

Joseph Wright

EDCI 635

Dr. Blundell

April 16, 2018

Curriculum Project Rationale for Change & Final Proposal

Change Dimensions

The change in focus that we began this year at our charter school is a transition to **Project Based Learning**, aka PBL. It is overall a dynamic change in the way we are teaching in our school. Our goals with this shift include using many **new technologies**. Over the past year, in my various classes, as we've been implementing this change, I've been utilizing **chromebooks** especially in helping the kids learn to utilize the latest programs, apps, and technology skills as they prepare for life beyond my classroom. I've also been utilizing tools like **Kahoot** combined with their smartphones / other smart devices, and introducing the students to different **web-based programs** (i.e. Weebly, Lucidpress, etc.) that allow them to expand their knowledge and skillset in an ever changing world. As we are making these changes, I can already see a big difference in the level of comfort and skill our students have as they are increasingly utilizing these new technologies.

PBL also encourages a change of **teaching approach**, and steers away from the **"sage on the stage"** stereotype that is typical with direct instruction methods, and instead tries to remodel the teacher as more of a **"guide on the side"**, who facilitates learning, but lets students decide for themselves the direction and focus of their learning. Yes, we still have **state standards** that we must abide by, but instead of them being a hindrance, as they might appear, we've learned through PBL that we ought to instead **embrace them**. In fact, it's the state standards that guide the **creation** of our projects, and thus far, I've been impressed with the changes that we've made.

Rationale

So why is this change needed after all? Well, as a school, the administration and the board of directors analyzed last year **what makes our school unique**. In our state, **Public Charter Schools** function much like regular public schools, except they offer an alternative to what students would get in a traditional public school setting. All charter schools have a specific **focus / charter**, hence the term. Some of these schools seem to emulate other public schools, while others seem to go in a completely different direction.

Our school has been more closely aligned with traditional public schools; our main charter is **College Preparation** (which is included in the name of the school), yet what was actually occurring in the school didn't seem to be anything special. When our new director was hired, and he analyzed this discrepancy, he discussed it with the board of directors, and they agreed that the school needed to focus more on its original charter / purpose, and they began exploring ways to do that.

He and several other teachers (myself included) went to a training in Texas for PBL, and after our experience there, we all agreed that implementing more PBL in our school would certainly help us better achieve our goals as a school. It would also help us **distinguish** ourselves from the other schools in the nearby area, none of which implemented such methods on a wide scale. Students can go to any public school they want, charter or not, but there is a huge incentive to charter schools to encourage higher enrollment, because they get more money per student they have, whereas normal public schools do not necessarily suffer if a student withdraws. PBL should therefore make us more appealing to students / families looking for other schooling options, and help set us apart and above the other schools nearby, not just help us blend in. And so, here we are.

Final Project Proposal

This year, the administration has asked that we teachers start implementing PBL into our curricula, with one such project per semester. I have been doing so as well, and I teach 3 different classes this year: **Utah Studies** (a semester class), **U.S. History I** (all year long), and **World Geography** (1 semester long). The main project that I felt I wanted to focus on was my **World Geography** course, and the **PBL Unit** that would help the students learn more about a **country of their choosing**.

The PBL Unit that this project focuses on will showcase the ideas and strengths of Project Based Learning, and will be taught concurrently with 2 other units. It is a bit complex doing it that way, but I think it is best because it will allow a change of pace during the longer 1.5 hour periods that we have at our school.

World Geography Curriculum Project (for 9th Grade, 2018-2019)

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Chadron State College

Submitted in partial fulfillment of
the requirements of EDCI 635 (Curriculum Development)

Spring, 2018

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March 16, 2018

Curriculum Project Philosophy Letter

Welcome to Mr. Wright's class! We'll be studying the "physical and human characteristics of the Earth's people, places, and environments" in this class ("Social Studies", 2017, par. 1). We'll also have many chances for students to prepare for "participation in America's democratic republic" and responsible, global citizenry, as we believe this is a "fundamental purpose [of] public schools" (par. 2).

To achieve this, I'll do my best to provide engaging learning activities (through the PBL / Project Based Learning model that our school follows) that will allow students to use their minds and logic to understand the many issues that local, state and international groups face today, study and understand various perspectives, and also build and cultivate the ethics that have sustained America's republic, such as being open-minded, engaged, honest, responsible, and so forth (par. 3).

We'll also learn some "foundational geographic skills" (par. 4) in order to better prepare your student to understand the curriculum. For example, they will have different chances to carry out investigations at various scales (local, international, etc.), formulate and answer different geographical questions, gain knowledge and info, consolidate data, and arrive at evidence-based conclusions. They will also utilize map-reading skills to analyze structures, purposes, and uses of various types of maps (par. 5), as well as gain many other valuable skills (see: <https://www.uen.org/core/core.do?courseNum=6430> for more info) that will assist them and their community going forward.

While these are all valuable skills, we will also be covering the following main strands or standards as set forth by the Utah State Board of Education, with a particular emphasis on North and South America, as well as Europe (though opportunities to study, analyze, and engage with other countries / regions will be given). These strands are akin to the "5 Themes of Geography" that are outlined in our main textbook "Exploring our World", on page 18: Location, Place, Regions, Movement, & Human-Environment Interactions (Boehm et al, 2008). They are:

- **WG Strand 1: HUMANS AND THEIR PHYSICAL ENVIRONMENT:** We will be looking at the systems and world that we human beings have created in our physical environment, how we have and continue to impact the world around us.
- **WG Strand 2: POPULATION DISTRIBUTION AND MIGRATION:** Why do people live where they do? Why do they relocate to other areas? What populations trends exist? How might this affect us in the future? These, and other questions, we will seek to answer during our course.
- **WG Strand 3: CULTURE:** We will look at the "sum of human expression", ("Social Studies", 2017, par. 14) as we study religion, ethnicity, language and other cultural characteristics and patterns. This will also better help students in understanding and analyzing their own culture.
- **WG Strand 4: POLITICAL SYSTEMS:** As people organize themselves, they create political entities that interact and influence the division of resources and control of the earth's surface. These machinations have profound influences on the people that live within their influence, and we'll look to understand how their rights, opportunities, etc. are affected.
- **WG Strand 5: ECONOMIC DEVELOPMENT:** We will also study the economic systems that humans have developed, in order to provide a living and means for the people living in various countries. We'll analyze questions such as "Why are some countries developed or wealthy, and others are not?", as well as "How can countries strive to have economies that are more sustainable going forward?", et cetera ("Social Studies", 2017).

These standards are the basics that students should be learning. We'll be using them as a springboard to dive into deeper knowledge and understanding.

Students are the reason that public education exists. I believe that the student should always remain the primary focus. Ultimately, students should be actively engaged life-long learners, asking thought-provoking questions, giving consideration to where or how they are a participant in the world around them, in addition to developing an enduring perseverance and humility (in both education and life) as they transition to life beyond high school. However, this transition to self-actualization is often a challenge. It requires that students take ownership over their learning and have a good work ethic, and I expect my students to do exactly that.

My role as an educator in this class is to provide guidance, leadership, counsel and expertise both inside and beyond the classroom. My classroom should allow students to feel secure, respected, safe, and acknowledged, while simultaneously being a hotbed for critical thinking, synthesis and personal growth as they learn. I strive to provide a classroom environment that leaves each student feeling respected and respectful of their peers. I am there to introduce new ideas, thoughts, and content that many of my students are only vaguely familiar with, and it is my role to help them learn and apply it both in the past, present and also the future. My role also includes having high expectations for my students, and helping them reach those heights, while also stretching themselves and their abilities, despite the varying levels each of my students may be at.

My lesson planning revolves around the twofold objective of teaching students to better help (1) themselves and (2) others. PBL has been found to do a great job at this, and research shows that it "is an effective and enjoyable way to learn - and develop deeper learning competencies required for success in college, career, and civic life" ("Why Project," 2018, par. 1). Thus we'll be implementing it often in our class.

I work to integrate my curriculum across subjects, and even with other teachers, in a way that helps create connections with other fields of study and relevance. I use multiple forms of assessment to judge where the students are in their learning, including informal, formal, formative and summative. Student comments, products, group work, and other activity are also included along with the more recognizable forms of assessment that many are familiar with (such as quizzes, and so on). Thus, students are able to demonstrate their acquired knowledge in a wide variety of ways.

I also require that students reflect on their efforts, and give and receive feedback in a positive and constructive way. By so doing, students better prepare themselves for the workforce and life that will inevitably contain many challenges, of which they will sometimes fail at, but also reflect upon and revamp, and then try again (several times at least), while learning the invaluable lesson that failure can be an incredibly effective teacher.

We at Merit Academy seek to foster an environment where students-turned-adults are independent, self-sufficient and able to not only make a better life for themselves and their families, but ultimately the lives of others as well. We seek to generate young adults that are better aware of the impacts we as humans have on each other and our planet, and work towards mitigating those negative effects. Ultimately, we seek to create another generation of Americans that will not only preserve for the future the founding principles that make our country great (i.e., liberty, freedom of speech, the pursuit of happiness, etc.), but add to them, revise them as needed, and boldly go forward pushing towards new heights and possibilities. I'll do my best to help your student make the most of this semester. Welcome aboard!

References:

Boehm, R. G., Hunkins, F. P., & Armstrong, D. G. (2008). *Exploring Our World: People, Places, and Cultures*. Columbus, OH: McGraw Hill/Glencoe.

Social Studies – World Geography Core (2017). Retrieved February 20, 2018 from <https://www.uen.org/core/core.do?courseNum=6430>

Why Project Based Learning (PBL)? (2018). Retrieved February 07, 2018, from http://www.bie.org/about/why_pbl

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Dr. Blundell

April 8th, 2018

"Scope & Sequence – Aims, Goals, and Objectives"

Title: “Mr. Wright’s World Geography Semester Course, 9th Grade”

School / District: Merit College Preparatory Academy Charter School

Forward: This curriculum was created mostly by Mr. Joseph Wright, social studies teacher, with the assistance and support of his fellow faculty: Mrs. Barlow, Social Studies Department Head; Mr. Trevor Olson, fellow social studies teacher; and Dr. Jesse Meeks, Director and former social studies teacher.

Aims: In our World Geography Class, we seek to:

- Develop students that can “achieve their highest potential as citizens in society” (“Mission”, 2017, par. 1)
- Foster students that will be innovative, creative, able to problem solve, think critically, and collaborate effectively (par. 3)
- Nurture students to better understand, analyze, and synthesize geographic knowledge, which will in turn:
- Help our students cultivate “meaningful skills and attitudes” which should enable them to “engage in real world challenges and opportunities” (par. 2).

Table of Contents: This scope and sequence document outlines the lessons, goals, objectives, and standards to be met by this course, in accordance to the **Utah Common Core Standards*** (e.g., WG 3.2, or *World Geography Standard 3.2*) for the course (see: <https://www.uen.org/core/core.do?courseNum=6430>). It also outlines the **time required** to cover the curriculum. We have 1.5 hour long periods on a block schedule (2 the first week, 3 the next week, and so on). I have codified these into days, such as T1D4 (Term 1, Day 4), helping identify which term and which day the material is covered.

Note that the standards 0.1-9 are my interpretation of the bullet-pointed skills the course mentions in the introduction found in the **Civic Preparation and Foundational Geographic Skills sections, respectively.*

Unit	Topic	Lesson	Goals	Objec.	HW, Assessment, etc.
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1. Intro to the World

Ch. 1 **Using Geography Skills** | T1D1 – T1D4

1.1 **Thinking like a Geographer** (pp 14-17) | T1D1

Identify the **5 main themes of geography** (Location, Place, Human-Environment Interactions, Movement, & Regions) | WG 0.1-4, 0.8

Assess how the various 5 themes of geography affect Dr. Suess’ Thneedville (see: <https://youtu.be/8Vo6ZOQuook>)

Assigned: **HW - The Lorax Worksheet (Due: T1D3)**

Develop a **PSA Poster** describing, exemplifying, recommending future action regarding **1 of the 5 main themes**

Related: **HW - 1 of 5 Themes Poster (Assigned: T1D3 - Due: T1D6)**

Unit	Topic	Lesson	Goals	Objec.	HW, Assessment, etc.
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Recognize the main **types (Human and Physical)** and **tools (GPS Systems, GIS, etc.)** of geography | WG 0.5-7

Explore our community via **Springville City GIS maps**, and also visit a nearby **geocache** with smart phone GPS technology

Informal Assessment in class: Can they find the geocache? Can they effectively show they can use GIS system?

Be familiar with and consider **careers** and **jobs** in fields related to geography | WG 0.7, 1.4

After watching clip (see: <https://youtu.be/6Mj8MTWZX4M>), compare / contrast various careers utilizing geography

Informal Assessment: Listen to students Think-Pair-Share, and review as needed; formal via graded Guided Notes at the end of the chapter

1.15 Geography Skills Handbook (pp 18-33) | T2D2

Review the **5 main themes** of geography, and how they relate to other **important concepts** | WG 0.4

Illustrate understanding of the **5 themes of Geography**

Informal Assessment: Assess students' collaboration as they at each table create a small poster illustrating these themes

Recognize and distinguish between various types of **spatial representations** | WG 0.5-7

Diagram & identify various **spatial representations** of geography, such as globes, maps, projections, etc.

Distinguish between **longitude** and **latitude**

Demonstrate how **longitude** and **latitude** can be used to pinpoint / create **absolute locations**

Appraise and analyze varying **graphs, charts**, and other **diagrams** | WG 0.4, 0.8

Categorize different examples of **visual information diagrams** (i.e. graphs, charts, etc.)

Assessment: for the preceding 2 goals, informal assessment will occur in class

1.2 The Earth in Space (pp 34-38) | T1D3

Demonstrate knowledge of the **“Solar Neighborhood”** and Earth’s place therein | WG 0.4, 1.1

Categorize planets, understand scale, identify orbits, etc.

Appreciate what affects **climate** and **seasons** of the Earth | WG 0.4, 1.1

Evaluate the tilt of the Earth, and illustrate its relationship to our seasons

Examine the effects of **latitude** on climate

Due: The Lorax Worksheet

Assigned: HW - 1 of 5 Themes Poster (Due: T1D6)

Formal Assessment: Grading of Guided Notes and Ch. 1 Quiz | T1D4

Ch. 2 Earth’s Physical Geography | T1D4 – T1D10

2.1A Inside the Earth (pp 44-45) | T1D4

Understand the interior forces at play inside the Earth, and how we came to this knowledge | WG 0.4, 0.6, 1.1

Categorize the **layers** of the earth, and understand the role of **density** in their organization

Informal: Allow students to answer: Can you identify the various layers of the earth on this blank diagram?

Recognize **volcanism**, and its role in shaping the earth

2.1B Shaping the Earth’s Surface (pp 46-48) | T1D5

Recognize how **plate tectonics, earthquakes** and **weathering / erosion** all work to shape the earth | WG 1.1

Illustrate the theory of **plate tectonics**

Demonstrate the discovery and knowledge of **continental drift**

Informal Assessment: Students will use a folded paper between tables to demonstrate this phenomenon

Unit	Topic	Lesson	Goals	Objec.	HW, Assessment, etc.
					Distinguish between and identify various related terms, such as earthquakes, faults, subduction , etc. <i>Assessment: informal assessment will occur in class, formal assessment via guided notes</i>
		2.2A	Types of Landforms	T1D6	Describe types of landforms found on the Earth's surface WG 1.1 Demonstrate varying types of landforms on land / under the sea (e.g., mountains, valleys, plateaus, islands, trenches, etc.) <i>Informal Assessment: Students at their tables will create a diagram in class illustrating examples of these landforms</i> Recognize the impact that landforms, etc. have on animals and people WG 1.1-3 Exemplify how landforms, resources & climate affect human settlement and other life around the world <i>Due: HW - 1 of 5 Themes Poster</i>
		2.2B	The Water Planet	T1D7	Examine the crucial nature of water , and its impact on landforms, people, and biomes in its various forms WG 1.1-4, 2.1-2 Illustrate the water cycle and its various components (i.e. precipitation, runoff, condensation, etc) <i>Informal Assessment: class will jointly create a detailed diagram of the water cycle on the whiteboard</i> Discuss specific examples of the importance water has on people & the environment (i.e., Lake Baikal, Ogallala Aquifer, etc)
		2.3A	Effects on Climate	T1D8	Understand the many factors on climate and weather on the earth WG 1.1-3, 2.2 Demonstrate how the sun and the tilt of the earth (latitude) affect climate <i>Informal Assessment: Students will take a lamp and a globe and see how the more powerful light hits the earth directly</i> Illustrate the locations and effects of prevailing winds as well as ocean currents (i.e., Gulf Stream, North Atlantic Current) <i>Informal Assessment: Analyze how these affect our climate in a class discussion (see: https://youtu.be/UuGrBhK2c7U)</i> Classify different storms that can occur in different regions , their creation , + their impact (i.e., hurricanes, tornadoes, etc.) <i>Informal Assessment: After watching a news report about recent hurricanes in the U.S., discuss their impact & recovery</i> Discover how El Niño and La Niña affect global weather patterns <i>Assessment: informal assessment will occur in class, formal assessment via guided notes</i>
		2.3B	Landforms & Climates	T1D9	Survey the effects that landforms (both natural and artificial) can have on climates WG 1.2, 1.3, 1.4, 2.2 Diagram how Ocean & Mountain Breezes function Investigate the processes of the Rain Shadow Effect Examine examples of Micro-Climates , such as south facing walls, etc. Evaluate examples of Urban Climates , such as the Heat Island Effect, etc. Categorize and recognize the major climates found around the world WG 1.2-3, 2.1-3 Differentiate differences in climate (and flora / fauna) thru the Köppen Climate Classification system, & look at examples. <i>Assessment: Informal through class discussion, formal via guided notes + Köppen Climate Interactive (in class)</i>
		2.4	Human-Environment Interaction	T1D10	Analyze negative factors affecting the environment & human-caused factors (pollution, deforestation, etc.) WG 1.1-4, Investigate and report on specific examples of Human-Environment Interactions <i>Complete Human-Environment Interaction Mini Research Study (finished in class)</i> <i>Assessment: Guided Notes and Ch. 2 Quiz T1D11</i>

|Unit |Topic |Lesson|Goals |Objec. |HW, Assessment, etc.

Ch. 3 **Earth's Human & Cultural Geography** | T1D11 – T1D15

3.1 **World Population** | T1D11

Understand the **where and why of population changes** | WG 1.3, 2.1-3

Compare and contrast areas where **population growth** is occurring, and where it is in fact **shrinking**

Illustrate the differences in **population density**, and hypothesize about its **relationship** to **population movement**

*Discuss as a class terms such as **death rate** and **birth rate**, and why certain trends exist*

Informal Assessment: look at U.S. Population Data and compare it via [Google Public Data Explorer](https://www.google.com/publicdata/), esp. local places

Examine what **factors** are involved in **population change**, and the **challenges** these present

Hypothesize as to challenges that population change can bring, as well as potential solutions.

*Consider the example of **cold climate grapes** (<https://youtu.be/G7iiqzNSES8>) or **CRISPR** (https://youtu.be/UfA_jAKV29g)*

Dissect **population movement**, especially the **push / pull factors** that play into this subject

Informal: create a T-chart on the whiteboard and discuss push and pull factors

*Extra Credit: **Research Population Change, Placement or Movement & Present Findings***

3.2A **Global Cultures** | T1D12

Comprehend what **culture** is, and its **various elements** | WG 3.1-3, 3.5, 3.7, 4.1, 5.1

Dissect the elements of **culture in general**, i.e. big ideas (history, traditions, etc.)

Analyze the impact of **society** on culture

*Informal Assessment: Discuss **social norms** in our culture, and compare them with other cultures*

Research different examples of **language**, and how even within a specific language, different dialects exist

Observe “Dialect Differences” (<https://youtu.be/4HLYe31MBrg>) + discuss how even these can reflect differences in culture

Investigate the world's **major religions** & as a group create, present and display a **PSA poster** sharing more about each one

*Assigned: **HW – Religion Inquiry Activity / Poster (Due: T1D15)***

3.2B **Cultural Change & Diffusion** | T1D13-14

Review the history of **technology** and its relationship to **cultural diffusion** | WG 3.2-4, 3.6, 4.3

Survey the main **technological revolutions** throughout World History (Agricultural, Industrial, Information, writing, the internet, etc.), and evaluate their impact on the present

Understand the main **cultural regions** around the world, and also how **globalization** has affected these | WG 3.1-7

Dissect **Cultural Diffusion / Globalization** & while contrasting various areas of the world, determine the impact that dominant cultures have had on others worldwide, and whether it is a good / bad thing

*TPS: Have students discuss with their neighbors different **influential cultures** that have diffused their ideas, etc. to*

others nearby (E.G. Romans → Language, architecture, art, etc.; Europeans → Language, religion, culture, norms, etc.)

3.3 **Resources, Technology & World Trade** | T1D15

Recognize the basic **natural resources** we have on earth | WG 4.2-3

Categorize and **distinguish** between **renewable** v. **non-renewable** resources

Informal: as groups, brainstorm a list of various resources in the world, + identify if they are renewable v. non-renewable

Identify **economic systems**, their purposes and types in use around the world | WG 4.1-3, 5.1-5

Assess and categorize various types of **economic systems** (i.e. Command, Market, Mixed, etc.)

Evaluate their goals, and relationship with **development, trade**, etc.

Unit	Topic	Lesson	Goals	Objec.	HW, Assessment, etc.
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Due: **HW – Religion Inquiry Poster Activity**

Formal Assessment: **Guided notes evaluation and Ch. 3 Quiz**

2. The United States & Canada

Ch. 4 Physical Geography of the United States & Canada | T1D16 – T1D21

4.1A Major Landforms | T1D16-17

Understand **population patterns** in both the U.S. and Canada | WG 2.1-2, 3.2-4, 3.7

Compare and contrast the **populations** of Canada and the U.S., and the phenomenon of **megalopolis**

Describe the major **landforms** in North America | WG 1.3, 5.4-5

Report on different **major landforms** in North America, such as the Rockies, Canadian Shield, Great Plains, etc.

