Standard 2 <u>Information Systems</u> Access needed information, from media, and electronic databases. 	<ul style="list-style-type: none"> ➤ Responses posted to both the article and the websites 	1 hr
<ul style="list-style-type: none"> ➤ Participants will explore good science, web resources 	<ul style="list-style-type: none"> ➤ Visit the Tryscience and NYS Hall of Science web resources. ➤ Post a response to the Tryscience and NYS Hall of Science websites. 	<ul style="list-style-type: none"> ➤ Standard 1 <u>E.L.Arts</u> Reading for information and understanding. 	<ul style="list-style-type: none"> ➤ Response to the web-sites are posted 	1 hr
<ul style="list-style-type: none"> ➤ Participants will use longitude and latitude in an actual lesson before assigning it to their students 	<ul style="list-style-type: none"> ➤ Follow the Volcano Hunt activity plan and try locating the 5 famous volcanoes. ➤ Report your findings to your group. ➤ Visit the World Atlas.com website and find out what kind of currency the people use in the area of the first volcano location that you plotted. ➤ Research the last volcano you found. When was its last major eruption? What were the physical and social effects on the population in the nearby town? Use this site for information: USGS.com. ➤ Post answers in appropriate area. 	<ul style="list-style-type: none"> ➤ Standard 3 <u>Social Studies</u> (Geography) Understand the characteristics functions and applications of maps. Describe the relationships between people and environments and the connections between people and places. ➤ Standard 4 <u>Social Studies</u> (Economics) National economic systems 	<ul style="list-style-type: none"> ➤ Posting in Group area ➤ Answers to questions posted on discussion board 	3 hrs

<ul style="list-style-type: none"> ➤ Participants will relate a writing activity to a science project. 	<ul style="list-style-type: none"> ➤ Write a fictional story about your adventures as you travel from the first volcano to the next. Describe the people, terrain, weather, and transportation. This story should be short, no more than 1 screen. 	<ul style="list-style-type: none"> ➤ Standard 2 <u>E.L.Arts</u> Writing for literary expression and artistic creation. 	<ul style="list-style-type: none"> ➤ Story is posted in appropriate area 	<p>1 hr</p>
<ul style="list-style-type: none"> ➤ Participants will explore a good resource for use in the classroom 	<ul style="list-style-type: none"> ➤ Go to the Marco Polo web-site http://www.nationalgeographic.com/eye/volcanoes/science.html, and read and respond to the article on working as a volcanologist. 	<ul style="list-style-type: none"> ➤ Standard 1 <u>E.L.Arts</u> Reading for information and understanding. Standard 1 <u>Careers</u> Exploring career options 	<ul style="list-style-type: none"> ➤ Response is posted ➤ Questions are answered 	<p>1 hr</p>
<ul style="list-style-type: none"> ➤ Participants view exemplary power points 	<ul style="list-style-type: none"> ➤ View exemplary power points ➤ Group discussion on how you would use power point in the classroom (asynchronous) ➤ Group reflections and postings in group area ➤ Post reflections of the group in the discussion area 	<ul style="list-style-type: none"> ➤ Standard 1 <u>E.L.Arts</u> Compare and synthesize information from different sources. 	<ul style="list-style-type: none"> ➤ Posting of description of the participants plan for delivering the PowerPoint ➤ One group member posts the reflections of the group in the group area 	<p>1.5 hrs</p>
<ul style="list-style-type: none"> ➤ Participants create a project that they can use in the classroom 	<ul style="list-style-type: none"> ➤ Create a power point presentation that consists of 5 slides. Slide 1- an introduction; including title and your name with a brief description of what your show will contain. Slides 2 and 3- pictures and descriptions of 4 famous volcanoes. Slide 4- an autobiography page about you. Slide 5- the conclusion including works cited. 	<ul style="list-style-type: none"> ➤ Standard 5 <u>Computer Technology</u> Application of technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. Standard 1 <u>Science</u> (Inquiry) Key Idea 2: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process. 	<ul style="list-style-type: none"> ➤ The power point is completed and posted in the appropriate area 	<p>3 hrs</p>

<p>➤ Participants will express sensitivity to diversity</p>	<p>➤ What modifications and accommodations could you make on the power point assignment for special education students? Visit this site: (TBA) and read about ...also view the attached power point on Special Education created by Jim McAndrew, then write your response.</p>	<p>➤ Standard 1 <u>E.L.Arts</u> Reading for information and understanding. ➤ Essential Elements of Standards Focused Middle Level Schools and Programs Essential Element 5: <u>Educational Leadership</u> Match instruction to student's varied learning styles and different intelligences.</p>	<p>➤ Modifications to the power point assignment are made and posted ➤ Response to the power point on Special Education is posted</p>	<p>1 hr</p>
<p>➤ Course is evaluated</p>	<p>➤ Complete the evaluation form and post</p>	<p>➤ Standard 3 <u>E.L.Arts</u> Read and write for critical analysis and evaluation.</p>	<p>➤ Evaluation posted</p>	<p>.5 hr</p>