Assigned: **Classwork North America Map (Due: T1D21)**

Assigned: **HW – Resource / Landform Research Pamphlet (Due: T1D21)**

4.1B Water & Other Natural Resources | T1D18

Recognize the major **natural resources** we have in North America | WG 4.2-3, 5.3-5

Illustrate usefulness of **rivers + other bodies of water** both in Canada and the U.S. (e.g. **St. Lawrence Seaway**, etc.)

Appraise the many **natural resources** found in Canada & the U.S. (e.g. minerals, lumber, energy, etc.)

Assessment: with guidance, students continue work on Research Pamphlets regarding resources / landforms

4.2 Climate Regions | T1D19-21 (end of term)

Classify the various **climate regions** found in North America | WG 1.2-4, 2.1-3, 3.2

Report on **climate regions & natural hazards** found here in N. America

Assessment: students will research a chosen **topic** (pp 125 – 128) + report in class, D20,21 (Climate Regions Presentation)

Formal Assessment: **Ch. 4 Quiz & Make up Day | T2D1** (new term)

Special PBL Unit

World Tour Project / PBL Unit* (This Project will run **concurrently** alongside **Ch. 5 & 7**) | T2D1 – T2D15

PBL Part I. **Intro to the Project** | T2D1-3

Survey a country of your choice | WG 0.1-9, 1.2-3, 2.1-3, 3.6, 4.1-3, 5.4-5

Research and assess the basic knowledge of your chosen country (e.g. language, government, history, culture, etc.)

Assigned: **HW – PBL I – World Country Intro Assignment (Due: T2D3)**

PBL Part II. **Country Website** | T2D3-6* (Note: of II, III and IV, students will only be **required** to complete 2 of the 3 parts)

Present your chosen country via website | WG 0.1-9, 1.2-3, 2.1-3, 3.6, 4.1-3, 5.4-5

Synthesize knowledge learned about country (i.e. climate, location, history, government, cities worth visiting, population, dress, customs, traditions, food, etc.) to create a website acknowledging both good and bad of said country

Demonstrate competency with creating and organizing a website

Evaluate your chosen country, and create a product that leaves others with a solid foundation of understanding regarding it

Due: **HW – PBL I – World Country Intro Assignment**

Assigned: **HW – PBL II – Country Website Assignment** (Draft due T2D7; *Final due T2D15)

PBL Part III. **Country Tourism Brochure** | T2D7-10*

Report positive aspects of your chosen country that would **draw tourists** there | WG 0.2, 0.4-9, 1.2-3, 2.2-3, 3.2-7, 4.1-3, 5.3-5

Unit	Topic	Lesson	Goals	Objec.	HW, Assessment, etc.
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Construct a brochure, via organizing research and website info, further explaining the positives aspects of your country, + why it is worth visiting

Due: HW – PBL II – Country Website Assignment (DRAFT)

*Assigned: HW – PBL III – Country Tourism Brochure Assignment (Draft due T2D10; *Final due T2D15)*

PBL Part IV. Country Tangible Product | T2D10-13*

Investigate the local culture of your chosen country | WG 0.2-3, 0.4, 0.8, 1.3, 2.3, 3.2-7

Demonstrate advanced knowledge of your country by constructing and synthesizing an authentic piece, art, food, etc. reflective of your chosen country

Defend your choice by making a valid argument as to the connection between your country and your product

Due: HW – PBL III – Country Tourism Brochure Assignment (DRAFT)

*Assigned: HW – PBL IV – Country Tangible Product (Draft due T2D13; *Final due T2D15)*

PBL Part V. Country Display Board | T2D11-14*

Illustrate knowledge gained through research into your chosen country | WG 0.1-9, 1.2-3, 2.1-3, 3.2-7, 4.1-3, 5.3-5

Combine and formulate info from parts I, II, III & IV to create a **Public Display Board** to present your country

Due: HW – PBL IV – Country Tangible Product (DRAFT)

PBL Final. Culmination Event | T2D14-15

Appraise / critique each other's projects, giving valuable feedback in preparation for public event | WG 0.1-9, 1.2-3, 2.1-3, 3.6, 4.1-3, 5.4-5

Prepare & present final event by critiquing / revising each other's work (i.e. Display Board, Brochure, Website, Tangible, etc.)

Due: Parts II, III, and IV Final Versions

Assigned: Public Event Notes (Due at the event / T2D15)

2. The United States & Canada (continued)

Ch. 5 History & Culture of the United States & Canada | T2D3-5

5.1 U.S. & Canada History Overview | T2D3-4

Overview the history of the United States & Canada | WG 0.1-4, 0.8, 1.2-4, 2.2-3, 3.2-7, 5.3-5

Demonstrate basic knowledge of American History via a timeline

Informal: students will create a poster timeline of the top ten most influential events in American History

Extra Credit: Editorial Letter Regarding Current Day Issues

5.1B Canadian History Overview | T2D4

Overview the history of Canada compared with the U.S. | WG 1.2-4, 2.2-3, 3.2-7, 5.3-5

Compare and contrast the history of Canada with the U.S.

5.1C American vs. Canadian Government T2D5

Compare and contrast the governments and rights of Americans and Canadians | WG 3.3, 3.5-7, 4.1-3, 5.5

Analyze the Bill of Rights (U.S.) and compare it with the Charter of Rights (Canada)

Informal: as table groups, discuss the similarities / differences between the two. Decide which they think is better, and debate why they believe so

Formal Assessment: Ch. 5 Quiz | T2D6

3. Latin America

Ch. 7 Geography of Latin America | T2D7-12

Unit	Topic	Lesson	Goals	Objec.	HW, Assessment, etc.
	7.1A	Landforms of Latin America	T2D7-8		Diagram the physical geography of Latin America WG 1.3-4, 2.2-3 Compare & contrast some of the major natural resources of Latin America (e.g. Llanos + Pampas Regions, Lake Titicaca, etc.) <i>Informal: watch videos about the Llanos and the Pampas, and then have a class discussion comparing them both</i> <i>Assigned: Classwork Latin America Map (Due: T2D12)</i>
	7.1B	Water & Other Natural Resources	T2D9		Compare how the rivers and other bodies of water are utilized throughout Latin America WG 4.2-3, 5.3-5 Evaluate uses of the Panama Canal, Amazon, Plata River , etc. Appraise the many natural resources found in Latin America (e.g. tourism, rain forests , etc.) WG 4.3, 5.2-5 Compare sustainable and non-sustainable resource use in Latin America (i.e., Costa Rica Ecotourism vs. Bento Rodrigues Dam Disaster) <i>Informal: After learning about both, discuss reasons they occur, + how locals might work towards more responsible use</i>
	7.2	Climate Regions	T2D10-11		Recognize the many climate regions of Latin America Classify the various climate regions and associated flora + fauna found in Latin America WG 1.2-4, 2.1-3, 3.2 <i>Assessment: create a map illustrating climate zones, as well as a diagram showing altitude climate zones there</i> Formal Assessment: Ch. 7 Quiz T2D12
	Ch. 8	History & Culture of Latin America	T2D16-19		
		8.1 History & Governments	T2D16-17		Overview the history of the Latin America , from ancient to modern times WG 1.2-4, 2.2-3, 3.2-7, 5.3-5 Compare & Contrast the history + present of Latin America (politics, corruption, etc.) with that of the U.S. <i>Assigned: Editorial Letter / Political Cartoon Compare / Contrast U.S. & Latin America (Due: T2D19)</i>
		8.2 Cultures & Lifestyles	T2D18-19		Survey the cultures of Latin America WG 3.3-7, 4.3, 5.4-5 Compare the cultures of Latin America, with our own <i>Informal: Read the “Hard-Hearted Son” folktale, analyze it</i> <i>Due: Editorial Letter / Political Cartoon Compare / Contrast U.S. & Latin America</i> <i>Formal Assessment: Ch. 7 Quiz T2D20</i>
4.	Europe				
	Ch. 10	Physical Geography of Europe	T2D21-23		
		10.1 Physical Features	T2D21-22		Analyze the physical geography & culture of Europe WG 1.3-4, 2.2-3, 3.3-7, 4.3, 5.4-5 Compare and contrast the climates, politics, and culture of Europe with that of the U.S. <i>Informal: Watch several videos showing the good and bad of modern energy use in Europe v. the U.S., and debate</i> <i>Assigned: Classwork Europe Map (Due: T2D22)</i> <i>Formal Assessment: Ch. 10 Quiz T2D23</i>

References

Mission. (2017). Retrieved March 21, 2018, from <http://meritacademy.org/about-us/mission/>

Social Studies – World Geography Core (2017). Retrieved February 28, 2018 from <https://www.uen.org/core/core.do?courseNum=6430>

Instructional Planning Worksheet

Topic: World Tour PBL Unit

Purpose for teaching topic: Since this is a semester course, and the state recommends that it be a full-year course, we found a happy medium. This unit attempts to provide a broad survey of countries all over the world, while simultaneously giving the students the chance to gain in-depth knowledge of their chosen country. They will also gain invaluable knowledge by creating authentic products that will be shown and displayed for the public, at a public showcase event.

It allows lots of voice and choice for the students, as they have many different options to complete the project, and as it is an extended unit, it also will create the opportunity for many revisions and improved, original products that can be used for authentic assessment. It also helps cover the remaining standards that may have not been previously covered the rest of the year.

Objectives for student learning: The ultimate goal is that by completing this unit, the students will be able to fulfill the following state standards (see: <https://www.uen.org/core/core.do?courseNum=6430>):

WG 0.1-9, 1.2-3, 2.1-3, 3.2-7, 4.1-3, 5.3-5 (as detailed below)

Strand 0: Civic Preparation & Foundational Geographic Skills

1. Apply spatial analysis and reasoning to identify, examine, and rationalize a variety of issues facing local, national, and global communities today.
2. Consider various perspectives, including political, historical, economic, cultural, and environmental aspects to analyze and explain current events.
3. Develop and demonstrate the values that sustain America's democratic republic, including open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.
4. Conduct geographic investigations at various scales, including local, national, and global. They will formulate geographic questions, acquire information, select and organize relevant data, analyze patterns in the data, and arrive at evidence-based conclusions.
5. Apply map-reading skills to analyze features, purposes, and uses of various types of maps, including mental maps.
6. Use and create maps, graphs, and other types of data sets to show patterns and processes influencing our world.
7. Use existing and emerging technologies, such as GIS and other geospatial technologies, whenever possible and appropriate.
8. Compare the implications of interactions and interconnections between various people and places at various scales.
9. Use evidence to analyze and explain the spatial organization of people, places, and environments and how they have changed over time.

Strand 1: Humans & Their Physical Environment

2. Students will identify patterns evident in the geographic distribution of ecosystems and biomes and explain how humans interact with them.
3. Students will cite evidence of how the distribution of natural resources affects physical and human systems

Strand 2: Population Distribution & Migration

1. Students will evaluate the impact of population distribution patterns at various scales by analyzing and comparing demographic characteristics such as gender, age, ethnicity, and population density using maps, population pyramids, and other geographic data.
2. Students will explain push and pull factors causing voluntary and involuntary migration and the consequences created by the movement of people.
3. Students will investigate the effects of significant patterns of human movement that shape urban and rural environments over time, such as mass urbanization, immigration, and the movement of refugees.

Strand 3: Culture

2. Students will explain how the physical environment influences and is influenced by culture.
3. Students will identify how culture influences sense of place, point of view and perspective, and the relative value placed upon people and places.
4. Students will identify the causes, methods, and effects for the diffusion and distribution of cultural characteristics among different places and regions.
5. Students will explain how the basic tenets of world religions affect the daily lives of people.
6. Students will cite examples of how globalization creates challenges and opportunities for different cultures.
7. Students will demonstrate an understanding of their own culture's connection to geography.

Strand 4: Political Systems

1. Students will explain why and how people organize into a range of political structures at different scales.
2. Students will describe and explain the role physical and human characteristics play in establishing political boundaries.
3. Students will explain how cooperation and conflict have many causes, such as differing ideas regarding boundaries, resource control, and land use, as well as ethnic, tribal, and national identities.

Strand 5: Economic Development

3. Students will explain key economic concepts and their implications for the production, exchange, distribution, and consumption of goods and services.
4. Students will cite examples of various levels of economic interdependence between nations and peoples.
5. Students will describe the costs, benefits, and sustainability of development in terms of poverty rates, standards of living, the impact on indigenous people, environmental changes, gender equality, and access to education.

Planning Assessment Questions:

What do you know about the students you are planning to teach?

My students are ninth grade, and most of them have never left the U.S. We do have some foreign exchange students, which is good because I can often refer to them with questions about the world region they live in. We have a good number of Latinos, and a large number of Asian exchange students too. This unit should open up a lot of eyes to the differences around the world (at least, that is the hope)

What are your characteristics as a teacher that impact teaching the proposed unit?

I strive to be an engaging and exciting teacher, and work to spread that feeling to my students. I also have an eye for detail however, and I will be consistently working with the students throughout this unit to make sure that they do the very best they can on their different assignments, including utilizing feedback and making revisions.

What resources do you have available for teaching this unit?

I have invited exchange students from the local university to come when we kick off this project. They will be encouraging the students with their work, and also offering ideas and help to get them started, as well as showing up as often as they can to provide feedback and offer suggestions.

*Additionally, we have chromebooks at the school that we can reserve, and I am using those for this entire unit, to give the students the technology and access to information that they will need to research and then synthesize this info into various products that I can assess as well as produce for our **Academic Showcase Event** when people come to visit the school, and decide if they/ their students want to come to our school!*

We have a set of older textbooks (Exploring Our World – People, Places and Cultures © 2008), but they get the job done, and are in pretty good shape, besides being a bit outdated every once in a while.

Lesson Plan Outline: World Tour PBL Unit Intro

Date: T2D1-2
Wright

Grade: 9th

Supervising: Mr.

SUBJECT:

U.S. History (in context of World Geography; starting D3) / **Concurrent PBL:** Part I – Country Exploration

OBJECTIVES:

PBL Unit: Introduce the entire PBL Unit, overview, etc. Next, allow students to research and assess the basic knowledge of your chosen foreign country (e.g. language, government, history, culture, etc.)

MOTIVATION:

This concurrent PBL Unit will help the students gain in-depth knowledge and insight into other countries and regions of the world that we simply cannot cover as a class in a semester course. Students will be presenting the culmination of their research at a public event at the end of the unit (D15)

NEW VOCABULARY:

Military, globalization, topography, etc.

BODY OF LESSON:

Over the next two days, I introduce the Unit by having a visit from several students from the BYU Foreign Exchange Program. Students introduce themselves, and then explain where they are from, and how different it is from the U.S. They also explain how excited they are that our students are going to be researching foreign countries like theirs, and teaching others about their unique cultures, languages, etc., as well as getting a taste for both the good and bad that people in other countries experience. Students and parents will also receive a letter / email describing the project.

After introducing the entire unit and its components, overview schedule, etc. the students will begin researching and signing up for a country of their choice, and be assisted by me and the exchange students, who can provide suggestions and guidance. They'll fill out the **PBL Part I D2 World Country Intro Assignment** to keep track of the info they learn.

ACCOMMODATIONS FOR SPECIAL NEEDS STUDENTS:

I'll be assisting students as needed, and have provided an **Example Assignment** that is already completed. I also provide all of my class notes, slides, reading, etc. online for students to access as needed (see: www.mrwrightmerit.weebly.com)

EVALUATION OF LESSON:

I'll be assessing the students via their completed assignment worksheet, as well as causally observing, providing feedback and commenting on their research.

MATERIALS:

PBL Unit: Chromebooks / laptops for each student (for country research) – (check out online the [CIA World Factbook](#) + [National Geographic](#) for good facts to get started) – PBL Project Outline – PBL Project Parent Letter – PBL Part I World Country Intro Assignment – PBL Part II Country Website Assignment – PBL Part III Country Brochure Assignment – PBL Part IV Country Tangible Product – PBL Part V Country Display Board Assignment – Culmination Jigsaw Presentation Notes

STANDARDS ADDRESSED:

PBL Unit: WG 0.1-9, 1.2-3, 2.1-3, 3.6, 4.1-3, 5.4-5 (see: <https://www.uen.org/core/core.do?courseNum=6430> for details)

World Geography PBL Project Outline: This is for You and Your Parents!

Assignment and Day Assigned in Class:		Due Date:
Part I: World Country Intro Assignment (Individual Assignment) = 25 pts	Date Assigned: D1	D3
*Part II: Country Website (Group Assignment) = 100 pts	Date Assigned: D3	Draft: D7 Final: D15
*Part III: Country Brochure (Group Assignment) = 80 pts	Date Assigned: D7	Draft: D10 Final: D15
*Part IV: Country Tangible Product (Individual Assignment) = 75 pts	Date Assigned: D10	Draft: D13 Final: D15
Part V: Country Display Board Project (Group Assignment) = 100 pts	Date Assigned: D11	Draft: D14 Final: D15
Culmination: Jigsaw Presentation and Notes = 30 pts	Date Assigned: D13	Final Present Day: D15

***You will complete 2 of 3 of these assignments**

14 Day Complete Schedule for the PBL Concurrent Unit:

D2 / 3-15	Day 1: Intro to the project Part I (Intro worksheet);	Sign up for chosen country
D3 / 3-19	Day 2: Finish Intro. Research, Intro to Part II Weebly	(show proof of research / worksheet)
D4 / 3-20	Day 3: 1st half: Website design;	2nd: Continued Research on country
D5 / 3-22	Day 4: 1st Half: Website design instruction;	2nd: Continued Research
D6 / 3-27	Day 5: 1st Half: Website Draft Due / Peer Review;	2nd: Design Extras; Brochure Intro & Instru.
D7 / 3-29	Day 6: 1st Half: Brochure Design / Instruction;	2nd half: Research / ind. Work
D8 / 4-9	Day 7: 1st Half: Brochure Design / Instruction;	2nd half: Research / ind. Work
D9 / 4-10	Day 8: 1st Half: Brochure Draft Due / Peer Review;	2nd Half: Tangible Prod. Intro & Indep. Work
D10 / 4-12	Day 9: 1st Half: Poster Board Intro;	Indep. Work
D11 / 4-17	Day 10: Indep. Work	
D12 / 4-19	Day 11: Indep. Work	
D13 / 4-23	Day 12: Indep. Work (last day with Chromebooks; finish up with computers as needed)	
D14 / 4-24	Day 13: Final Draft Peer Review	
D15 / 4-26	Day 14: Indep. Work; in the Evening: Final Public Event (Thursday, 5-6:30 pm)	

Dear Parent(s) or Guardian(s):

I am writing to tell you about an exciting project we are just now beginning and will be continuing for this month and next in our **World Geography** class.

As you might know, in our school we are increasingly using the teaching method of **Project Based Learning**, or PBL, to help students learn better. A project motivates students to gain knowledge, and they remember it longer. Projects give students the chance to apply the skills they learn in school to personally relevant and real-world situations. Your child also learns skills in PBL such as how to think critically, solve problems, work in teams, and make presentations. These skills will help students succeed in the future, both in school and in today's work world.

Our project is called "**World Country Tour**" and it will last about 5 weeks total (culminating at our **final public event**, on **April 26th**). Students will learn / review most of the World Geography Standards the state expects them to cover in this class, such as: 1.1-4 – *Physical Environment*; 2.1-3 – *Human settlement & migration patterns*; 3.1-7 – *World culture (language, traditions, social structure, etc.)*; 4.1-3 *World Political Systems*; 5.1-5 *World Economic Systems & Influence*, etc. Whew!

The project's Driving Question, which focuses our work, is "**How can we show others what we've learned about the world around us?**" Students will be involved in **researching** on the **Internet**, **creating** their own choice of **tangible products**, preparing an **oral presentation**, helping create both a **self-guided tour guide** for people who might visit their chosen country, etc. Your child will **work in a team**, guided by me.

At the end of the project students will make **presentations** to the **public**. This presentation will take place in the evening on **Thursday April 26th** from **5-6:30 pm**. We hope you will be able to attend!

Students will be assessed individually on their **content** knowledge, their **collaboration skills**, and their **presentation skills**. I have attached the rubrics (on my website) that we will use to guide the creation of all associated assignments and to assess students' work. You may find these helpful in understanding what we are asking students to do, and supporting your child during the project. As parents or guardians, you can discuss the project at home, encouraging your child to think hard and ask questions about the topic. You can also support the project by helping in the classroom, taking students on field work, providing expertise and resources, etc.

Please do not hesitate to contact me if you have any questions about the project! I hope to see you at our public event!

Sincerely,

Mr. Joseph Wright

joseph.wright@meritacademy.org

801-850-3305

PBL Part I D2 World Country Intro Assignment (Due: D3 / 3-19)

As you begin your investigation into your chosen country, please answer the following questions:

1. What is the **name** of your **chosen country**?
2. **Describe where** is your country **located**? Draw a **basic map** that shows where we might find it:
3. What **language** is spoken / written there? Write **examples** of some **greetings** you might use there (Hello; Thank You; Please)
4. What **currency** do they use? What's the **exchange rate** with the U.S. Dollar for reference?
5. What is the **topography** (shape of the land, mountainous, plains, etc.) and **geography** of the country?
6. Describe the **climate(s)** of your country:
7. What type of **government** does your country have? **Compare** with the **U.S.:**
8. Describe their **military**, and the influence it has:
9. Describe the primary **religion(s)** that the people of your country follow:
10. What is this country **most known for** (goods, tourism, etc.)? How has **globalization** affected it?

D3 – Part II -- Country Website Assignment

(100 pts; **Draft:** D6 / 3-27; **Final:** T2D14 / 4-24)

For this assignment, as another piece of your larger **World Tour PBL Project**, you'll be creating a **website** about your **chosen country** for the rest of the **class**, as well as to a **public audience**. You'll be submitting this as a **group** (reminder: you may have up to 3 people per country).

Please make sure to **prepare your website** to show off for the class. The assignment should be ready **for peer review in class Mar. 27th / D6** when we will be **presenting** them to each other. The final will be due **April 24th**.

As you prepare to create your website, **make sure** that you **include the following**:

Introduction

- Give a summary of its **geography** / where it is in the world (2-3 paragraphs / ¶)
 - Include a **map** of the country and the local world region (i.e., surrounding countries, etc.) Also, include an image of the **flag** and the **symbolism** / **history** behind it.
 - Briefly describe the **climate** of your country (e.g. Highland, Steppe, Subarctic, etc) per the **Koppen Climate System** (see: <https://goo.gl/UGUeSC>)
- Briefly introduce the **history** of the country (1-2 ¶)
 - Foundation / independence of the country
 - Major historical events, etc., and the present day
- Discuss the **type of government** your country has (e.g. Monarchy, Republic, etc.) (1-2 ¶)
 - Who leads the country currently? (party/leader) Give some brief info about them!

Cities of Interest (2-3 ¶ / each)

- Tell us about both the **capital city**, as well as **at least 1 other major city** that people ought to **choose to visit** in your chosen country.
 - What makes this city so **interesting**? Explain **landmarks, events, cultural significance** or anything else those cities may offer tourists and visitors

People: (choose 3 out of 6 of the following subsections) (2-3 ¶ / subsections)

- **Population:** How many people live in your country? Where do most of them live? What ethnic groups live in your country?
- **Dress / Clothing:** What are traditional or cultural clothing styles of the people? Have these changed? Explain!
- **Customs:** Tell us about some unique traditions of the people – what do they celebrate? How does it compare to the U.S.?
- **Holidays:** Choose **at least two** to tell us about! What is the holiday for? What are some traditions associated with it?
- **Food / Cuisine:** Are there certain foods that are common or considered a delicacy – something the country is known for? What are “classic” foods there? What are weird?

Other Important Details:

- Use **illustrations / pictures** (+2 per page) to keep it interesting. **Cite all pictures / info too!**
- Make sure that all of your **facts are accurate!** Double check if you aren't sure!
- Review the rubric on the back, and make sure to follow it for full points!
- Websites to help: **CIA Factbook:** <https://goo.gl/JF8mfD>; **Nat. Geographic:** <http://www.nationalgeographic.com/>

Website Rubric - PBL World Geography

Category	Accomplished 20-16 pts	Satisfactory 15-11 pts	Developing 10-6 pts	Beginning 5-0 pts	Score
Links (content)	All information is accurate, well-organized, neat and easy to follow. All links point to high quality, up-to-date, credible sites. AND all the links, including links to their own pages' work, contact info provided.	Information is mostly accurate, easy to follow with perhaps some minor flaws. Almost all links point to high quality, up-to-date, credible sites. Or there aren't many links. Many or most of the links, including links to their own pages work, contact info provided	Info is starting to make sense, but still a bit difficult to follow, & a bit messy Most links point to high quality, up-to-date, credible sites. Or there are too few links. AND some of the links, including links to their own pages work, contact info provided.	Information is poorly organized and difficult to read / understand. Less than 1/2 of the links point to high quality, up-to-date, credible site. Or there are barely any links. AND few of the links, including links to their own pages, work or you have very few pages or contact info not there.	— 20
Comments:					
Graph	Has 7+ categories, either pie or bar, with 3D, color, legend (on bottom)	Has 6-5 categories, bar or pie style, present, legend not on bottom	Has 4-3 categories, bar or pie graph not chosen, legend not on bottom	Has 1-2 categories or no graph at all. Poorly organized, confusing.	— 20
Comments:					
Accuracy & Structure	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas. The product has many different accurate facts about the topic. Each page should have 2+ great pictures per page	Good ideas and content backed up with generalized examples. Accurate wording is apparent. Support for ideas is all of the same type. The product has a good number of accurate facts about the topic. Each page has 2 good pictures	Stale ideas. Worn-out. Content is not well supported. The writer is beginning to define the topic, but development is still basic or general. The product has several accurate facts about the topic. Only used 1 picture / page	No real ideas. Content is murky / unsupported. No awareness of audience is apparent. As yet, it has no clear purpose or central theme. Hardly has any accurate facts about the topic. No pictures on many pages.	— 20
Comments:					
Navigation	Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go. A user does not become lost.	Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go. A user rarely becomes lost.	Links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.	Some links do not take the reader to the sites described. A user typically feels lost.	— 20
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor on the entire site.	There are a few spelling and/or grammatical errors in the entire site.	There are several spelling and/or grammatical errors in the entire site.	There are maybe many spelling and/or grammatical errors in the entire site.	— 20
Comments:					
Total Score:					— 100

D6 – Part III: Country Tourism Pamphlet

(100 pts; Draft: D10; Final D14)

For this assignment, as part of your larger **Country Investigation Project**, you'll continue **investigating** your chosen **country**, and you'll be **creating** a **tourism pamphlet** (bi-fold or tri-fold) that highlights **sites worthy of visiting**. You'll be turning this in as a **group** (up to 3 people per country / group).

Please make sure to **print or bring an actual real version** of the pamphlet to show off for the class. The assignment should be ready **for peer review in class D10 / April 12th**, but keep in mind that you'll be given class time over the next week (including the day it is due) to finish it, along with any other work you may need to finish.

As you prepare to make your pamphlet, **make sure** that you include **at least 5 of the following 8 sections** for each of the **following**, and consider the words in *italics / explanations*

- **Historic:** *Historic sites are areas that in the past (and hopefully present!) have been important to the community. What examples can you share? These might include older buildings / sites in the country, etc.*
- **Economic:** *Economic sites might be businesses / jobs that have had an important impact on the community. Perhaps they hire a good number of people, or provide a unique service that people depend on. What economic industries does this country rely heavily on? Share the importance of those!*
- **Cultural:** *Cultural sites / events are places / things related to artistic, religious or social pursuits that are considered valuable to the community. Examples might include Community Theater, pageants/festivals, sports teams, etc. What cultural sites / events are worth their time investigating, and why?*
- **Public:** *Public sites would be areas that are used for public gatherings, services, etc. Examples would include parks, monuments, community centers, and so on. What public sites should they visit?*
- **Natural Sites:** *These are places that have minimal human-environment interaction, and are of interest for their beauty and preservation of natural plants, animals, landscapes, etc. Examples might include recreation / wilderness areas, protected environments, etc. Unique areas they shouldn't miss?*
- **Cuisine:** *Every tourist likes to see cool things, but they also have to eat. Consider local, unique foods / restaurants that people might not experience elsewhere, and where they might find them! Share a picture!*
- **Lodging:** *As a tourist, you need somewhere to stay while seeing the sites! Where might be a good / safe / reasonably priced location (i.e., hotel, motel, Airbnb, bed and breakfast, hostel, etc.) that you could recommend?*
- **Did You Know:** *Finally, include a Did You Know? section, where you share any additional interesting / noteworthy info you learned, that doesn't fit in one of these categories (at least 3 things)*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for roughly 1 minute, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Poster can be larger than 8.5 x 11, but it doesn't need to be. Good luck! We'll present these to each other **D10**, and finalize them for **D14**.

Other Important Details:

- Use some **illustrations / pictures** to keep it interesting. **Cite all pictures / info too!**
- Make sure use **headings** and **subsections** to keep the pamphlet **organized!**
- Check out www.lucidpress.com; it's a great free online app you can use!
- Make sure to have **accurate facts!** (at least 10 for full points)
- Review the rubric on the back, and make sure to follow it for full points!

Country Pamphlet Rubric

Criteria	Accomplished 25-20 pts	Satisfactory 19-13 pts	Developing 12-7 pts	Beginning 6-0 pts	Score
Strength & Accuracy	The message to the viewers is clear, strong, & persuasive. The product has 10+ accurate facts about the topic.	The message is clear. Good ideas and content backed up with generalized examples. The product has 6-8 accurate facts about the topic.	Stale ideas. Worn-out. Content is not well supported. The product has several accurate facts about the topic.	No real ideas. Content is murky or unsupported. No awareness of audience is apparent. Hardly has any accurate facts about the topic.	— 25
Comments:					
Structure	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message	Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the message	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message	— 25
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor in the brochure.	There are a few spelling and/or grammatical errors in the brochure.	There are several spelling and/or grammatical errors in the brochure	There are many spelling and/or grammatical errors included in the brochure. Distracts from the message.	— 25
Comments:					
Sections & Sources	Info, pictures used, etc., is correctly & fully cited. Includes 5+ of the subsections & components required .	Info, pictures used, etc., appear to be mostly cited. Includes 4 of the subsections required and most of the components listed.	An attempt was made to cite the sources, though it is sloppy, incorrect, etc. Includes 3-2 of the required sections and some of the components.	Sources are not documented at all. Sections do not follow the requirements of the project, missing most / all of the mentioned components	— 25
Comments:					
Overall Comments:					Total Score: — 100

D10 – PBL Part IV: Country Investigation Product

(75 pts; Draft: D13 / April 23rd; Final: D14 / April 24th)

For this assignment, as part of your larger **Country Investigation Project**, you'll be **creating a product / model / something tangible** etc. that you can present as part of your **final project** (Nov. 30th) You'll be turning one of these in **individually** (this is **not a group assignment**). Please make sure to **bring an actual real version** of your chosen **product** to show off for the class. The assignment should be ready for **peer review in class April 24th**.

As you prepare to make your product, **consider each** of the **following**:

- *What are some unique **crafts, art, cooking, architecture, etc.** found in the country you've chosen? Plan on creating a **product** that reflects / mimics / models this!*
 - *Of these, which is **most interesting to you**? Make sure each **product** in your group is **unique**!*
- *After you choose something, **make a plan** for how you will go about **making it**.*
 - *You are expected to **make this product yourself**. Do NOT just buy it off Amazon!*
- *Make sure to have a short **Product Biography**; include a **paragraph** or two that explains **what it is, how and why** you made it, etc.*
 - *As part of the biography, include a **Photo History** to show the **process** of your product's creation. We want to see how it went! Take lots of pictures, from **idea, beginning, middle, and end (3+ photos minimum)**!*
 - *The **Product Biography** could be a **slideshow, or a poster, pamphlet, etc.** Up to you!*
 - *However you do it, make sure it is **easy to access** at our public event.*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for a minute or two, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Good luck! We'll present the drafts in class T2D13, and finally on T2D14.

Other Important Details:

- *Take at least 3 **pictures** (going thru **beginning, middle, & end**) as part of your **Photo History** to **show the process** you went through to **make your product / tangible**.*
- *If you use other images / photos, **cite all pictures / info** you borrow!*
- *Make sure your **Product Biography** is informative and nicely **organized**!*
- *Make sure to have **accurate facts**! (at least 5 for full points); cite where you got your info!*
- *Review the **rubric** on the back, and make sure to **follow it for full points**!*

Country Product Rubric (75 pts)

Criteria	Accomplished 15-12 pts	Satisfactory 11-9 pts	Developing 8-6 pts	Beginning 5-0 pts	Score
Product Biography	Contains fresh, original ideas / info. Includes 5+ accurate facts about the product.	Good ideas & content backed up with generalized examples. Includes has 3-4 accurate facts about the product.	Stale ideas. Worn-out. Has several accurate facts about the product.	No real ideas. Content is murky or unsupported. Hardly has any accurate facts about the product.	— 15
Comments:					
Photo History	Photos used are clear, crisp, & show multiple stages of the project. Easily convey start to finish process, powerfully reinforce the product.	Photos used are adequate, and reinforce the message. Doesn't particularly stand out as amazing, but gets the job done.	Photos taken are starting to make sense, but still a bit difficult to follow, and a bit messy; weakly support the product.	Photos are poorly organized and difficult to understand. The order is unclear, and the photos don't help us understand the process involved.	— 15
Comments:					
Craftsmanship & Relevance	Work is impeccable, and shows extreme care and thoughtfulness in its creation. Its relationship to the country is obvious and clear.	Work is mostly neat, and the craftsmanship is good. Its relationship to the country is relatively clear.	Work is somewhat messy, and the craftsmanship detracts somewhat from the overall presentation. Relationship to the country is a bit murky.	Work is messy and craftsmanship detracts from overall presentation. Relationship to the country is unclear.	— 15
Comments:					
Creativity	Student has taken the assignment and completed it in a way that is totally his/her own. The student's personality/voice comes through quite strongly, yet doesn't detract from the information presented.	Student has taken the assignment and has used source material as a starting place. The student's personality comes through in some parts of the presentation.	Student has copied some info straight from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	— 15
Comments:					
Sections & Sources	Info, pictures used, etc., are correctly & fully cited and used. Includes all of the required elements mentioned.	Info, pictures used, etc., appear to be mostly cited & used. Includes most of the elements required.	An attempt was made to cite / use photos, though it is sloppy, incorrect, etc. Includes some of the required elements.	Sources / photos are not used / cited at all. Does not follow the requirements of the project.	— 15
Comments:					

Overall Comments:

Total Score:

D11 – PBL Part V: Final Presentation Poster board

(100 pts; Draft: D13 / April 23rd; Final: D14 / April 26th)

For the final presentation (**Thursday, April 26th**), you'll be **creating a poster board**. This is a **group assignment**. The assignment should be ready **for peer review in class April 23rd**.

Make sure to **include** the following **elements** with / on your poster board:

- **4 Main Topics** (borrowed from your **website** or **brochure** project)
 - **Website Examples:**
 - **Geography:** *what is the physical / human geography of your country?*
 - **History:** *When was your country founded? Recent history, relation to the world, etc.*
 - **City of Interest:** *Point out a city that is worth visiting & why, etc.*
 - **Brochure Examples:**
 - **Cuisine:** *what are some unique foods? Share some photos! Describe it!*
 - **Natural Sites:** *What **natural parks, etc.** exist to protect unique landforms / wildlife? Share some cool / unique things worth knowing about!*
 - **Economic:** *What jobs / industries do people do in your country? How do they make a living? How is it different?*
- **A Culture Section** (include **each** of the following **topics**):
 - **Local Language:**
 - *Local and useful **words / phrases** you might use as a tourist*
 - **Local Customs:**
 - *What local **traditions, holidays, etc.** do people celebrate / honor in your country? Why are they considered important?*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for a minute or two, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Good luck! We'll present the drafts in class D13, and finally on D14.

Other Key Details to Remember:

- *Each section should have at least **one photo / illustration** & a **caption** explaining what it is*
- *Make sure to include a **flag** + a **map** showing where your country is located (people will ask!)*
- *Cite all **pictures / info** you use or borrow!*
- *Make sure to have **accurate facts!** (at least 5 for full points); cite where you got your info!*
- *Review the **rubric** on the back, and make sure to **follow it** for **full points!***

Country Product Rubric (100 pts)

Criteria	Accomplished 25-20 pts	Satisfactory 19-13 pts	Developing 12-7 pts	Beginning 6-0 pts	Score
Accuracy	Contains fresh, original ideas / info. Includes 10+ accurate facts about the product.	Good ideas & content backed up with generalized examples. Includes has 8-6 accurate facts about the product.	Stale ideas. Worn-out. Has several accurate facts about the product.	No real ideas. Content is murky or unsupported. Hardly has any accurate facts about the product.	— 25
Comments:					
Illustrations Used	Illustrations / photos / etc. used are clean, crisp, & clearly related to the country studied. Caption strongly reinforces the illustration.	Illustrations & captions used are adequate, and reinforce the message. Doesn't particularly stand out as amazing, but gets the job done.	Illustrations / captions used are starting to make sense, but still a bit difficult to follow, and a bit messy; weakly support the product.	Illustrations are poorly organized and difficult to understand. Caption is non-existent or not very helpful	— 25
Comments:					
Craftsmanship & Layout	Work is exemplary, and shows extreme care and thoughtfulness in its creation. The information & photos are balanced / contrast, are easy to read / follow	Work is mostly neat, and the craftsmanship is good. Info and visuals used are mostly clean and easy to read / follow	Work is somewhat messy, and the craftsmanship detracts somewhat from the overall presentation. Information presented is a bit difficult to read / follow	Work is messy and craftsmanship detracts from overall presentation. Information presented is sloppy, not aesthetically pleasing.	— 25
Comments:					
Sections & Sources	Info, pictures used, etc., are correctly & fully cited and used. Includes all of the required elements mentioned.	Info, pictures used, etc., appear to be mostly cited & used. Includes most of the elements required.	An attempt was made to cite / use photos, though it is sloppy, incorrect, etc. Includes some of the required elements.	Sources / photos are not used / cited at all. Does not follow the requirements of the project.	— 25
Comments:					
Overall Comments:					Total Score: — 100

Public Forum Notes: World Grand Tour (30 pts)

While here at the **Public Event**, visit at least **2 other country projects**. Answer the following questions:

Other Country #1: What's the country **name**? Where is it **located** (which continent is it on, countries nearby, etc.)?

Write down at least **three interesting facts** that you learned about the country from their project:

What is **most appealing** to you as a **potential tourist** to this country? Explain: _____

What is **least appealing** to you as a **potential tourist** to this country? Explain: _____

Write down a **phrase** that you learned in that country's native language (what it means, how it sounds in English, etc.):

Write down one **question** that wasn't answered by the project, that you'd like to find out: _____

Other Country #2: What's the country **name**? Where is it **located** (which continent is it on, countries nearby, etc.)?

Write down at least **three interesting facts** that you learned about the country from their project:

What is **most appealing** to you as a **potential tourist** to this country? Explain: _____

What is **least appealing** to you as a **potential tourist** to this country? Explain: _____

Write down a **phrase** that you learned in that country's native language (what it means, how it sounds in English, etc.):

Write down one **question** that wasn't answered by the project, that you'd like to find out: _____

Country #3 (EC): What's the country **name**? Where is it **located** (which continent is it on, countries nearby, etc.)?

Write down at least **three interesting facts** that you learned about the country from their project:

What is **most appealing** to you as a **potential tourist** to this country? Explain: _____

What is **least appealing** to you as a **potential tourist** to this country? Explain: _____

Write down a **phrase** that you learned in that country's native language (what it means, how it sounds in English, etc.):

Write down one **question** that wasn't answered by the project, that you'd like to find out: _____

Country #4 (EC): What's the country **name**? Where is it **located** (which continent is it on, countries nearby, etc.)?

Write down at least **three interesting facts** that you learned about the country from their project:

What is **most appealing** to you as a **potential tourist** to this country? Explain: _____

What is **least appealing** to you as a **potential tourist** to this country? Explain: _____

Write down a **phrase** that you learned in that country's native language (what it means, how it sounds in English, etc.):

Write down one **question** that wasn't answered by the project, that you'd like to find out: _____

Lesson Plan Outline: Ch. 5.1A+B (pp 134-39) U.S. + Canadian History Overview / PBL Part II Website Assignment Intro

Date: T2D3-4

Grade: 9th

Supervising: Mr. Wright

SUBJECT:

U.S. History (in context of World Geography) / **Concurrent PBL:** Part II – Country Website Assignment

OBJECTIVES:

U.S. Unit: Demonstrate basic knowledge of American History via a timeline

PBL Unit: Synthesize knowledge learned about country (i.e. climate, location, history, government, cities worth visiting, population, dress, customs, traditions, food, etc.) to create a website acknowledging both good and bad of said country – Demonstrate competency with creating and organizing a website – Evaluate your chosen country, and create a product that leaves others with a solid foundation of understanding regarding it

MOTIVATION:

This unit will help students understand the context of where the U.S. is in relation to other countries around the world, especially as we will be comparing the U.S. to other countries in the following weeks. It will also introduce the idea of **website creation** as a method to share the research they are conducting on their countries.

NEW VOCABULARY:

Columbian Exchange, colonies, assimilation, superpower, Cold War, Civil Rights, LGBTQ+, terrorism, dominion, province, territory, etc.

BODY OF LESSON:

First 45 min each day: Tying into previous lessons from last term (which explored the physical and human geography of North America), we continue to better understand North America by looking at its historical context. D3 we look at the U.S. and its history (D4 we look at Canada, and later we compare / contrast the two). This material is better covered in other classes, but it still provides an important context as we compare our own country (the U.S.) with other countries elsewhere in the world.

Last 45 min: Then, we will switch gears and I will introduce the students to **creating a website** via weebly.com (this will require personal knowledge of the website builder, but studying it for an hour or so should be enough for a sub)

ACCOMMODATIONS FOR SPECIAL NEEDS STUDENTS:

My own **Guided Notes** will assist students (both SPED and otherwise). I only require that half of the notes be completed, and I sometimes give extra credit for them, and students are allowed to use them during quizzes. I also provide all of my class notes, slides, reading, etc. online on my website www.mrwrightmerit.weebly.com for students

EVALUATION OF LESSON:

I'll be assessing the students via a **Timeline Activity** in class; it will be an informal assessment. Next, I'll provide about 20 minutes of instruction directly to the whole class about using weebly, answering individual questions, etc. Then I'll assist students on a one-on-one basis as they progress with learning how to create a website the remainder of both classes.

MATERIALS:

U.S. Unit: Textbook: *Exploring Our World – People, Places and Cultures* © 2008 - Poster paper & markers for **U.S. Top Ten History Timeline** class activity – Ch. 5.1A+B Guided Notes – Ch. 5.1A+B Powerpoint Notes - Chromebooks / laptops / smart devices to quickly research U.S. history
PBL Unit: Chromebooks / laptops for each student (for website creation) - PBL Part II Country Website Assignment

STANDARDS ADDRESSED:

U.S. Unit: WG 0.1-3, 0.8, 1.2-4, 2.2-3, 3.2-7, 5.3-5 – **PBL Unit:** WG 0.1-9, 1.2-3, 2.1-3, 3.6, 4.1-3, 5.4-5

D3 Ch. 5.1A – Guided Notes – America: Then & Now

11. How did people **first** come to the **Americas**? What theory is **most popular**?

12. What happened in **1492** that changed everything? **Explain** how:

13. Map the following European colonies in the Americas (make a key below & show each):
British, Spanish, French, Danish & Russian



14. **Summarize** the changes in **geography** of the **U.S.** from independence to **1898** (include areas & dates):

15. How did the U.S. change from the **Civil War** to 1991?

16. What was the **Cold War**? How did it end?

17. What are some **modern challenges** that we face in our country? Describe the **two main ones mentioned**:

18. **Brainstorm:** With a partner, create a **mind map** below showing some of the **big challenges** we face in our world today. You can include **global, national,** or even **local** issues:

19. Of all these issues, which **2** are **most interesting / important** to you? Explain:

(Extra Credit) After picking **two issues** you'd like to consider further, begin researching on the **suggested news sites** for **articles / Op-eds / Editorial Letters**, etc. about those issues. Find one that you can respond to, and explain how it will work as something to **respond to** with your **own** letter to the editor: (include a URL that one could use to go directly to the article; using a URL shortener is fine)

D4,5 Ch. 5.1B - Guided Notes – History of Canada, Governments of Both

20. Who were the **first Europeans** to arrive in America? How did they **arrive** here, & why didn't they stay?

21. **When** did the next **Europeans arrive** in Canada? What **riches** did they discover?

22. Where did the F _____ settle? What **cities** did they find that are still **important** today?

23. What were the **first four colonies of Canada**? What was their **name** as a **group**?

24. Label the provinces & territories of modern Canada (as well as Alaska, the U.S., and Greenland)



25. What **early concessions** did the British make to keep the French residents happy?

26. What **big issue** still plagues Canada regarding **Quebec**? Summarize why this is important:

27. **T2D5:** Define **federalism**. How does it work?

28. What is the **Bill of Rights**? What does it do? Have these **rights** been **expanded** since then? Explain:

29. **Compare** the **Canadian government** & our own:

30. After reviewing the **Bill of Rights** and the **Charter of Rights**, answer the following questions:

- A. What Freedoms / Rights are mentioned in **both** documents?

- B. What Freedoms / Rights are mentioned **only** in the Canadian **Charter of Rights**?

- C. What Freedoms / Rights are mentioned **only** in the American **Bill of Rights**?

Rights:		
	The United States	Canada
Religious Rights	1.	2.
Rights of Expression	3.	4.
Rights against illegal search/seizure	5.	6.

D3 – Part II -- Country Website Assignment

(100 pts; **Draft:** D6 / 3-27; **Final:** T2D14 / 4-24)

For this assignment, as another piece of your larger **World Tour PBL Project**, you'll be creating a **website** about your **chosen country** for the rest of the **class**, as well as to a **public audience**. You'll be submitting this as a **group** (reminder: you may have up to 3 people per country).

Please make sure to **prepare your website** to show off for the class. The assignment should be ready **for peer review in class Mar. 27th / D6** when we will be **presenting** them to each other. The final will be due **April 24th**.

As you prepare to create your website, **make sure** that you **include the following**:

Introduction

- Give a summary of its **geography** / where it is in the world (2-3 paragraphs / ¶)
 - Include a **map** of the country and the local world region (i.e., surrounding countries, etc.) Also, include an image of the **flag** and the **symbolism** / **history** behind it.
 - Briefly describe the **climate** of your country (e.g. Highland, Steppe, Subarctic, etc) per the **Koppen Climate System** (see: <https://goo.gl/UGUeSC>)
- Briefly introduce the **history** of the country (1-2 ¶)
 - Foundation / independence of the country
 - Major historical events, etc., and the present day
- Discuss the **type of government** your country has (e.g. Monarchy, Republic, etc.) (1-2 ¶)
 - Who leads the country currently? (party/leader) Give some brief info about them!

Cities of Interest (2-3 ¶ / each)

- Tell us about both the **capital city**, as well as **at least 1 other major city** that people ought to **choose to visit** in your chosen country.
 - What makes this city so **interesting**? Explain **landmarks, events, cultural significance** or anything else those cities may offer tourists and visitors

People: (choose 3 out of 6 of the following subsections) (2-3 ¶ / subsections)

- **Population:** How many people live in your country? Where do most of them live? What ethnic groups live in your country?
- **Dress / Clothing:** What are traditional or cultural clothing styles of the people? Have these changed? Explain!
- **Customs:** Tell us about some unique traditions of the people – what do they celebrate? How does it compare to the U.S.?
- **Holidays:** Choose **at least two** to tell us about! What is the holiday for? What are some traditions associated with it?
- **Food / Cuisine:** Are there certain foods that are common or considered a delicacy – something the country is known for? What are “classic” foods there? What are weird?

Other Important Details:

- Use **illustrations / pictures** (+2 per page) to keep it interesting. **Cite all pictures / info too!**
- Make sure that all of your **facts are accurate!** Double check if you aren't sure!
- Review the rubric on the back, and make sure to follow it for full points!
- Websites to help: **CIA Factbook:** <https://goo.gl/JF8mfD>; **Nat. Geographic:** <http://www.nationalgeographic.com/>

Website Rubric - PBL World Geography

Category	Accomplished 20-16 pts	Satisfactory 15-11 pts	Developing 10-6 pts	Beginning 5-0 pts	Score
Links (content)	All information is accurate, well-organized, neat and easy to follow. All links point to high quality, up-to-date, credible sites. AND all the links, including links to their own pages' work, contact info provided.	Information is mostly accurate, easy to follow with perhaps some minor flaws. Almost all links point to high quality, up-to-date, credible sites. Or there aren't many links. Many or most of the links, including links to their own pages work, contact info provided	Info is starting to make sense, but still a bit difficult to follow, & a bit messy Most links point to high quality, up-to-date, credible sites. Or there are too few links. AND some of the links, including links to their own pages work, contact info provided.	Information is poorly organized and difficult to read / understand. Less than 1/2 of the links point to high quality, up-to-date, credible site. Or there are barely any links. AND few of the links, including links to their own pages, work or you have very few pages or contact info not there.	— 20
Comments:					
Graph	Has 7+ categories, either pie or bar, with 3D, color, legend (on bottom)	Has 6-5 categories, bar or pie style, present, legend not on bottom	Has 4-3 categories, bar or pie graph not chosen, legend not on bottom	Has 1-2 categories or no graph at all. Poorly organized, confusing.	— 20
Comments:					
Accuracy & Structure	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas. The product has many different accurate facts about the topic. Each page should have 2+ great pictures per page	Good ideas and content backed up with generalized examples. Accurate wording is apparent. Support for ideas is all of the same type. The product has a good number of accurate facts about the topic. Each page has 2 good pictures	Stale ideas. Worn-out. Content is not well supported. The writer is beginning to define the topic, but development is still basic or general. The product has several accurate facts about the topic. Only used 1 picture / page	No real ideas. Content is murky / unsupported. No awareness of audience is apparent. As yet, it has no clear purpose or central theme. Hardly has any accurate facts about the topic. No pictures on many pages.	— 20
Comments:					
Navigation	Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go. A user does not become lost.	Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go. A user rarely becomes lost.	Links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.	Some links do not take the reader to the sites described. A user typically feels lost.	— 20
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor on the entire site.	There are a few spelling and/or grammatical errors in the entire site.	There are several spelling and/or grammatical errors in the entire site.	There are maybe many spelling and/or grammatical errors in the entire site.	— 20
Comments:					
Total Score:					— 100

Lesson Plan Outline: Ch. 5.1B (pp 140-41) American vs. Canadian Gov. / Website Tutorial & Research Continued

Date: T2D5

Grade: 9th

Supervising: Mr. Wright

SUBJECT:

U.S. & Canadian Governments & Civil Rights (in context of World Geography) / **Concurrent PBL:** Website Tutorial / Research Continued

OBJECTIVES:

U.S. Unit: Demonstrate basic knowledge of American government & civil rights compared with our Canadian friends.

PBL Unit: Synthesize knowledge learned about country (i.e. climate, location, history, government, cities worth visiting, population, dress, customs, traditions, food, etc.) to create a website acknowledging both good and bad of said country – Demonstrate competency with creating and organizing a website – Evaluate your chosen country, and create a product that leaves others with a solid foundation of understanding regarding it

MOTIVATION:

This unit will help students understand the governments and civil rights that Americans have, especially compared with those of Canadians, and how the two are similar and different.

NEW VOCABULARY:

Parliament, democracy, federalism, amendments, Charter of Rights, Bill of Rights, Constitution, etc.

BODY OF LESSON:

Tying into previous lessons (which explored the physical and human geography of North America), we are comparing and contrasting the governments of the U.S. and Canada. We identify the key differences, and also look specifically at the **Bill of Rights** versus the **Charter of Rights**, the Canadian equivalent. We analyze both and discuss.

ACCOMMODATIONS FOR SPECIAL NEEDS STUDENTS:

My own **Guided Notes** will assist students (both SPED and otherwise). I only require that half of the notes be completed, and I sometimes give extra credit for them, and students are allowed to use them during quizzes. I also provide all of my class notes, slides, reading, etc. online on my website www.mrwrightmerit.weebly.com for students

EVALUATION OF LESSON:

I'll be casually assessing the **guided notes** of the students, & asking probing questions as well. I'll also make sure that the students are active in the group discussion & class debate comparing the **Bill of Rights** vs. the **Charter of Rights**

MATERIALS:

U.S. Unit Textbook: *Exploring Our World – People, Places and Cultures* © 2008 – Copies of the Simplified **Bill of Rights + Charter of Rights** – Ch. 5.1B Guided Notes – Ch. 5.1 Powerpoint Notes **PBL Unit:** Chromebooks / laptops for each student (for website creation / country research) – PBL Part II Country Website Assignment

STANDARDS ADDRESSED:

U.S. Unit: WG 0.1-3, 0.8, 1.2-4, 2.2-3, 3.2-7, 5.3-5 – **PBL Unit:** WG 0.1-9, 1.2-3, 2.1-3, 3.6, 4.1-3, 5.4-5

D4,5 Ch. 5.1B - Guided Notes – History of Canada, Governments of Both

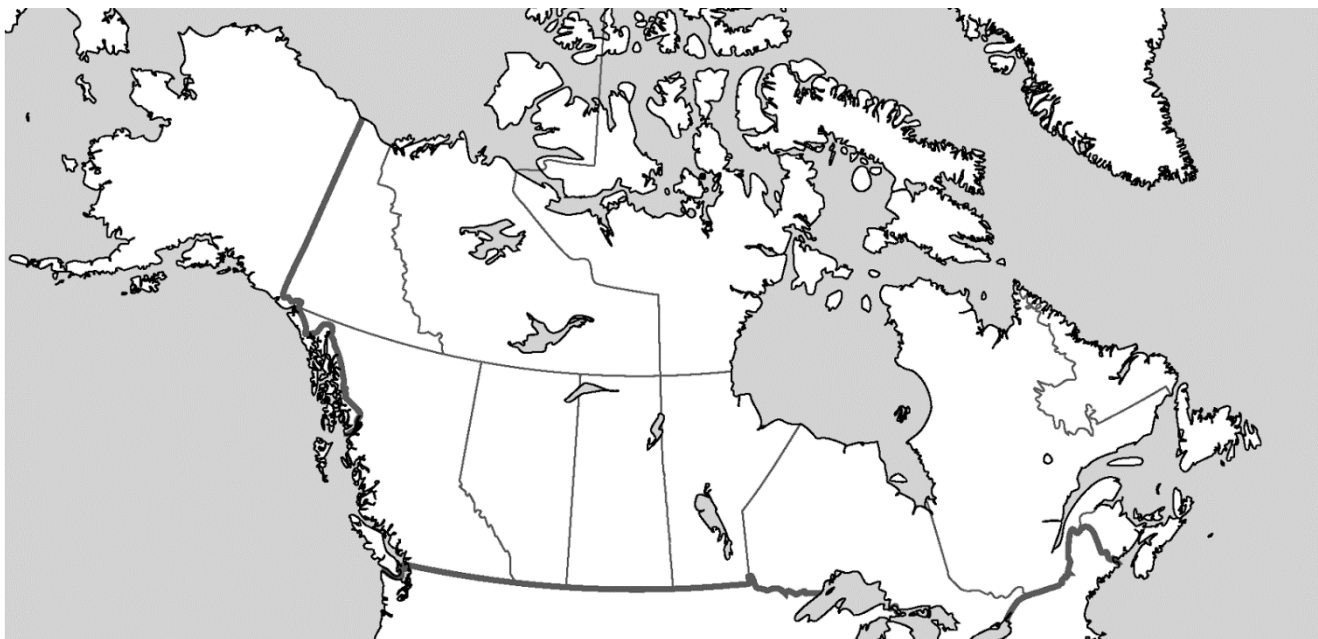
31. Who were the **first Europeans** to arrive in America? How did they **arrive** here, & why didn't they stay?

32. **When** did the next **Europeans arrive** in Canada? What **riches** did they discover?

33. Where did the F _____ settle? What **cities** did they find that are still **important** today?

34. What were the **first four colonies of Canada**? What was their **name** as a **group**?

35. Label the provinces & territories of modern Canada (as well as Alaska, the U.S., and Greenland)



36. What **early concessions** did the British make to keep the French residents happy?

37. What **big issue** still plagues Canada regarding **Quebec**? Summarize why this is important:

38. **T2D5:** Define **federalism**. How does it work?

39. What is the **Bill of Rights**? What does it do? Have these **rights** been **expanded** since then? Explain:

40. **Compare** the **Canadian government** & our own:

41. After reviewing the **Bill of Rights** and the **Charter of Rights**, answer the following questions:

D. What Freedoms / Rights are mentioned in **both** documents?

E. What Freedoms / Rights are mentioned **only** in the Canadian **Charter of Rights**?

F. What Freedoms / Rights are mentioned **only** in the American **Bill of Rights**?

Rights:		
	The United States	Canada
Religious Rights	1.	2.
Rights of Expression	3.	4.
Rights against illegal search/seizure	5.	6.

The Bill of Rights (Plain Text Version)

Ratified December 15, 1791

Amendment I

Congress should not say that the nation has only one religion, or tell people they cannot practice a religion of their own choice; it should not tell people what to say or what to write in the press; it should not tell people they can get together to protest peacefully, and to write to the government to complain about a decision that has been made.

Amendment II

The right for the government to organize an army, and for individual citizens to own and use guns, should not be taken away.

Amendment III

No soldier, when there is peace, should live in a house without the owner saying it's okay. If there is a war, then the soldier needs to follow the law about living in other people's houses.

Amendment IV

Search warrants (specific permission) shall be necessary for any search of a person's house or belongings. Officials must present good evidence as to why the warrant should be given.

Amendment V

The rights of a person accused of a crime must include an official statement about the crime, and a person may not be tried twice for the same specific criminal incident. All of the steps of the must be followed in order to punish a person or take away their property.

Amendment VI

A person accused of a crime has the rights to a fair trial by a jury, to question witnesses for or against him or her, and to be provided a lawyer if he or she cannot afford one.

Amendment VII

In civil suits (not criminal) that involve property more than twenty dollars, a jury trial may be requested.

Amendment VIII

Bail should never be set too high, and punishments should never be cruel and unusual.

Amendment IX

Any right not listed in the Bill of Rights is not necessarily denied to the people.

Amendment X

Any power not given to the United States or to the individual states is reserved for the people.

A Summary of Charter Rights

Let's take a closer look at the rights the Charter protects (although the best way to learn about them is to read the Charter itself, it's pretty short).

Charter rights are divided into a number of categories:

- Fundamental Freedoms
- Democratic Rights
- Legal Rights
- Equality Rights
- Official Languages
- Minority Language Educational Rights

Fundamental Freedoms (section 2)

- freedom of conscience and religion;
- freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
- freedom of peaceful assembly; and
- freedom of association.

Legal Rights (sections 7-14)

- life, liberty, and security of the person
- security against unreasonable search and seizure
- no arbitrary detention or imprisonment
- be informed promptly for the reasons for any arrest or detention
- retain and instruct counsel on arrest
- trial within a reasonable time by an impartial tribunal
- the presumption of innocence
- no self-incrimination
- no cruel and unusual punishment
- the right to a court-appointed interpreter

Equality Rights (section 15)

- equal treatment before and under the law
- equal benefit and protection of the law without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability

Language Rights

- English and French are the official languages of Canada
- Minority language education rights in certain circumstances.

D3 – Part II -- Country Website Assignment

(100 pts; **Draft:** D6 / 3-27; **Final:** T2D14 / 4-24)

For this assignment, as another piece of your larger **World Tour PBL Project**, you'll be creating a **website** about your **chosen country** for the rest of the **class**, as well as to a **public audience**. You'll be submitting this as a **group** (reminder: you may have up to 3 people per country).

Please make sure to **prepare your website** to show off for the class. The assignment should be ready **for peer review in class Mar. 27th / D6** when we will be **presenting** them to each other. The final will be due **April 24th**.

As you prepare to create your website, **make sure** that you **include the following**:

Introduction

- Give a summary of its **geography** / where it is in the world (2-3 paragraphs / ¶)
 - Include a **map** of the country and the local world region (i.e., surrounding countries, etc.) Also, include an image of the **flag** and the **symbolism** / **history** behind it.
 - Briefly describe the **climate** of your country (e.g. Highland, Steppe, Subarctic, etc) per the **Koppen Climate System** (see: <https://goo.gl/UGUeSC>)
- Briefly introduce the **history** of the country (1-2 ¶)
 - Foundation / independence of the country
 - Major historical events, etc., and the present day
- Discuss the **type of government** your country has (e.g. Monarchy, Republic, etc.) (1-2 ¶)
 - Who leads the country currently? (party/leader) Give some brief info about them!

Cities of Interest (2-3 ¶ / each)

- Tell us about both the **capital city**, as well as **at least 1 other major city** that people ought to **choose to visit** in your chosen country.
 - What makes this city so **interesting**? Explain **landmarks, events, cultural significance** or anything else those cities may offer tourists and visitors

People: (choose 3 out of 6 of the following subsections) (2-3 ¶ / subsections)

- **Population:** How many people live in your country? Where do most of them live? What ethnic groups live in your country?
- **Dress / Clothing:** What are traditional or cultural clothing styles of the people? Have these changed? Explain!
- **Customs:** Tell us about some unique traditions of the people – what do they celebrate? How does it compare to the U.S.?
- **Holidays:** Choose **at least two** to tell us about! What is the holiday for? What are some traditions associated with it?
- **Food / Cuisine:** Are there certain foods that are common or considered a delicacy – something the country is known for? What are “classic” foods there? What are weird?

Other Important Details:

- Use **illustrations / pictures** (+2 per page) to keep it interesting. **Cite all pictures / info too!**
- Make sure that all of your **facts are accurate!** Double check if you aren't sure!
- Review the rubric on the back, and make sure to follow it for full points!
- Websites to help: **CIA Factbook:** <https://goo.gl/JF8mfD>; **Nat. Geographic:** <http://www.nationalgeographic.com/>

Website Rubric - PBL World Geography

Category	Accomplished 20-16 pts	Satisfactory 15-11 pts	Developing 10-6 pts	Beginning 5-0 pts	Score
Links (content)	All information is accurate, well-organized, neat and easy to follow. All links point to high quality, up-to-date, credible sites. AND all the links, including links to their own pages' work, contact info provided.	Information is mostly accurate, easy to follow with perhaps some minor flaws. Almost all links point to high quality, up-to-date, credible sites. Or there aren't many links. Many or most of the links, including links to their own pages work, contact info provided	Info is starting to make sense, but still a bit difficult to follow, & a bit messy Most links point to high quality, up-to-date, credible sites. Or there are too few links. AND some of the links, including links to their own pages work, contact info provided.	Information is poorly organized and difficult to read / understand. Less than 1/2 of the links point to high quality, up-to-date, credible site. Or there are barely any links. AND few of the links, including links to their own pages, work or you have very few pages or contact info not there.	— 20
Comments:					
Graph	Has 7+ categories, either pie or bar, with 3D, color, legend (on bottom)	Has 6-5 categories, bar or pie style, present, legend not on bottom	Has 4-3 categories, bar or pie graph not chosen, legend not on bottom	Has 1-2 categories or no graph at all. Poorly organized, confusing.	— 20
Comments:					
Accuracy & Structure	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas. The product has many different accurate facts about the topic. Each page should have 2+ great pictures per page	Good ideas and content backed up with generalized examples. Accurate wording is apparent. Support for ideas is all of the same type. The product has a good number of accurate facts about the topic. Each page has 2 good pictures	Stale ideas. Worn-out. Content is not well supported. The writer is beginning to define the topic, but development is still basic or general. The product has several accurate facts about the topic. Only used 1 picture / page	No real ideas. Content is murky / unsupported. No awareness of audience is apparent. As yet, it has no clear purpose or central theme. Hardly has any accurate facts about the topic. No pictures on many pages.	— 20
Comments:					
Navigation	Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go. A user does not become lost.	Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go. A user rarely becomes lost.	Links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.	Some links do not take the reader to the sites described. A user typically feels lost.	— 20
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor on the entire site.	There are a few spelling and/or grammatical errors in the entire site.	There are several spelling and/or grammatical errors in the entire site.	There are maybe many spelling and/or grammatical errors in the entire site.	— 20
Comments:					
Total Score:					— 100

D6 – Part III: Country Tourism Pamphlet

(100 pts; Draft: D10; Final D14)

For this assignment, as part of your larger **Country Investigation Project**, you'll continue **investigating** your chosen **country**, and you'll be **creating** a **tourism pamphlet** (bi-fold or tri-fold) that highlights **sites worthy of visiting**. You'll be turning this in as a **group** (up to 3 people per country / group).

Please make sure to **print or bring an actual real version** of the pamphlet to show off for the class. The assignment should be ready **for peer review in class D10 / April 12th**, but keep in mind that you'll be given class time over the next week (including the day it is due) to finish it, along with any other work you may need to finish.

As you prepare to make your pamphlet, **make sure** that you include **at least 5 of the following 8 sections** for **each of the following**, and consider the words in *italics / explanations*

- **Historic:** *Historic sites are areas that in the past (and hopefully present!) have been important to the community. What examples can you share? These might include older buildings / sites in the country, etc.*
- **Economic:** *Economic sites might be businesses / jobs that have had an important impact on the community. Perhaps they hire a good number of people, or provide a unique service that people depend on. What economic industries does this country rely heavily on? Share the importance of those!*
- **Cultural:** *Cultural sites / events are places / things related to artistic, religious or social pursuits that are considered valuable to the community. Examples might include Community Theater, pageants/festivals, sports teams, etc. What cultural sites / events are worth their time investigating, and why?*
- **Public:** *Public sites would be areas that are used for public gatherings, services, etc. Examples would include parks, monuments, community centers, and so on. What public sites should they visit?*
- **Natural Sites:** *These are places that have minimal human-environment interaction, and are of interest for their beauty and preservation of natural plants, animals, landscapes, etc. Examples might include recreation / wilderness areas, protected environments, etc. Unique areas they shouldn't miss?*
- **Cuisine:** *Every tourist likes to see cool things, but they also have to eat. Consider local, unique foods / restaurants that people might not experience elsewhere, and where they might find them! Share a picture!*
- **Lodging:** *As a tourist, you need somewhere to stay while seeing the sites! Where might be a good / safe / reasonably priced location (i.e., hotel, motel, Airbnb, bed and breakfast, hostel, etc.) that you could recommend?*
- **Did You Know:** *Finally, include a Did You Know? section, where you share any additional interesting / noteworthy info you learned, that doesn't fit in one of these categories (at least 3 things)*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for roughly 1 minute, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Poster can be larger than 8.5 x 11, but it doesn't need to be. Good luck! We'll present these to each other **D10**, and finalize them for **D14**.

Other Important Details:

- Use some **illustrations / pictures** to keep it interesting. **Cite all pictures / info too!**
- Make sure use **headings and subsections** to keep the pamphlet **organized!**
- Check out www.lucidpress.com; it's a great free online app you can use!
- Make sure to have **accurate facts!** (at least 10 for full points)
- Review the rubric on the back, and make sure to follow it for full points!

Country Pamphlet Rubric

Criteria	Accomplished 25-20 pts	Satisfactory 19-13 pts	Developing 12-7 pts	Beginning 6-0 pts	Score
Strength & Accuracy	The message to the viewers is clear, strong, & persuasive. The product has 10+ accurate facts about the topic.	The message is clear. Good ideas and content backed up with generalized examples. The product has 6-8 accurate facts about the topic.	Stale ideas. Worn-out. Content is not well supported. The product has several accurate facts about the topic.	No real ideas. Content is murky or unsupported. No awareness of audience is apparent. Hardly has any accurate facts about the topic.	— 25
Comments:					
Structure	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message	Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the message	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message	— 25
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor in the brochure.	There are a few spelling and/or grammatical errors in the brochure.	There are several spelling and/or grammatical errors in the brochure	There are many spelling and/or grammatical errors included in the brochure. Distracts from the message.	— 25
Comments:					
Sections & Sources	Info, pictures used, etc., is correctly & fully cited. Includes 5+ of the subsections & components required .	Info, pictures used, etc., appear to be mostly cited. Includes 4 of the subsections required and most of the components listed.	An attempt was made to cite the sources, though it is sloppy, incorrect, etc. Includes 3-2 of the required sections and some of the components.	Sources are not documented at all. Sections do not follow the requirements of the project, missing most / all of the mentioned components	— 25
Comments:					
Overall Comments:					Total Score: — 100

Lesson Plan Outline: Review / Quiz for **Ch. 5** / Wrap-up of Website Tutorial, Intro to Brochure**Date:** T2D6**Grade:** 9th**Supervising:** Mr. Wright**SUBJECT:****U.S. Unit:** Review / Assessment of the students' knowledge regarding people and politics of the U.S. and Canada /**Concurrent PBL:** Website Tutorial finished, Intro to Brochure Assignment**OBJECTIVES:****U.S. Unit:** Demonstrate basic knowledge of American history, government & civil rights compared with our Canadian friends. Assess that knowledge.**PBL Unit:** Synthesize knowledge learned about country (i.e. climate, location, history, government, cities worth visiting, population, dress, customs, traditions, food, etc.) to create a website acknowledging both good and bad of said country – Demonstrate competency with creating and organizing a website – Evaluate your chosen country, and create a product that leaves others with a solid foundation of understanding regarding it**MOTIVATION:**

This lesson will allow me to verify and assess that the students understand the concepts from our last chapter. It will also provide more time for the students to create a quality website regarding their country.

NEW VOCABULARY: N/A**BODY OF LESSON:**Begin with a **Kahoot** Review for the bellringer, and then students will finish the Ch. 5 quiz. Then they'll begin working on **creating a tourism brochure**. I'll be instructing them on how to use the www.lucidpress.com website, which provides a free, completely web-based publishing service that is perfect for our school, since we don't have many computers available, but we do have more chromebooks.**ACCOMMODATIONS FOR SPECIAL NEEDS STUDENTS:**

I usually go over the quizzes orally with the higher-functioning students, but if they require further help, I can send them down the hall to work with the SPED teachers.

EVALUATION OF LESSON:We always begin our formal quiz assessments with a **kahoot review online** (here's the [Ch. 5 Review Preview](#) so you can see what that looks like; here's the link the teacher would use to play it: [Ch. 5 Review](#)), and I try to make sure the students appear well prepared for the quiz. Assuming they are, I hand out the test, and they begin working on it. I'll collect their guided notes, and review them. I do this in batches, so that they may use them if needed during the quiz. I do this formally at the end of each chapter.

Kids will be assessed as well by their test scores. We also go over the quiz and the students grade each other's quizzes afterwards. If a question was poorly worded, or I made a mistake, I am not above throwing it out. We teachers are human too, and sometimes we need to realize that our assessment can be flawed. That is why I orally go over it with them, to verify that the score they got is truly reflective of their knowledge.

MATERIALS:**U.S. Unit** Ch. 5 Quiz and Key **PBL Unit:** Chromebooks / laptops for each student (country research / product creation) – PBL Part II Country Website Assignment – PBL Part III Country Brochure Assignment**STANDARDS ADDRESSED:****U.S. Unit:** WG 0.1-3, 0.8, 1.2-4, 2.2-3, 3.2-7, 5.3-5 – **PBL Unit:** WG 0.2, 0.4-9, 1.2-3, 2.2-3, 3.2-7, 4.1-3, 5.3-5

Geography Ch. 5: "North America History & Culture" Quiz (Student Version)

Matching Choice Section (10 pts, 2 pts each): Match the lettered terms to the correct definitions. Not all terms will be used, but each will be used only once (EC = 1 pt)

- | | |
|---|--------------------------|
| 1._____ This group were the first Europeans known to have discovered the New World | A. Civil Rights |
| 2._____ Native Americans have this territory as their own in Canada | B. Appalachian Mountains |
| 3._____ Starting in 2000, this issue has been a major concern of the U.S. | C. Rocky Mountains |
| 4._____ This province of Canada is home to the greatest number of people who identify as French descendants | D. Saskatchewan |
| 5._____ This mountain range runs through both Canada & the U.S. | E. Christopher Columbus |
| EC._____ This document protects the rights of French descendants regarding their language and their culture | F. Charter of Rights |
| | G. Bill of Rights |
| | H. Quebec |
| | I. Vikings |
| | J. Terrorism |
| | K. Nunavut |

Multiple Choice Section: (10 pts, 2 pts each) Circle the best answer that responds to the question (EC = 1 pt)

- | | |
|--|--|
| 1) The Dominion of Canada was originally made up of 4 different colonies, including all the following except : | 4) Which of the following were available in the Old World before the Columbian Exchange? |
| a) British Columbia | a) Potatoes |
| b) Quebec | b) Tomatoes |
| c) New Brunswick | c) Olives |
| d) Nova Scotia | d) Horses |
| e) All of the above are correct | e) None of these things were available |
| 2) The Civil Right Movement began in the 1960s , and continues even to the present day. Which of the following groups is not considered to be part of this movement? | f) Both A & D |
| a) LGBT | g) Both C & D |
| b) Women | 5) This territory was the last created in Canada, in 1999, and was created specifically to give the Inuit people more power over their daily lives. Which is it? |
| c) African Americans | a) Yukon Territory |
| d) Hispanics | b) Ontario Territory |
| e) All of the above are correct | c) Nunavut Territory |
| 3) Which of the following countries did not colonize at least part of North America? | d) Northwest Territory |
| a) Russia | EC) This river is a major waterway that runs between and is used heavily by both Canada and the U.S.: |
| b) Spain | a) Columbia River |
| c) France | b) Yukon River |
| d) Portugal | c) St. Lawrence River |
| e) All of these answers is correct | d) Mississippi River |

Geography Ch. 5: "North America History & Culture" Quiz (Key)

Matching Choice Section (10 pts, 2 pts each): Match the lettered terms to the correct definitions. Not all terms will be used, but each will be used only once (EC = 1 pt)

- | | |
|---|--------------------------|
| 1. T ____ This group were the first Europeans known to have discovered the New World | L. Civil Rights |
| 2. V ____ Native Americans have this territory as their own in Canada | M. Appalachian Mountains |
| 3. U ____ Starting in 2000, this issue has been a major concern of the U.S. | N. Rocky Mountains |
| 4. S ____ This province of Canada is home to the greatest number of people who identify as French descendents | O. Saskatchewan |
| 5. N ____ This mountain range runs through both Canada & the U.S. | P. Christopher Columbus |
| EC. Q ____ This document protects the rights of French descendants regarding their language and their culture | Q. Charter of Rights |
| | R. Bill of Rights |
| | S. Quebec |
| | T. Vikings |
| | U. Terrorism |
| | V. Nunavut |

Multiple Choice Section: (10 pts, 2 pts each) Circle the best answer that responds to the question (EC = 1 pt)

- | | |
|--|--|
| 1) The Dominion of Canada was originally made up of 4 different colonies, including all the following except : | 4) Which of the following were available in the Old World before the Columbian Exchange? |
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| b) Spain | e) Columbia River |
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| d) Portugal | g) St. Lawrence River |
| e) All of these answers is correct | h) Mississippi River |

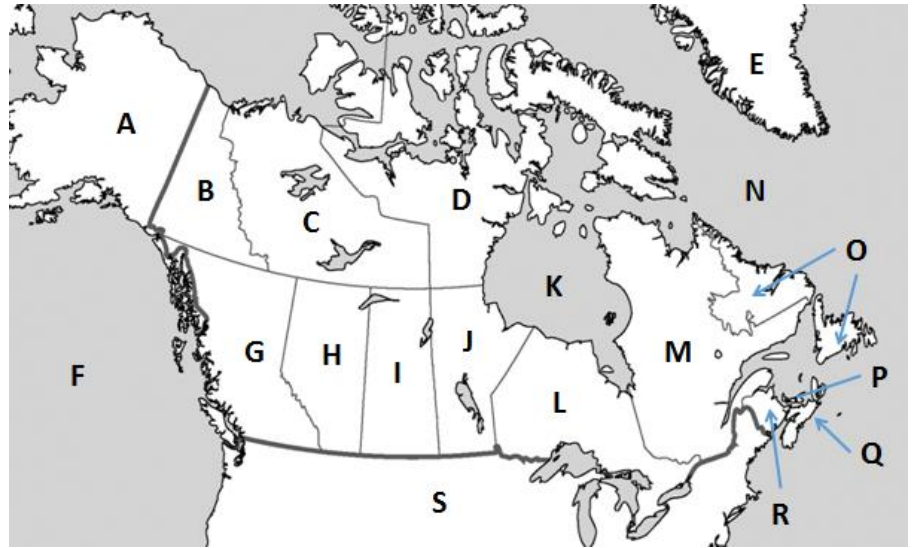
“Show What You Know” Section (10 pts, 1 pts each):

Based on the following illustrations, correctly identify the following areas (EC = 1 pt)

North America Map

Using the letters, correctly identify the following:

- 1.K _____ Hudson Bay
- 2.F _____ Pacific Ocean
- 3.M _____ Quebec
- 4.D _____ Nunavut
- 5.E _____ Greenland
- 6.S _____ The U.S.
- 7.L _____ Ontario
- 8.Q _____ Nova Scotia
- 9.O _____ Newfoundland & Labrador
- 10.I _____ Saskatchewan
- ECG _____ British Columbia



Short Essay Answer (20 pts): Pick and answer 2* (just two) of the following, using the space provided to concisely demonstrate you understand the topic. The more info, the better. *If you wish, answer a third one for EC (3 pts possible, label “EC”)

1. Describe a **modern day issue** that is of **concern** in **North America**, and perhaps elsewhere. Give at least **3 important details** about it, as well as some **options to fix the problem**.
2. Compare & contrast the **Bill of Rights** versus the **Charter of Rights**. How are they similar / different? Which do you like better? Explain why:
3. Summarize the **history** between the **British** and the **French** in **Canada**, especially **Quebec**. Why do some **Quebecers** want to **separate** from **Canada**? Do you think it will happen? Why / why not?
4. Compare & contrast the **governments** of the **U.S.** and **Canada**. How are they similar? Different?

1. There are many issues students could talk about; the big ones include Civil Rights, especially with regards to the LGBTQ+ Population, as well as Immigration, Terrorism, etc

2. The Bill of Rights and the Charter of Rights are quite similar. However, the Charter includes several rights that we in the U.S. do not have, like freedom of thought, as well as rights to education. The one thing that the Canadians don't have that we do is the 2nd Amendment (right to bear arms)

3. British have been there longer, French got rights when Britain conquered New France, such as rights to their language, culture, etc. Recently, Quebec wants to perhaps break off, but it would be very messy, and it is unlikely to happen

4. Governments are very similar. Different names for things (President vs. Prime Minister), and ultimately they have a connection with Britain, which we do not, but otherwise pretty close for most purposes. They have more political parties than we do however.

D3 – Part II -- Country Website Assignment

(100 pts; **Draft:** D6 / 3-27; **Final:** T2D14 / 4-24)

For this assignment, as another piece of your larger **World Tour PBL Project**, you'll be creating a **website** about your **chosen country** for the rest of the **class**, as well as to a **public audience**. You'll be submitting this as a **group** (reminder: you may have up to 3 people per country).

Please make sure to **prepare your website** to show off for the class. The assignment should be ready for **peer review in class Mar. 27th / D6** when we will be **presenting** them to each other. The final will be due **April 24th**.

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 - Include a **map** of the country and the local world region (i.e., surrounding countries, etc.) Also, include an image of the **flag** and the **symbolism** / **history** behind it.
 - Briefly describe the **climate** of your country (e.g. Highland, Steppe, Subarctic, etc) per the **Koppen Climate System** (see: <https://goo.gl/UGUeSC>)
- Briefly introduce the **history** of the country (1-2 ¶)
 - Foundation / independence of the country
 - Major historical events, etc., and the present day
- Discuss the **type of government** your country has (e.g. Monarchy, Republic, etc.) (1-2 ¶)
 - Who leads the country currently? (party/leader) Give some brief info about them!

Cities of Interest (2-3 ¶ / each)

- Tell us about both the **capital city**, as well as **at least 1 other major city** that people ought to **choose to visit** in your chosen country.
 - What makes this city so **interesting**? Explain **landmarks, events, cultural significance** or anything else those cities may offer tourists and visitors

People: (choose 3 out of 6 of the following subsections) (2-3 ¶ / subsections)

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- **Dress / Clothing:** What are traditional or cultural clothing styles of the people? Have these changed? Explain!
- **Customs:** Tell us about some unique traditions of the people – what do they celebrate? How does it compare to the U.S.?
- **Holidays:** Choose **at least two** to tell us about! What is the holiday for? What are some traditions associated with it?
- **Food / Cuisine:** Are there certain foods that are common or considered a delicacy – something the country is known for? What are “classic” foods there? What are weird?

Other Important Details:

- Use **illustrations / pictures** (+2 per page) to keep it interesting. **Cite all pictures / info too!**
- Make sure that all of your **facts are accurate!** Double check if you aren't sure!
- Review the rubric on the back, and make sure to follow it for full points!
- Websites to help: **CIA Factbook:** <https://goo.gl/JF8mfD>; **Nat. Geographic:** <http://www.nationalgeographic.com/>

Website Rubric - PBL World Geography

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Comments:					
Graph	Has 7+ categories, either pie or bar, with 3D, color, legend (on bottom)	Has 6-5 categories, bar or pie style, present, legend not on bottom	Has 4-3 categories, bar or pie graph not chosen, legend not on bottom	Has 1-2 categories or no graph at all. Poorly organized, confusing.	— 20
Comments:					
Accuracy & Structure	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas. The product has many different accurate facts about the topic. Each page should have 2+ great pictures per page	Good ideas and content backed up with generalized examples. Accurate wording is apparent. Support for ideas is all of the same type. The product has a good number of accurate facts about the topic. Each page has 2 good pictures	Stale ideas. Worn-out. Content is not well supported. The writer is beginning to define the topic, but development is still basic or general. The product has several accurate facts about the topic. Only used 1 picture / page	No real ideas. Content is murky / unsupported. No awareness of audience is apparent. As yet, it has no clear purpose or central theme. Hardly has any accurate facts about the topic. No pictures on many pages.	— 20
Comments:					
Navigation	Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go. A user does not become lost.	Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go. A user rarely becomes lost.	Links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.	Some links do not take the reader to the sites described. A user typically feels lost.	— 20
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor on the entire site.	There are a few spelling and/or grammatical errors in the entire site.	There are several spelling and/or grammatical errors in the entire site.	There are maybe many spelling and/or grammatical errors in the entire site.	— 20
Comments:					
Total Score:					— 100

D6 – Part III: Country Tourism Pamphlet

(100 pts; Draft: D10; Final D14)

For this assignment, as part of your larger **Country Investigation Project**, you'll continue **investigating** your chosen **country**, and you'll be **creating** a **tourism pamphlet** (bi-fold or tri-fold) that highlights **sites worthy of visiting**. You'll be turning this in as a **group** (up to 3 people per country / group).

Please make sure to **print or bring an actual real version** of the pamphlet to show off for the class. The assignment should be ready **for peer review in class D10 / April 12th**, but keep in mind that you'll be given class time over the next week (including the day it is due) to finish it, along with any other work you may need to finish.

As you prepare to make your pamphlet, **make sure** that you include **at least 5 of the following 8 sections** for each of the **following**, and consider the words in *italics / explanations*

- **Historic:** *Historic sites are areas that in the past (and hopefully present!) have been important to the community. What examples can you share? These might include older buildings / sites in the country, etc.*
- **Economic:** *Economic sites might be businesses / jobs that have had an important impact on the community. Perhaps they hire a good number of people, or provide a unique service that people depend on. What economic industries does this country rely heavily on? Share the importance of those!*
- **Cultural:** *Cultural sites / events are places / things related to artistic, religious or social pursuits that are considered valuable to the community. Examples might include Community Theater, pageants/festivals, sports teams, etc. What cultural sites / events are worth their time investigating, and why?*
- **Public:** *Public sites would be areas that are used for public gatherings, services, etc. Examples would include parks, monuments, community centers, and so on. What public sites should they visit?*
- **Natural Sites:** *These are places that have minimal human-environment interaction, and are of interest for their beauty and preservation of natural plants, animals, landscapes, etc. Examples might include recreation / wilderness areas, protected environments, etc. Unique areas they shouldn't miss?*
- **Cuisine:** *Every tourist likes to see cool things, but they also have to eat. Consider local, unique foods / restaurants that people might not experience elsewhere, and where they might find them! Share a picture!*
- **Lodging:** *As a tourist, you need somewhere to stay while seeing the sites! Where might be a good / safe / reasonably priced location (i.e., hotel, motel, Airbnb, bed and breakfast, hostel, etc.) that you could recommend?*
- **Did You Know:** *Finally, include a Did You Know? section, where you share any additional interesting / noteworthy info you learned, that doesn't fit in one of these categories (at least 3 things)*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for roughly 1 minute, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Poster can be larger than 8.5 x 11, but it doesn't need to be. Good luck! We'll present these to each other **D10**, and finalize them for **D14**.

Other Important Details:

- Use some **illustrations / pictures** to keep it interesting. **Cite all pictures / info too!**
- Make sure use **headings and subsections** to keep the pamphlet **organized!**
- Check out www.lucidpress.com; it's a great free online app you can use!
- Make sure to have **accurate facts!** (at least 10 for full points)
- Review the rubric on the back, and make sure to follow it for full points!

Country Pamphlet Rubric

Criteria	Accomplished 25-20 pts	Satisfactory 19-13 pts	Developing 12-7 pts	Beginning 6-0 pts	Score
Strength & Accuracy	The message to the viewers is clear, strong, & persuasive. The product has 10+ accurate facts about the topic.	The message is clear. Good ideas and content backed up with generalized examples. The product has 6-8 accurate facts about the topic.	Stale ideas. Worn-out. Content is not well supported. The product has several accurate facts about the topic.	No real ideas. Content is murky or unsupported. No awareness of audience is apparent. Hardly has any accurate facts about the topic.	— 25
Comments:					
Structure	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message	Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the message	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message	— 25
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor in the brochure.	There are a few spelling and/or grammatical errors in the brochure.	There are several spelling and/or grammatical errors in the brochure	There are many spelling and/or grammatical errors included in the brochure. Distracts from the message.	— 25
Comments:					
Sections & Sources	Info, pictures used, etc., is correctly & fully cited. Includes 5+ of the subsections & components required .	Info, pictures used, etc., appear to be mostly cited. Includes 4 of the subsections required and most of the components listed.	An attempt was made to cite the sources, though it is sloppy, incorrect, etc. Includes 3-2 of the required sections and some of the components.	Sources are not documented at all. Sections do not follow the requirements of the project, missing most / all of the mentioned components	— 25
Comments:					
Overall Comments:					Total Score: — 100

Lesson Plan Outline: Ch. 7.1A (pp 192-94) Landforms of Latin America / Brochure Tutorial Continued**Date:** T2D7-8
Wright**Grade:** 9th**Supervising:** Mr.**SUBJECT:****U.S. Unit:** Begin learning about the **physical geography** of Latin America, including the political and physical.**Concurrent PBL:** Brochure Tutorial Continued, independent work.**OBJECTIVES:****L. America Unit:** Compare & contrast some of the major **natural resources** of Latin America (e.g. Llanos + Pampas Regions, Lake Titicaca, etc.).**PBL Unit:** Construct a brochure, via organizing research and website info, further explaining the positives aspects of your country, + why it is worth visiting**MOTIVATION:**This lesson introduces the students to the major **subregions** of Latin America, and allows us to overview this world region. We'll also give the students further assistance in navigating the **lucidpress** online program.**NEW VOCABULARY:****L. America:** subregions, isthmus, archipelago, Llanos, Pampas, etc. – **PBL Unit:** N/A**BODY OF LESSON:**

We'll spend about 20 minutes each day being introduced to **Latin America** and its geography. The Bellringer (same for both days) will quiz and build the knowledge of the students regarding the **political boundaries** of Latin America. After we get halfway through the guided notes, they'll begin working on **creating their tourism brochure**. I'll be instructing them on how to use the www.lucidpress.com website for about 20 more minutes these two days. After that, students will work in their groups on researching and creating their brochures, with guidance from me. The last 20 minutes of D7, the students will give each other feedback on their websites using the **Feedback Attack Worksheet**.

ACCOMMODATIONS FOR SPECIAL NEEDS STUDENTS:

My own **Guided Notes** will assist students (both SPED and otherwise). I only require that half of the notes be completed, and I sometimes give extra credit for them, and students are allowed to use them during quizzes. I also provide all of my class notes, slides, reading, etc. online on my website www.mrwrightmerit.weebly.com for students

EVALUATION OF LESSON:

I'll be casually assessing the **guided notes** of the students, & asking probing questions as well. I'll also make sure that the students are actively participating in the group discussion & class debate comparing the **Llanos** and the **Pampas**

MATERIALS:

L. Amer. Unit Textbook: *Exploring Our World – People, Places and Cultures* © 2008 – Ch. 7.1A Guided Notes – Ch. 7.1A Powerpoint Slides – Classwork Latin America Map **PBL Unit:** Chromebooks / laptops for each student (for country research / product creation) – PBL Part III Tourism Brochure – Feedback Attack Worksheet

STANDARDS ADDRESSED:**L. America Unit:** WG 1.3-4, 2.2-3 – **PBL Unit:** WG 0.2, 0.4-9, 1.2-3, 2.2-3, 3.2-7, 4.1-3, 5.3-5

D7,8 Ch. 7.1A - Guided Notes - Landforms of Latin America

Bellringer: Try to fill out the following **political map** of **Latin America** as **best** as you can!

Use a pencil, so that you can correct it if wrong ;



42. Name the **three subregions** of Latin America.

Show them on the map to the right:

43. What is going on with the **tectonic plates**, etc. in this **region**? Show on the map and **explain**:

44. CLIP: Describe the **physical geography** of Mexico, and the **challenges** this creates:

45. What are the **three groups** of islands in the Caribbean? **Show** / draw them on the **map** above:

46. How do **plate tectonics** affect this **area**, as well as **Middle America** (see map)? Explain

47. What **two major landforms** dominate South America?

48. CLIP: Did you know that the Andes are over 5,000 miles long? Share at least **3 other interesting facts** about the **Andes Mountains**:

49. What is located **east** of the **Andes**? How large is it?

50. What are found **north & south** of the region mentioned above?

51. CLIP: What **economic activity** occurs in the **Llanos** region? Share **3 interesting things** you learned:

52. What **economic activity** occurs in the Pampas Region?

53. **Compare** and **contrast** this area with the Llanos Regions:

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P.S. Don't forget to complete your Latin America Physical Map Assignment!

D8 Ch. 7.1 Latin America Physical Map Assignment (45 pts)

Correctly Identify and Label the Following Clearly on the Below Map (1 pt ea., use pp 180 & 181):

Important Cities / Labels

- Brasilia
- Mexico City
- Buenos Aires
- Lima
- Santiago
- The Equator
- Tropic of Capricorn
- Tropic of Cancer

Landforms / Regions

- Guiana Highlands
- Llanos Plains
- Pampas Plains
- Amazon Basin
- Brazilian Highlands
- Andes Mountains
- Sierra Madre Cordillera
- Baja California
- Patagonia
- Yucatán Peninsula
- Mt. Aconcagua
- Mt. Huascarán

Islands

- Galapagos Islands
- Falkland Islands
- Tierra del Fuego
- Lesser Antilles
- Greater Antilles
- Bahama Islands
- Cuba
- Jamaica

Major Rivers

- Amazon River
- Tocantins River
- São Francisco R.
- Colorado River
- Orinoco River
- Madeira River
- Paraguay River
- Rio Grande



Other Bodies of Water

- Lake Titicaca
- Lake Maracaibo
- Lake Nicaragua
- Gulf of Mexico
- Gulf of Panama
- Gulf of California
- Pacific Ocean
- Atlantic Ocean
- Caribbean Sea

Extra Credit

- South Georgia Island
- Bermuda
- Isthmus of Panama
- Mosquito Coast
- Strait of Magellan
- Bay of Campeche

D3 – Part II -- Country Website Assignment

(100 pts; **Draft:** D6 / 3-27; **Final:** T2D14 / 4-24)

For this assignment, as another piece of your larger **World Tour PBL Project**, you'll be creating a **website** about your **chosen country** for the rest of the **class**, as well as to a **public audience**. You'll be submitting this as a **group** (reminder: you may have up to 3 people per country).

Please make sure to **prepare your website** to show off for the class. The assignment should be ready for **peer review in class Mar. 27th / D6** when we will be **presenting** them to each other. The final will be due **April 24th**.

As you prepare to create your website, **make sure** that you **include the following**:

Introduction

- Give a summary of its **geography** / where it is in the world (2-3 paragraphs / ¶)
 - Include a **map** of the country and the local world region (i.e., surrounding countries, etc.) Also, include an image of the **flag** and the **symbolism** / **history** behind it.
 - Briefly describe the **climate** of your country (e.g. Highland, Steppe, Subarctic, etc) per the **Koppen Climate System** (see: <https://goo.gl/UGUeSC>)
- Briefly introduce the **history** of the country (1-2 ¶)
 - Foundation / independence of the country
 - Major historical events, etc., and the present day
- Discuss the **type of government** your country has (e.g. Monarchy, Republic, etc.) (1-2 ¶)
 - Who leads the country currently? (party/leader) Give some brief info about them!

Cities of Interest (2-3 ¶ / each)

- Tell us about both the **capital city**, as well as **at least 1 other major city** that people ought to **choose to visit** in your chosen country.
 - What makes this city so **interesting**? Explain **landmarks, events, cultural significance** or anything else those cities may offer tourists and visitors

People: (choose 3 out of 6 of the following subsections) (2-3 ¶ / subsections)

- **Population:** How many people live in your country? Where do most of them live? What ethnic groups live in your country?
- **Dress / Clothing:** What are traditional or cultural clothing styles of the people? Have these changed? Explain!
- **Customs:** Tell us about some unique traditions of the people – what do they celebrate? How does it compare to the U.S.?
- **Holidays:** Choose **at least two** to tell us about! What is the holiday for? What are some traditions associated with it?
- **Food / Cuisine:** Are there certain foods that are common or considered a delicacy – something the country is known for? What are “classic” foods there? What are weird?

Other Important Details:

- Use **illustrations / pictures** (+2 per page) to keep it interesting. **Cite all pictures / info too!**
- Make sure that all of your **facts are accurate!** Double check if you aren't sure!
- Review the rubric on the back, and make sure to follow it for full points!
- Websites to help: **CIA Factbook:** <https://goo.gl/JF8mfD>; **Nat. Geographic:** <http://www.nationalgeographic.com/>

Category	Accomplished 20-16 pts	Satisfactory 15-11 pts	Developing 10-6 pts	Beginning 5-0 pts	Score
Links (content)	All information is accurate, well-organized, neat and easy to follow. All links point to high quality, up-to-date, credible sites. AND all the links, including links to their own pages' work, contact info provided.	Information is mostly accurate, easy to follow with perhaps some minor flaws. Almost all links point to high quality, up-to-date, credible sites. Or there aren't many links. Many or most of the links, including links to their own pages work, contact info provided	Info is starting to make sense, but still a bit difficult to follow, & a bit messy Most links point to high quality, up-to-date, credible sites. Or there are too few links. AND some of the links, including links to their own pages work, contact info provided.	Information is poorly organized and difficult to read / understand. Less than 1/2 of the links point to high quality, up-to-date, credible site. Or there are barely any links. AND few of the links, including links to their own pages, work or you have very few pages or contact info not there.	— 20
Comments:					
Graph	Has 7+ categories, either pie or bar, with 3D, color, legend (on bottom)	Has 6-5 categories, bar or pie style, present, legend not on bottom	Has 4-3 categories, bar or pie graph not chosen, legend not on bottom	Has 1-2 categories or no graph at all. Poorly organized, confusing.	— 20
Comments:					
Accuracy & Structure	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas. The product has many different accurate facts about the topic. Each page should have 2+ great pictures per page	Good ideas and content backed up with generalized examples. Accurate wording is apparent. Support for ideas is all of the same type. The product has a good number of accurate facts about the topic. Each page has 2 good pictures	Stale ideas. Worn-out. Content is not well supported. The writer is beginning to define the topic, but development is still basic or general. The product has several accurate facts about the topic. Only used 1 picture / page	No real ideas. Content is murky / unsupported. No awareness of audience is apparent. As yet, it has no clear purpose or central theme. Hardly has any accurate facts about the topic. No pictures on many pages.	— 20
Comments:					
Navigation	Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go. A user does not become lost.	Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go. A user rarely becomes lost.	Links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.	Some links do not take the reader to the sites described. A user typically feels lost.	— 20
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor on the entire site.	There are a few spelling and/or grammatical errors in the entire site.	There are several spelling and/or grammatical errors in the entire site.	There are maybe many spelling and/or grammatical errors in the entire site.	— 20
Comments:					
Total Score:					— 100

D6 – Part III: Country Tourism Pamphlet

(100 pts; Draft: D10; Final D14)

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- **Historic:** *Historic sites are areas that in the past (and hopefully present!) have been important to the community. What examples can you share? These might include older buildings / sites in the country, etc.*
- **Economic:** *Economic sites might be businesses / jobs that have had an important impact on the community. Perhaps they hire a good number of people, or provide a unique service that people depend on. What economic industries does this country rely heavily on? Share the importance of those!*
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- **Public:** *Public sites would be areas that are used for public gatherings, services, etc. Examples would include parks, monuments, community centers, and so on. What public sites should they visit?*
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- **Lodging:** *As a tourist, you need somewhere to stay while seeing the sites! Where might be a good / safe / reasonably priced location (i.e., hotel, motel, Airbnb, bed and breakfast, hostel, etc.) that you could recommend?*
- **Did You Know:** *Finally, include a Did You Know? section, where you share any additional interesting / noteworthy info you learned, that doesn't fit in one of these categories (at least 3 things)*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for roughly 1 minute, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Poster can be larger than 8.5 x 11, but it doesn't need to be. Good luck! We'll present these to each other **D10**, and finalize them for **D14**.

Other Important Details:

- Use some **illustrations / pictures** to keep it interesting. **Cite all pictures / info too!**
- Make sure use **headings** and **subsections** to keep the pamphlet **organized!**
- Check out www.lucidpress.com; it's a great free online app you can use!
- Make sure to have **accurate facts!** (at least 10 for full points)
- Review the rubric on the back, and make sure to follow it for full points!

Country Pamphlet Rubric

Criteria	Accomplished 25-20 pts	Satisfactory 19-13 pts	Developing 12-7 pts	Beginning 6-0 pts	Score
Strength & Accuracy	The message to the viewers is clear, strong, & persuasive. The product has 10+ accurate facts about the topic.	The message is clear. Good ideas and content backed up with generalized examples. The product has 6-8 accurate facts about the topic.	Stale ideas. Worn-out. Content is not well supported. The product has several accurate facts about the topic.	No real ideas. Content is murky or unsupported. No awareness of audience is apparent. Hardly has any accurate facts about the topic.	— 25
Comments:					
Structure	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message	Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the message	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message	— 25
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor in the brochure.	There are a few spelling and/or grammatical errors in the brochure.	There are several spelling and/or grammatical errors in the brochure	There are many spelling and/or grammatical errors included in the brochure. Distracts from the message.	— 25
Comments:					
Sections & Sources	Info, pictures used, etc., is correctly & fully cited. Includes 5+ of the subsections & components required .	Info, pictures used, etc., appear to be mostly cited. Includes 4 of the subsections required and most of the components listed.	An attempt was made to cite the sources, though it is sloppy, incorrect, etc. Includes 3-2 of the required sections and some of the components.	Sources are not documented at all. Sections do not follow the requirements of the project, missing most / all of the mentioned components	— 25
Comments:					
Overall Comments:					Total Score: — 100

Feedback Attack! This is for my _____ re: _____

(product)

(my country)

While participating in the **Feedback Attack**, visit with at least **4 other groups**. Answer the following questions:

Attack #1: Feedback giver(s), list your name(s) here: _____

+2 ♥s: Write down at least **2 positive things / "♥s"** that you liked / thought were good from seeing their product!

+1 ★: Write down at least **1 thing / "★"** that you noticed they might improve on. Be nice. Offer suggestions!

Attack #2: Feedback giver(s), list your name(s) here: _____

+2 ♥s: Write down at least **2 positive things / "♥s"** that you liked / thought were good from seeing their product!

+1 ★: Write down at least **1 thing / "★"** that you noticed they might improve on. Be nice. Offer suggestions!

Attack #3: Feedback giver(s), list your name(s) here: _____

+2 ♥s: Write down at least **2 positive things** / “♥s” that you liked / thought were good from seeing their product!

+1 ✨: Write down at least **1 thing** / “✨” that you noticed they might improve on. Be nice. Offer suggestions!

Attack #4: Feedback giver(s), list your name(s) here: _____

+2 ♥s: Write down at least **2 positive things** / “♥s” that you liked / thought were good from seeing their product!

+1 ✨: Write down at least **1 thing** / “✨” that you noticed they might improve on. Be nice. Offer suggestions!

Lesson Plan Outline: Ch. 7.1B (pp 194-96) Water & Other Natural Resources / Brochure Research Continued**Date:** T2D9**Grade:** 9th**Supervising:** Mr. Wright**SUBJECT:**

L. America Unit: Continue learning about the **physical geography** of Latin America, specifically the comparing how the **rivers** and **other bodies of water** are utilized there. We'll also appraise the many **natural resources** found in Latin America (e.g. **tourism, rain forests, etc.**) / **Concurrent PBL:** Brochure Research continued, independent work.

OBJECTIVES:

L. America Unit: Evaluate uses of the **Panama Canal, Amazon, Plata River, etc.** – Compare **sustainable** and **non-sustainable resource use** in Latin America (i.e., Costa Rica Ecotourism vs. Bento Rodrigues Dam Disaster)

PBL Unit: Construct a brochure, via organizing research and website info, further explaining the positives aspects of your country, + why it is worth visiting.

MOTIVATION:

This lesson continues the intro to the major **subregions** of Latin America, and allows the students to overview this world region. We'll also give the students further assistance in navigating the **lucidpress** online program, and help students on an individual basis as needed.

VOCABULARY

L. America: tributary, estuary, Orinoco, Lake Maracaibo, Lake Titicaca, Panama Canal, corruption, etc. – **PBL Unit:** N/A

BODY OF LESSON:

The Bellringer (same for last few days) will quiz and build the knowledge of the students regarding the **political boundaries** of Latin America. We'll spend about 40 minutes continuing to learn about **Latin America** and its unique water and other natural resources. We'll also look at several examples of **sustainable** vs. **non-sustainable** land use, and have a class discussion. Afterwards, they'll prep to present their **tourism brochures** for feedback from their peers and then present and give / receive feedback (20 minutes). Afterwards is independent work / study time.

ACCOMMODATIONS FOR SPECIAL NEEDS STUDENTS:

My own **Guided Notes** will assist students (both SPED and otherwise). I only require that half of the notes be completed, and I sometimes give extra credit for them, and students are allowed to use them during quizzes. I also provide all of my class notes, slides, reading, etc. online on my website www.mrwrightmerit.weebly.com for students

EVALUATION OF LESSON:

I'll be casually assessing the **guided notes** & the students themselves, asking probing questions, etc. I'll also make sure that the students are actively participating in the group discussion & class debate regarding **sustainable** vs. **non-sustainable land use**.

MATERIALS:

L. Amer. Unit Textbook: *Exploring Our World – People, Places and Cultures* © 2008 – Ch. 7.1B **Guided Notes** – Ch. 7.1B **Powerpoint Slides** **PBL Unit:** Chromebooks / laptops for each student (for country research / product creation) – **PBL Part III Tourism Brochure Assignment**

STANDARDS ADDRESSED:

L. America Unit: WG 4.2-3, 5.2-5 – **PBL Unit:** WG 0.2, 0.4-9, 1.2-3, 2.2-3, 3.2-7, 4.1-3, 5.3-5

D9 Ch. 7.1B – Guided Notes – Waterways & Wealth of L. America

Bellringer: Try to fill out the following **political map** of **Latin America** as **best** as you can!

Use a pencil, so that you can correct it if wrong;



1. Name the **largest water basin** in South America.

Map it to the right:

2. Name the **2nd largest water basin** in South America.

What **3 rivers** contribute to it? Map it to the right:

3. Describe the **importance** of the **Oronico River**.

Show it on the map to the right:

4. Where is **Lake Maracaibo** (map it)? What is it **known** for? Give **2 facts** about it:

5. Where is **Lake Titicaca** (map it)? What are some interesting things you learned about it?

6. What is the **Panama Canal** (map it)? Why is it important? Share the history of it briefly:

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- **Natural Sites:** *These are places that have minimal human-environment interaction, and are of interest for their beauty and preservation of natural plants, animals, landscapes, etc. Examples might include recreation / wilderness areas, protected environments, etc. Unique areas they shouldn't miss?*
- **Cuisine:** *Every tourist likes to see cool things, but they also have to eat. Consider local, unique foods / restaurants that people might not experience elsewhere, and where they might find them! Share a picture!*
- **Lodging:** *As a tourist, you need somewhere to stay while seeing the sites! Where might be a good / safe / reasonably priced location (i.e., hotel, motel, Airbnb, bed and breakfast, hostel, etc.) that you could recommend?*
- **Did You Know:** *Finally, include a Did You Know? section, where you share any additional interesting / noteworthy info you learned, that doesn't fit in one of these categories (at least 3 things)*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for roughly 1 minute, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Poster can be larger than 8.5 x 11, but it doesn't need to be. Good luck! We'll present these to each other **D10**, and finalize them for **D14**.

Other Important Details:

- Use some **illustrations / pictures** to keep it interesting. **Cite all pictures / info too!**
- Make sure use **headings** and **subsections** to keep the pamphlet **organized!**
- Check out www.lucidpress.com; it's a great free online app you can use!
- Make sure to have **accurate facts!** (at least 10 for full points)
- Review the rubric on the back, and make sure to follow it for full points!

Country Pamphlet Rubric

Lesson Plan Outline: Ch. 7.2 (pp 198-202) Climate Regions / Brochure Feedback & Tangible Product Intro

Criteria	Accomplished 25-20 pts	Satisfactory 19-13 pts	Developing 12-7 pts	Beginning 6-0 pts	Score
Strength & Accuracy	The message to the viewers is clear, strong, & persuasive. The product has 10+ accurate facts about the topic.	The message is clear. Good ideas and content backed up with generalized examples. The product has 6-8 accurate facts about the topic.	Stale ideas. Worn-out. Content is not well supported. The product has several accurate facts about the topic.	No real ideas. Content is murky or unsupported. No awareness of audience is apparent. Hardly has any accurate facts about the topic.	— 25
Comments:					
Structure	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message	Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the message	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message	— 25
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor in the brochure.	There are a few spelling and/or grammatical errors in the brochure.	There are several spelling and/or grammatical errors in the brochure	There are many spelling and/or grammatical errors included in the brochure. Distracts from the message.	— 25
Comments:					
Sections & Sources	Info, pictures used, etc., is correctly & fully cited. Includes 5+ of the subsections & components required .	Info, pictures used, etc., appear to be mostly cited. Includes 4 of the subsections required and most of the components listed.	An attempt was made to cite the sources, though it is sloppy, incorrect, etc. Includes 3-2 of the required sections and some of the components.	Sources are not documented at all. Sections do not follow the requirements of the project, missing most / all of the mentioned components	— 25
Comments:					
Overall Comments:					Total Score: — 100

SUBJECT:

L. America Unit: Continue learning about the **physical geography** of Latin America, specifically to help the students recognize the many **climate regions** of Latin America/ **Concurrent PBL:** Brochure Draft Feedback, Intro to the **Tangible Product**, independent work.

OBJECTIVES:

L. America Unit: Classify the various **climate regions** and associated **flora + fauna** found in Latin America

PBL Unit: Construct a brochure, via organizing research and website info, further explaining the positives aspects of your country, + why it is worth visiting – Demonstrate advanced knowledge of your country by constructing and synthesizing an authentic piece, art, food, etc. reflective of your chosen country – Defend your choice by making a valid argument as to the connection between your country and your product.

MOTIVATION:

This lesson explores the various climates that can be found in Latin America. It gives the students a chance to compare those climates and associated plants / animals to our own in the U.S. We'll also give the students further assistance in navigating the **lucidpress** online program, and help students on an individual basis as needed. Students will also get the chance to get valuable peer feedback on their brochure assignments today. I'll also introduce the idea of the **Tangible Product Assignment**, and explain the expectations.

VOCABULARY

L. America: subregions, isthmus, archipelago, Llanos, Pampas, etc. – **PBL Unit:** N/A

BODY OF LESSON:

We'll spend about 40 minutes each day being introduced further to **Latin America** and its geography. The Bellringer for D10 will encourage the students to consider the info we have presented, and make assumptions about climate regions. Next, we'll consider the tropical and temperate climate zones in L. America. Afterwards, students will give each other feedback (use the same **Feedback Attack Worksheet** as before) on their brochures, and then I'll introduce the **Tangible Product Assignment**. On D11, the Bellringer will review how the parts of the economies of Latin America tie to their local climate. Then we'll discuss the drier climates and altitudinal climates of L. America. After that, students will continue working independently on their Brochures / Websites as needed, and continue plans / work on their Tangible Products.

ACCOMMODATIONS FOR SPECIAL NEEDS STUDENTS:

My own **Guided Notes** will assist students (both SPED and otherwise). I only require that half of the notes be completed, and I sometimes give extra credit for them, and students are allowed to use them during quizzes. I also provide all of my class notes, slides, reading, etc. online on my website www.mrwrightmerit.weebly.com for students

EVALUATION OF LESSON:

I'll be casually assessing the **guided notes** of the students, & asking probing questions as well. I'll also make sure that the students are actively participating in the group discussion & class debate

MATERIALS:

L. Amer. Unit Textbook: *Exploring Our World – People, Places and Cultures* © 2008 – Ch. 7.2 Guided Notes – Ch. 7.2 Powerpoint Slides
PBL Unit: Chromebooks / laptops for each student (for country research / product creation)
 – PBL Part III Tourism Brochure Assignment – Feedback Attack Worksheet – PBL Part IV Tangible Product Assignment

STANDARDS ADDRESSED:

L. America Unit: WG 1.3-4, 2.2-3 – **PBL Unit:** WG 0.2, 0.4-9, 1.2-3, 2.2-3, 3.2-7, 4.1-3, 5.3-5

D10,11 Ch. 7.2 – Guided Notes – Climate Regions of L. America

54. On the map to the right, show where the **tropical climates** are (dry & wet). Make sure they are easy to identify (color, pattern, etc.)

55. How are climates related to the **Tropics of Cancer & Capricorn**? Show both of those on the map:

56. What area is the **largest tropical wet** climate in S. America? Share **3 things** you learned from the clip:



57. Where are other **rainforests / Tropical Wet** climates in Latin America? How does **Costa Rica** benefit from these?

58. Describe what the **tropical dry** climate is like, and where (show on the map):

59. What is **hurricane season**? Does this stop people from **visiting** the **Caribbean**? Explain:

60. Describe the **Midlatitude / Temperate Climate types** of Latin America (**where they are** (map them), what they're **like**, etc.) There are **three**:

H _____ S _____:

M _____ W _____ C _____:

M _____:

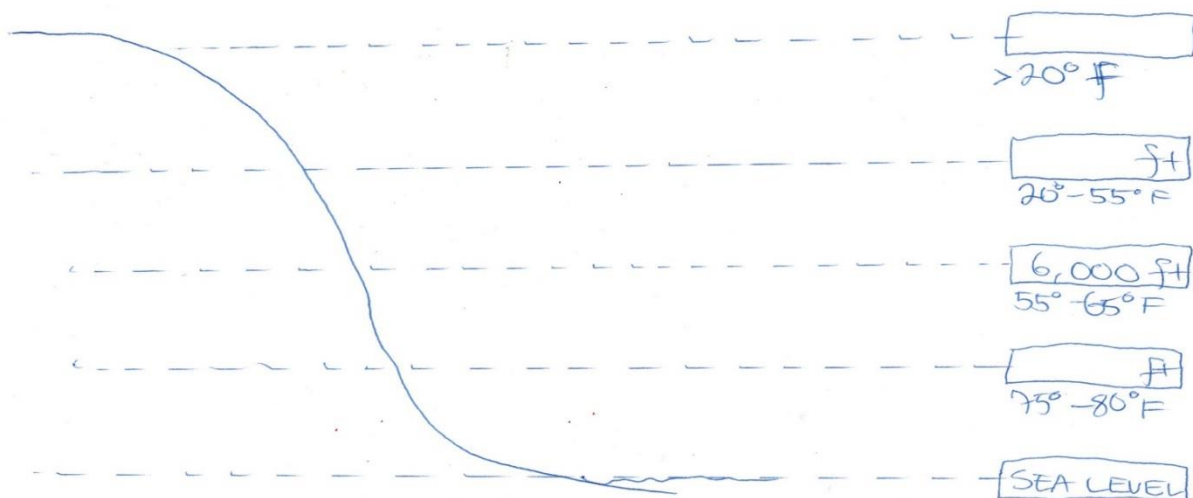
61. How does **Chile** benefit from their climate, and how do **other countries** also **benefit** as a result?

62. **T2D11**: Describe the **dry climates** that exist in Latin America, and map them:

63. Describe where and what the **Atacama Desert** is. Why is it so dry?

64. Review how **El Niño** affects Latin America

65. Label the following **Altitude Climate Diagram**, with **elevations** (left side), titles, and average temperatures, as well as some facts about each:



D3 – Part II -- Country Website Assignment

(100 pts; **Draft:** D6 / 3-27; **Final:** T2D14 / 4-24)

For this assignment, as another piece of your larger **World Tour PBL Project**, you'll be creating a **website** about your **chosen country** for the rest of the **class**, as well as to a **public audience**. You'll be submitting this as a **group** (reminder: you may have up to 3 people per country).

Please make sure to **prepare your website** to show off for the class. The assignment should be ready for **peer review in class Mar. 27th / D6** when we will be **presenting** them to each other. The final will be due **April 24th**.

As you prepare to create your website, **make sure** that you **include the following**:

Introduction

- Give a summary of its **geography** / where it is in the world (2-3 paragraphs / ¶)
 - Include a **map** of the country and the local world region (i.e., surrounding countries, etc.) Also, include an image of the **flag** and the **symbolism** / **history** behind it.
 - Briefly describe the **climate** of your country (e.g. Highland, Steppe, Subarctic, etc) per the **Koppen Climate System** (see: <https://goo.gl/UGUeSC>)
- Briefly introduce the **history** of the country (1-2 ¶)
 - Foundation / independence of the country
 - Major historical events, etc., and the present day
- Discuss the **type of government** your country has (e.g. Monarchy, Republic, etc.) (1-2 ¶)
 - Who leads the country currently? (party/leader) Give some brief info about them!

Cities of Interest (2-3 ¶ / each)

- Tell us about both the **capital city**, as well as **at least 1 other major city** that people ought to **choose to visit** in your chosen country.
 - What makes this city so **interesting**? Explain **landmarks, events, cultural significance** or anything else those cities may offer tourists and visitors

People: (choose 3 out of 6 of the following subsections) (2-3 ¶ / subsections)

- **Population:** How many people live in your country? Where do most of them live? What ethnic groups live in your country?
- **Dress / Clothing:** What are traditional or cultural clothing styles of the people? Have these changed? Explain!
- **Customs:** Tell us about some unique traditions of the people – what do they celebrate? How does it compare to the U.S.?
- **Holidays:** Choose **at least two** to tell us about! What is the holiday for? What are some traditions associated with it?
- **Food / Cuisine:** Are there certain foods that are common or considered a delicacy – something the country is known for? What are “classic” foods there? What are weird?

Other Important Details:

- Use **illustrations / pictures** (+2 per page) to keep it interesting. **Cite all pictures / info too!**
- Make sure that all of your **facts are accurate!** Double check if you aren't sure!
- Review the rubric on the back, and make sure to follow it for full points!
- Websites to help: **CIA Factbook:** <https://goo.gl/JF8mfD>; **Nat. Geographic:** <http://www.nationalgeographic.com/>

Website Rubric - PBL World Geography

Category	Accomplished 20-16 pts	Satisfactory 15-11 pts	Developing 10-6 pts	Beginning 5-0 pts	Score
Links (content)	All information is accurate, well-organized, neat and easy to follow. All links point to high quality, up-to-date, credible sites. AND all the links, including links to their own pages' work, contact info provided.	Information is mostly accurate, easy to follow with perhaps some minor flaws. Almost all links point to high quality, up-to-date, credible sites. Or there aren't many links. Many or most of the links, including links to their own pages work, contact info provided	Info is starting to make sense, but still a bit difficult to follow, & a bit messy Most links point to high quality, up-to-date, credible sites. Or there are too few links. AND some of the links, including links to their own pages work, contact info provided.	Information is poorly organized and difficult to read / understand. Less than 1/2 of the links point to high quality, up-to-date, credible site. Or there are barely any links. AND few of the links, including links to their own pages, work or you have very few pages or contact info not there.	— 20
Comments:					
Graph	Has 7+ categories, either pie or bar, with 3D, color, legend (on bottom)	Has 6-5 categories, bar or pie style, present, legend not on bottom	Has 4-3 categories, bar or pie graph not chosen, legend not on bottom	Has 1-2 categories or no graph at all. Poorly organized, confusing.	— 20
Comments:					
Accuracy & Structure	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas. The product has many different accurate facts about the topic. Each page should have 2+ great pictures per page	Good ideas and content backed up with generalized examples. Accurate wording is apparent. Support for ideas is all of the same type. The product has a good number of accurate facts about the topic. Each page has 2 good pictures	Stale ideas. Worn-out. Content is not well supported. The writer is beginning to define the topic, but development is still basic or general. The product has several accurate facts about the topic. Only used 1 picture / page	No real ideas. Content is murky / unsupported. No awareness of audience is apparent. As yet, it has no clear purpose or central theme. Hardly has any accurate facts about the topic. No pictures on many pages.	— 20
Comments:					
Navigation	Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go. A user does not become lost.	Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go. A user rarely becomes lost.	Links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.	Some links do not take the reader to the sites described. A user typically feels lost.	— 20
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor on the entire site.	There are a few spelling and/or grammatical errors in the entire site.	There are several spelling and/or grammatical errors in the entire site.	There are maybe many spelling and/or grammatical errors in the entire site.	— 20
Comments:					
Total Score:					— 100

D6 – Part III: Country Tourism Pamphlet

(100 pts; Draft: D10; Final D14)

For this assignment, as part of your larger **Country Investigation Project**, you'll continue **investigating** your chosen **country**, and you'll be **creating** a **tourism pamphlet** (bi-fold or tri-fold) that highlights **sites worthy of visiting**. You'll be turning this in as a **group** (up to 3 people per country / group).

Please make sure to **print or bring an actual real version** of the pamphlet to show off for the class. The assignment should be ready **for peer review in class D10 / April 12th**, but keep in mind that you'll be given class time over the next week (including the day it is due) to finish it, along with any other work you may need to finish.

As you prepare to make your pamphlet, **make sure** that you include **at least 5 of the following 8 sections** for each of the **following**, and consider the words in *italics / explanations*

- **Historic:** *Historic sites are areas that in the past (and hopefully present!) have been important to the community. What examples can you share? These might include older buildings / sites in the country, etc.*
- **Economic:** *Economic sites might be businesses / jobs that have had an important impact on the community. Perhaps they hire a good number of people, or provide a unique service that people depend on. What economic industries does this country rely heavily on? Share the importance of those!*
- **Cultural:** *Cultural sites / events are places / things related to artistic, religious or social pursuits that are considered valuable to the community. Examples might include Community Theater, pageants/festivals, sports teams, etc. What cultural sites / events are worth their time investigating, and why?*
- **Public:** *Public sites would be areas that are used for public gatherings, services, etc. Examples would include parks, monuments, community centers, and so on. What public sites should they visit?*
- **Natural Sites:** *These are places that have minimal human-environment interaction, and are of interest for their beauty and preservation of natural plants, animals, landscapes, etc. Examples might include recreation / wilderness areas, protected environments, etc. Unique areas they shouldn't miss?*
- **Cuisine:** *Every tourist likes to see cool things, but they also have to eat. Consider local, unique foods / restaurants that people might not experience elsewhere, and where they might find them! Share a picture!*
- **Lodging:** *As a tourist, you need somewhere to stay while seeing the sites! Where might be a good / safe / reasonably priced location (i.e., hotel, motel, Airbnb, bed and breakfast, hostel, etc.) that you could recommend?*
- **Did You Know:** *Finally, include a Did You Know? section, where you share any additional interesting / noteworthy info you learned, that doesn't fit in one of these categories (at least 3 things)*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for roughly 1 minute, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Poster can be larger than 8.5 x 11, but it doesn't need to be. Good luck! We'll present these to each other **D10**, and finalize them for **D14**.

Other Important Details:

- Use some **illustrations / pictures** to keep it interesting. **Cite all pictures / info too!**
- Make sure use **headings** and **subsections** to keep the pamphlet **organized!**
- Check out www.lucidpress.com; it's a great free online app you can use!
- Make sure to have **accurate facts!** (at least 10 for full points)
- Review the rubric on the back, and make sure to follow it for full points!

Country Pamphlet Rubric

Criteria	Accomplished 25-20 pts	Satisfactory 19-13 pts	Developing 12-7 pts	Beginning 6-0 pts	Score
Strength & Accuracy	The message to the viewers is clear, strong, & persuasive. The product has 10+ accurate facts about the topic.	The message is clear. Good ideas and content backed up with generalized examples. The product has 6-8 accurate facts about the topic.	Stale ideas. Worn-out. Content is not well supported. The product has several accurate facts about the topic.	No real ideas. Content is murky or unsupported. No awareness of audience is apparent. Hardly has any accurate facts about the topic.	— 25
Comments:					
Structure	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message	Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the message	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message	— 25
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor in the brochure.	There are a few spelling and/or grammatical errors in the brochure.	There are several spelling and/or grammatical errors in the brochure	There are many spelling and/or grammatical errors included in the brochure. Distracts from the message.	— 25
Comments:					
Sections & Sources	Info, pictures used, etc., is correctly & fully cited. Includes 5+ of the subsections & components required .	Info, pictures used, etc., appear to be mostly cited. Includes 4 of the subsections required and most of the components listed.	An attempt was made to cite the sources, though it is sloppy, incorrect, etc. Includes 3-2 of the required sections and some of the components.	Sources are not documented at all. Sections do not follow the requirements of the project, missing most / all of the mentioned components	— 25
Comments:					
Overall Comments:					Total Score: — 100

D10 – PBL Part IV: Country Investigation Product

(75 pts; Draft: D13 / April 23rd; Final: D14 / April 24th)

For this assignment, as part of your larger **Country Investigation Project**, you'll be **creating a product / model / something tangible** etc. that you can present as part of your **final project** (Nov. 30th) You'll be turning one of these in **individually** (this is **not a group assignment**). Please make sure to **bring an actual real version** of your chosen **product** to show off for the class. The assignment should be ready for **peer review in class April 24th**.

As you prepare to make your product, **consider each** of the **following**:

- *What are some unique **crafts, art, cooking, architecture, etc.** found in the country you've chosen? Plan on creating a **product** that reflects / mimics / models this!*
 - *Of these, which is **most interesting to you**? Make sure each **product** in your group is **unique**!*
- *After you choose something, **make a plan** for how you will go about **making it**.*
 - *You are expected to **make this product yourself**. Do NOT just buy it off Amazon!*
- *Make sure to have a short **Product Biography**; include a **paragraph** or two that explains **what it is, how and why** you made it, etc.*
 - *As part of the biography, include a **Photo History** to show the **process** of your product's creation. We want to see how it went! Take lots of pictures, from **idea, beginning, middle, and end (3+ photos minimum)**!*
 - *The **Product Biography** could be a **slideshow, or a poster, pamphlet, etc.** Up to you!*
 - *However you do it, make sure it is **easy to access** at our public event.*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for a minute or two, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Good luck! We'll present the drafts in class T2D13, and finally on T2D14.

Other Important Details:

- *Take at least 3 **pictures** (going thru **beginning, middle, & end**) as part of your **Photo History** to **show the process** you went through to **make your product / tangible**.*
- *If you use other images / photos, **cite all pictures / info** you borrow!*
- *Make sure your **Product Biography** is informative and nicely **organized**!*
- *Make sure to have **accurate facts**! (at least 5 for full points); cite where you got your info!*
- *Review the **rubric** on the back, and make sure to **follow it for full points**!*

Country Product Rubric (75 pts)

Criteria	Accomplished 15-12 pts	Satisfactory 11-9 pts	Developing 8-6 pts	Beginning 5-0 pts	Score
Product Biography	Contains fresh, original ideas / info. Includes 5+ accurate facts about the product.	Good ideas & content backed up with generalized examples. Includes has 3-4 accurate facts about the product.	Stale ideas. Worn-out. Has several accurate facts about the product.	No real ideas. Content is murky or unsupported. Hardly has any accurate facts about the product.	— 15
Comments:					
Photo History	Photos used are clear, crisp, & show multiple stages of the project. Easily convey start to finish process, powerfully reinforce the product.	Photos used are adequate, and reinforce the message. Doesn't particularly stand out as amazing, but gets the job done.	Photos taken are starting to make sense, but still a bit difficult to follow, and a bit messy; weakly support the product.	Photos are poorly organized and difficult to understand. The order is unclear, and the photos don't help us understand the process involved.	— 15
Comments:					
Craftsmanship & Relevance	Work is impeccable, and shows extreme care and thoughtfulness in its creation. Its relationship to the country is obvious and clear.	Work is mostly neat, and the craftsmanship is good. Its relationship to the country is relatively clear.	Work is somewhat messy, and the craftsmanship detracts somewhat from the overall presentation. Relationship to the country is a bit murky.	Work is messy and craftsmanship detracts from overall presentation. Relationship to the country is unclear.	— 15
Comments:					
Creativity	Student has taken the assignment and completed it in a way that is totally his/her own. The student's personality/voice comes through quite strongly, yet doesn't detract from the information presented.	Student has taken the assignment and has used source material as a starting place. The student's personality comes through in some parts of the presentation.	Student has copied some info straight from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	— 15
Comments:					
Sections & Sources	Info, pictures used, etc., are correctly & fully cited and used. Includes all of the required elements mentioned.	Info, pictures used, etc., appear to be mostly cited & used. Includes most of the elements required.	An attempt was made to cite / use photos, though it is sloppy, incorrect, etc. Includes some of the required elements.	Sources / photos are not used / cited at all. Does not follow the requirements of the project.	— 15
Comments:					

Overall Comments:

Total Score:

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Lesson Plan Outline: Review / Quiz for **Ch. 7** / Feedback on Tangible, Intro to Display Board Assignment, Independent Work

Date: T2D12
Wright

Grade: 9th

Supervising: Mr.

SUBJECT:

U.S. Unit: Review / Assessment of the students' knowledge regarding climate, geography, & politics of Latin America /
Concurrent PBL: Intro to Display Board Assignment, Independent work time

OBJECTIVES:

Latin America Unit: verify that students have learned how to do the following: Compare & contrast some of the major natural resources of Latin America (e.g. Llanos + Pampas Regions, Lake Titicaca, etc.) – Evaluate uses of the **Panama Canal, Amazon, Plata River**, etc. – Compare **sustainable** and **non-sustainable** resource use in Latin America (i.e., Costa Rica Ecotourism vs. Bento Rodrigues Dam Disaster) – Classify the various **climate regions** and associated flora + fauna found in Latin America

PBL Unit: Combine and formulate info from parts I, II, III & IV to create a Public Display Board to present your country

MOTIVATION:

This lesson will allow me to verify and assess that the students understand the concepts from our last chapter. It will also provide more time for the students to work on their culminating PBL Event, and they'll learn about the last part: PBL Part V Country Poster Board Assignment

NEW VOCABULARY: N/A

BODY OF LESSON:

Begin with a **Kahoot** Review for the bellringer, and then students will finish the Ch. 7 quiz. Students will then be introduced to **Part V Country Poster Board Assignment**, and shown several examples that illustrate what they ought to strive for.

ACCOMMODATIONS FOR SPECIAL NEEDS STUDENTS:

I usually go over the quizzes orally with the higher-functioning students, but if they require further help, I can send them down the hall to work with the SPED teachers.

EVALUATION OF LESSON:

We always begin our formal quiz assessments with a **Kahoot review online** (here's the [Ch. 7 Review Preview](#) so you can see what that looks like; here's the link the teacher would use to play it: [Ch. 7 Review](#)), and I try to make sure the students appear well prepared for the quiz. Assuming they are, I hand out the test, and they begin working on it. I'll collect their guided notes, and review them. I do this in batches, so that they may use them if needed during the quiz. I do this formally at the end of each chapter.

Kids will be assessed as well by their test scores. We also go over the quiz and the students grade each other's quizzes afterwards. If a question was poorly worded, or I made a mistake, I am not above throwing it out. We teachers are human too, and sometimes we need to realize that our assessment can be flawed. That is why I orally go over it with them, to verify that the score they got is truly reflective of their knowledge.

MATERIALS:

Latin America Unit Ch. 7 Quiz and Key **PBL Unit:** Chromebooks / laptops for each student (for product creation) – PBL Part II Country Website Assignment – PBL Part III Country Brochure Assignment – PBL Part IV Country Tangible Product – PBL Part V Country Display Board Assignment – Feedback Attack Worksheet

STANDARDS ADDRESSED:

Latin America Unit: WG 0.1-3, 0.8, 1.2-4, 2.2-3, 3.2-7, 5.3-5 – **PBL Unit:** WG 0.1-9, 1.2-3, 2.1-3, 3.2-7, 4.1-3, 5.3-5

D3 – Part II -- Country Website Assignment

(100 pts; **Draft:** D6 / 3-27; **Final:** T2D14 / 4-24)

For this assignment, as another piece of your larger **World Tour PBL Project**, you'll be creating a **website** about your **chosen country** for the rest of the **class**, as well as to a **public audience**. You'll be submitting this as a **group** (reminder: you may have up to 3 people per country).

Please make sure to **prepare your website** to show off for the class. The assignment should be ready for **peer review in class Mar. 27th / D6** when we will be **presenting** them to each other. The final will be due **April 24th**.

As you prepare to create your website, **make sure** that you **include the following**:

Introduction

- Give a summary of its **geography** / where it is in the world (2-3 paragraphs / ¶)
 - Include a **map** of the country and the local world region (i.e., surrounding countries, etc.) Also, include an image of the **flag** and the **symbolism** / **history** behind it.
 - Briefly describe the **climate** of your country (e.g. Highland, Steppe, Subarctic, etc) per the **Koppen Climate System** (see: <https://goo.gl/UGUeSC>)
- Briefly introduce the **history** of the country (1-2 ¶)
 - Foundation / independence of the country
 - Major historical events, etc., and the present day
- Discuss the **type of government** your country has (e.g. Monarchy, Republic, etc.) (1-2 ¶)
 - Who leads the country currently? (party/leader) Give some brief info about them!

Cities of Interest (2-3 ¶ / each)

- Tell us about both the **capital city**, as well as **at least 1 other major city** that people ought to **choose to visit** in your chosen country.
 - What makes this city so **interesting**? Explain **landmarks, events, cultural significance** or anything else those cities may offer tourists and visitors

People: (choose 3 out of 6 of the following subsections) (2-3 ¶ / subsections)

- **Population:** How many people live in your country? Where do most of them live? What ethnic groups live in your country?
- **Dress / Clothing:** What are traditional or cultural clothing styles of the people? Have these changed? Explain!
- **Customs:** Tell us about some unique traditions of the people – what do they celebrate? How does it compare to the U.S.?
- **Holidays:** Choose **at least two** to tell us about! What is the holiday for? What are some traditions associated with it?
- **Food / Cuisine:** Are there certain foods that are common or considered a delicacy – something the country is known for? What are “classic” foods there? What are weird?

Other Important Details:

- Use **illustrations / pictures** (+2 per page) to keep it interesting. **Cite all pictures / info too!**
- Make sure that all of your **facts are accurate!** Double check if you aren't sure!
- Review the rubric on the back, and make sure to follow it for full points!
- Websites to help: **CIA Factbook:** <https://goo.gl/JF8mfD>; **Nat. Geographic:** <http://www.nationalgeographic.com/>

Website Rubric - PBL World Geography

Category	Accomplished 20-16 pts	Satisfactory 15-11 pts	Developing 10-6 pts	Beginning 5-0 pts	Score
Links (content)	All information is accurate, well-organized, neat and easy to follow. All links point to high quality, up-to-date, credible sites. AND all the links, including links to their own pages' work, contact info provided.	Information is mostly accurate, easy to follow with perhaps some minor flaws. Almost all links point to high quality, up-to-date, credible sites. Or there aren't many links. Many or most of the links, including links to their own pages work, contact info provided	Info is starting to make sense, but still a bit difficult to follow, & a bit messy Most links point to high quality, up-to-date, credible sites. Or there are too few links. AND some of the links, including links to their own pages work, contact info provided.	Information is poorly organized and difficult to read / understand. Less than 1/2 of the links point to high quality, up-to-date, credible site. Or there are barely any links. AND few of the links, including links to their own pages, work or you have very few pages or contact info not there.	— 20
Comments:					
Graph	Has 7+ categories, either pie or bar, with 3D, color, legend (on bottom)	Has 6-5 categories, bar or pie style, present, legend not on bottom	Has 4-3 categories, bar or pie graph not chosen, legend not on bottom	Has 1-2 categories or no graph at all. Poorly organized, confusing.	— 20
Comments:					
Accuracy & Structure	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas. The product has many different accurate facts about the topic. Each page should have 2+ great pictures per page	Good ideas and content backed up with generalized examples. Accurate wording is apparent. Support for ideas is all of the same type. The product has a good number of accurate facts about the topic. Each page has 2 good pictures	Stale ideas. Worn-out. Content is not well supported. The writer is beginning to define the topic, but development is still basic or general. The product has several accurate facts about the topic. Only used 1 picture / page	No real ideas. Content is murky / unsupported. No awareness of audience is apparent. As yet, it has no clear purpose or central theme. Hardly has any accurate facts about the topic. No pictures on many pages.	— 20
Comments:					
Navigation	Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go. A user does not become lost.	Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go. A user rarely becomes lost.	Links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.	Some links do not take the reader to the sites described. A user typically feels lost.	— 20
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor on the entire site.	There are a few spelling and/or grammatical errors in the entire site.	There are several spelling and/or grammatical errors in the entire site.	There are maybe many spelling and/or grammatical errors in the entire site.	— 20
Comments:					
Total Score:					— 100

D6 – Part III: Country Tourism Pamphlet

(100 pts; Draft: D10; Final D14)

For this assignment, as part of your larger **Country Investigation Project**, you'll continue **investigating** your chosen **country**, and you'll be **creating** a **tourism pamphlet** (bi-fold or tri-fold) that highlights **sites worthy of visiting**. You'll be turning this in as a **group** (up to 3 people per country / group).

Please make sure to **print or bring an actual real version** of the pamphlet to show off for the class. The assignment should be ready **for peer review in class D10 / April 12th**, but keep in mind that you'll be given class time over the next week (including the day it is due) to finish it, along with any other work you may need to finish.

As you prepare to make your pamphlet, **make sure** that you include **at least 5 of the following 8 sections** for each of the **following**, and consider the words in *italics / explanations*

- **Historic:** *Historic sites are areas that in the past (and hopefully present!) have been important to the community. What examples can you share? These might include older buildings / sites in the country, etc.*
- **Economic:** *Economic sites might be businesses / jobs that have had an important impact on the community. Perhaps they hire a good number of people, or provide a unique service that people depend on. What economic industries does this country rely heavily on? Share the importance of those!*
- **Cultural:** *Cultural sites / events are places / things related to artistic, religious or social pursuits that are considered valuable to the community. Examples might include Community Theater, pageants/festivals, sports teams, etc. What cultural sites / events are worth their time investigating, and why?*
- **Public:** *Public sites would be areas that are used for public gatherings, services, etc. Examples would include parks, monuments, community centers, and so on. What public sites should they visit?*
- **Natural Sites:** *These are places that have minimal human-environment interaction, and are of interest for their beauty and preservation of natural plants, animals, landscapes, etc. Examples might include recreation / wilderness areas, protected environments, etc. Unique areas they shouldn't miss?*
- **Cuisine:** *Every tourist likes to see cool things, but they also have to eat. Consider local, unique foods / restaurants that people might not experience elsewhere, and where they might find them! Share a picture!*
- **Lodging:** *As a tourist, you need somewhere to stay while seeing the sites! Where might be a good / safe / reasonably priced location (i.e., hotel, motel, Airbnb, bed and breakfast, hostel, etc.) that you could recommend?*
- **Did You Know:** *Finally, include a Did You Know? section, where you share any additional interesting / noteworthy info you learned, that doesn't fit in one of these categories (at least 3 things)*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for roughly 1 minute, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Poster can be larger than 8.5 x 11, but it doesn't need to be. Good luck! We'll present these to each other **D10**, and finalize them for **D14**.

Other Important Details:

- Use some **illustrations / pictures** to keep it interesting. **Cite all pictures / info too!**
- Make sure use **headings** and **subsections** to keep the pamphlet **organized!**
- Check out www.lucidpress.com; it's a great free online app you can use!
- Make sure to have **accurate facts!** (at least 10 for full points)
- Review the rubric on the back, and make sure to follow it for full points!

Country Pamphlet Rubric

Criteria	Accomplished 25-20 pts	Satisfactory 19-13 pts	Developing 12-7 pts	Beginning 6-0 pts	Score
Strength & Accuracy	The message to the viewers is clear, strong, & persuasive. The product has 10+ accurate facts about the topic.	The message is clear. Good ideas and content backed up with generalized examples. The product has 6-8 accurate facts about the topic.	Stale ideas. Worn-out. Content is not well supported. The product has several accurate facts about the topic.	No real ideas. Content is murky or unsupported. No awareness of audience is apparent. Hardly has any accurate facts about the topic.	— 25
Comments:					
Structure	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message	Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the message	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message	— 25
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor in the brochure.	There are a few spelling and/or grammatical errors in the brochure.	There are several spelling and/or grammatical errors in the brochure	There are many spelling and/or grammatical errors included in the brochure. Distracts from the message.	— 25
Comments:					
Sections & Sources	Info, pictures used, etc., is correctly & fully cited. Includes 5+ of the subsections & components required .	Info, pictures used, etc., appear to be mostly cited. Includes 4 of the subsections required and most of the components listed.	An attempt was made to cite the sources, though it is sloppy, incorrect, etc. Includes 3-2 of the required sections and some of the components.	Sources are not documented at all. Sections do not follow the requirements of the project, missing most / all of the mentioned components	— 25
Comments:					
Overall Comments:					Total Score: — 100

D10 – PBL Part IV: Country Investigation Product

(75 pts; Draft: D13 / April 23rd; Final: D14 / April 24th)

For this assignment, as part of your larger **Country Investigation Project**, you'll be **creating a product / model / something tangible** etc. that you can present as part of your **final project** (Nov. 30th) You'll be turning one of these in **individually** (this is **not a group assignment**). Please make sure to **bring an actual real version** of your chosen **product** to show off for the class. The assignment should be ready for **peer review in class April 24th**.

As you prepare to make your product, **consider each** of the **following**:

- *What are some unique **crafts, art, cooking, architecture, etc.** found in the country you've chosen? Plan on creating a **product** that reflects / mimics / models this!*
 - *Of these, which is **most interesting to you**? Make sure each **product** in your group is **unique!***
- *After you choose something, **make a plan** for how you will go about **making it**.*
 - *You are expected to **make this product yourself**. Do NOT just buy it off Amazon!*
- *Make sure to have a short **Product Biography**; include a **paragraph** or two that explains **what it is, how and why** you made it, etc.*
 - *As part of the biography, include a **Photo History** to show the **process** of your product's creation. We want to see how it went! Take lots of pictures, from **idea, beginning, middle, and end (3+ photos minimum)!***
 - *The **Product Biography** could be a **slideshow, or a poster, pamphlet, etc.** Up to you!*
 - *However you do it, make sure it is **easy to access** at our public event.*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for a minute or two, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Good luck! We'll present the drafts in class T2D13, and finally on T2D14.

Other Important Details:

- *Take at least 3 **pictures** (going thru **beginning, middle, & end**) as part of your **Photo History** to **show the process** you went through to **make your product / tangible**.*
- *If you use other images / photos, **cite all pictures / info** you borrow!*
- *Make sure your **Product Biography** is informative and nicely **organized!***
- *Make sure to have **accurate facts!** (at least 5 for full points); cite where you got your info!*
- *Review the **rubric** on the back, and make sure to **follow it for full points!***

Country Product Rubric (75 pts)

Criteria	Accomplished 15-12 pts	Satisfactory 11-9 pts	Developing 8-6 pts	Beginning 5-0 pts	Score
Product Biography	Contains fresh, original ideas / info. Includes 5+ accurate facts about the product.	Good ideas & content backed up with generalized examples. Includes has 3-4 accurate facts about the product.	Stale ideas. Worn-out. Has several accurate facts about the product.	No real ideas. Content is murky or unsupported. Hardly has any accurate facts about the product.	— 15
Comments:					
Photo History	Photos used are clear, crisp, & show multiple stages of the project. Easily convey start to finish process, powerfully reinforce the product.	Photos used are adequate, and reinforce the message. Doesn't particularly stand out as amazing, but gets the job done.	Photos taken are starting to make sense, but still a bit difficult to follow, and a bit messy; weakly support the product.	Photos are poorly organized and difficult to understand. The order is unclear, and the photos don't help us understand the process involved.	— 15
Comments:					
Craftsmanship & Relevance	Work is impeccable, and shows extreme care and thoughtfulness in its creation. Its relationship to the country is obvious and clear.	Work is mostly neat, and the craftsmanship is good. Its relationship to the country is relatively clear.	Work is somewhat messy, and the craftsmanship detracts somewhat from the overall presentation. Relationship to the country is a bit murky.	Work is messy and craftsmanship detracts from overall presentation. Relationship to the country is unclear.	— 15
Comments:					
Creativity	Student has taken the assignment and completed it in a way that is totally his/her own. The student's personality/voice comes through quite strongly, yet doesn't detract from the information presented.	Student has taken the assignment and has used source material as a starting place. The student's personality comes through in some parts of the presentation.	Student has copied some info straight from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	— 15
Comments:					
Sections & Sources	Info, pictures used, etc., are correctly & fully cited and used. Includes all of the required elements mentioned.	Info, pictures used, etc., appear to be mostly cited & used. Includes most of the elements required.	An attempt was made to cite / use photos, though it is sloppy, incorrect, etc. Includes some of the required elements.	Sources / photos are not used / cited at all. Does not follow the requirements of the project.	— 15
Comments:					

Overall Comments:

Total Score:

D11 – PBL Part V: Final Presentation Poster board

(100 pts; Draft: D13 / April 23rd; Final: D14 / April 26th)

For the final presentation (**Thursday, April 26th**), you'll be **creating a poster board**. This is a **group assignment**. The assignment should be ready **for peer review in class April 23rd**.

Make sure to **include** the following **elements** with / on your poster board:

- **4 Main Topics** (borrowed from your **website** or **brochure** project)
 - **Website Examples:**
 - **Geography:** *what is the physical / human geography of your country?*
 - **History:** *When was your country founded? Recent history, relation to the world, etc.*
 - **City of Interest:** *Point out a city that is worth visiting & why, etc.*
 - **Brochure Examples:**
 - **Cuisine:** *what are some unique foods? Share some photos! Describe it!*
 - **Natural Sites:** *What **natural parks, etc.** exist to protect unique landforms / wildlife? Share some cool / unique things worth knowing about!*
 - **Economic:** *What jobs / industries do people do in your country? How do they make a living? How is it different?*
- **A Culture Section** (include **each** of the following **topics**):
 - **Local Language:**
 - *Local and useful **words / phrases** you might use as a tourist*
 - **Local Customs:**
 - *What local **traditions, holidays, etc.** do people celebrate / honor in your country? Why are they considered important?*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for a minute or two, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Good luck! We'll present the drafts in class D13, and finally on D14.

Other Key Details to Remember:

- **Each section** should have at least **one photo / illustration** & a **caption** explaining what it is
- Make sure to include a **flag** + a **map** showing where your country is located (people will ask!)
- **Cite all pictures / info** you use or borrow!
- Make sure to have **accurate facts!** (at least 5 for full points); cite where you got your info!
- Review the **rubric** on the back, and make sure to **follow it for full points!**

Country Product Rubric (100 pts)

Criteria	Accomplished 25-20 pts	Satisfactory 19-13 pts	Developing 12-7 pts	Beginning 6-0 pts	Score
Accuracy	Contains fresh, original ideas / info. Includes 10+ accurate facts about the product.	Good ideas & content backed up with generalized examples. Includes has 8-6 accurate facts about the product.	Stale ideas. Worn-out. Has several accurate facts about the product.	No real ideas. Content is murky or unsupported. Hardly has any accurate facts about the product.	— 25
Comments:					
Illustrations Used	Illustrations / photos / etc. used are clean, crisp, & clearly related to the country studied. Caption strongly reinforces the illustration.	Illustrations & captions used are adequate, and reinforce the message. Doesn't particularly stand out as amazing, but gets the job done.	Illustrations / captions used are starting to make sense, but still a bit difficult to follow, and a bit messy; weakly support the product.	Illustrations are poorly organized and difficult to understand. Caption is non-existent or not very helpful	— 25
Comments:					
Craftsmanship & Layout	Work is exemplary, and shows extreme care and thoughtfulness in its creation. The information & photos are balanced / contrast, are easy to read / follow	Work is mostly neat, and the craftsmanship is good. Info and visuals used are mostly clean and easy to read / follow	Work is somewhat messy, and the craftsmanship detracts somewhat from the overall presentation. Information presented is a bit difficult to read / follow	Work is messy and craftsmanship detracts from overall presentation. Information presented is sloppy, not aesthetically pleasing.	— 25
Comments:					
Sections & Sources	Info, pictures used, etc., are correctly & fully cited and used. Includes all of the required elements mentioned.	Info, pictures used, etc., appear to be mostly cited & used. Includes most of the elements required.	An attempt was made to cite / use photos, though it is sloppy, incorrect, etc. Includes some of the required elements.	Sources / photos are not used / cited at all. Does not follow the requirements of the project.	— 25
Comments:					
Overall Comments:					Total Score: — 100

Feedback Attack! This is for my _____ re: _____

(product)

(my country)

While participating in the **Feedback Attack**, visit with at least **4 other groups**. Answer the following questions:

Attack #1: Feedback giver(s), list your name(s) here: _____

+2 ♥S: Write down at least **2 positive things** / “♥s” that you liked / thought were good from seeing their product!

+1 ★: Write down at least **1 thing** / “★” that you noticed they might improve on. Be nice. Offer suggestions!

Attack #2: Feedback giver(s), list your name(s) here: _____

+2 ♥S: Write down at least **2 positive things** / “♥s” that you liked / thought were good from seeing their product!

+1 ★: Write down at least **1 thing** / “★” that you noticed they might improve on. Be nice. Offer suggestions!

Attack #3: Feedback giver(s), list your name(s) here: _____

+2 ♥s: Write down at least **2 positive things** / “♥s” that you liked / thought were good from seeing their product!

+1 ★: Write down at least **1 thing** / “★” that you noticed they might improve on. Be nice. Offer suggestions!

Attack #4: Feedback giver(s), list your name(s) here: _____

+2 ♥s: Write down at least **2 positive things** / “♥s” that you liked / thought were good from seeing their product!

+1 ★: Write down at least **1 thing** / “★” that you noticed they might improve on. Be nice. Offer suggestions!

Lesson Plan Outline: Feedback on Tangible, Display Board, Final Independent Work**Date:** T2D13-14**Grade:** 9th**Supervising:** Mr. Wright**SUBJECT:****PBL World Tour Prep:** Finish prepping PBL Assignments Part II, III, IV, and V for Public Event (evening of D15)**OBJECTIVES:****PBL Unit:** Combine and formulate info from parts I, II, III & IV to create a brochure, website, tangible and poster board which will support students' public presentation on D15.**MOTIVATION:**

These last few class periods will give the students unhindered time to complete their culminating PBL Project and all components. They will get some last, valuable feedback on their **Part IV** and **V**, and they should be close to ready by **D15**.

NEW VOCABULARY: N/A**BODY OF LESSON:**

Students will continue working and wrapping up PBL Parts II, III, IV and V, and will get specific teacher / peer feedback on their Tangible Products (D13) as well as their Display Boards (D14). Time will be spent printing work, providing feedback, etc. **Culmination Event Notes** and expectations for the event will be presented on D13.

ACCOMMODATIONS FOR SPECIAL NEEDS STUDENTS:

I'll be giving extra focus to those who need more assistance. Most of the special needs students will be creating modified products for this event, and whatever they are able to contribute is great.

EVALUATION OF LESSON:

Students will be providing feedback, as will I, throughout these last few days. They will receive preliminary grades and scores for their work from me when they get feedback from their peers, and they can use that to improve and revise their work.

MATERIALS:

PBL Unit: Chromebooks / laptops for each student (for any last minute work) – PBL Part II Country Website Assignment – PBL Part III Country Brochure Assignment – PBL Part IV Country Tangible Product – PBL Part V Country Display Board Assignment – PBL Culmination Event Notes

STANDARDS ADDRESSED:

PBL Unit: WG 0.1-9, 1.2-3, 2.1-3, 3.2-7, 4.1-3, 5.3-5

D3 – Part II -- Country Website Assignment

(100 pts; **Draft:** D6 / 3-27; **Final:** T2D14 / 4-24)

For this assignment, as another piece of your larger **World Tour PBL Project**, you'll be creating a **website** about your **chosen country** for the rest of the **class**, as well as to a **public audience**. You'll be submitting this as a **group** (reminder: you may have up to 3 people per country).

Please make sure to **prepare your website** to show off for the class. The assignment should be ready **for peer review in class Mar. 27th/ D6** when we will be **presenting** them to each other. The final will be due **April 24th**.

As you prepare to create your website, **make sure** that you **include the following**:

Introduction

- Give a summary of its **geography** / where it is in the world (2-3 paragraphs / ¶)
 - Include a **map** of the country and the local world region (i.e., surrounding countries, etc.) Also, include an image of the **flag** and the **symbolism** / **history** behind it.
 - Briefly describe the **climate** of your country (e.g. Highland, Steppe, Subarctic, etc) per the **Koppen Climate System** (see: <https://goo.gl/UGUeSC>)
- Briefly introduce the **history** of the country (1-2 ¶)
 - Foundation / independence of the country
 - Major historical events, etc., and the present day
- Discuss the **type of government** your country has (e.g. Monarchy, Republic, etc.) (1-2 ¶)
 - Who leads the country currently? (party/leader) Give some brief info about them!

Cities of Interest (2-3 ¶ / each)

- Tell us about both the **capital city**, as well as **at least 1 other major city** that people ought to **choose to visit** in your chosen country.
 - What makes this city so **interesting**? Explain **landmarks, events, cultural significance** or anything else those cities may offer tourists and visitors

People: (choose 3 out of 6 of the following subsections) (2-3 ¶ / subsections)

- **Population:** How many people live in your country? Where do most of them live? What ethnic groups live in your country?
- **Dress / Clothing:** What are traditional or cultural clothing styles of the people? Have these changed? Explain!
- **Customs:** Tell us about some unique traditions of the people – what do they celebrate? How does it compare to the U.S.?
- **Holidays:** Choose **at least two** to tell us about! What is the holiday for? What are some traditions associated with it?
- **Food / Cuisine:** Are there certain foods that are common or considered a delicacy – something the country is known for? What are “classic” foods there? What are weird?

Other Important Details:

- Use **illustrations / pictures** (+2 per page) to keep it interesting. **Cite all pictures / info too!**
- Make sure that all of your **facts are accurate!** Double check if you aren't sure!
- Review the rubric on the back, and make sure to follow it for full points!
- Websites to help: **CIA Factbook:** <https://goo.gl/JF8mfD>; **Nat. Geographic:** <http://www.nationalgeographic.com/>

Website Rubric - PBL World Geography

Category	Accomplished 20-16 pts	Satisfactory 15-11 pts	Developing 10-6 pts	Beginning 5-0 pts	Score
Links (content)	All information is accurate, well-organized, neat and easy to follow. All links point to high quality, up-to-date, credible sites. AND all the links, including links to their own pages' work, contact info provided.	Information is mostly accurate, easy to follow with perhaps some minor flaws. Almost all links point to high quality, up-to-date, credible sites. Or there aren't many links. Many or most of the links, including links to their own pages work, contact info provided	Info is starting to make sense, but still a bit difficult to follow, & a bit messy Most links point to high quality, up-to-date, credible sites. Or there are too few links. AND some of the links, including links to their own pages work, contact info provided.	Information is poorly organized and difficult to read / understand. Less than 1/2 of the links point to high quality, up-to-date, credible site. Or there are barely any links. AND few of the links, including links to their own pages, work or you have very few pages or contact info not there.	— 20
Comments:					
Graph	Has 7+ categories, either pie or bar, with 3D, color, legend (on bottom)	Has 6-5 categories, bar or pie style, present, legend not on bottom	Has 4-3 categories, bar or pie graph not chosen, legend not on bottom	Has 1-2 categories or no graph at all. Poorly organized, confusing.	— 20
Comments:					
Accuracy & Structure	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas. The product has many different accurate facts about the topic. Each page should have 2+ great pictures per page	Good ideas and content backed up with generalized examples. Accurate wording is apparent. Support for ideas is all of the same type. The product has a good number of accurate facts about the topic. Each page has 2 good pictures	Stale ideas. Worn-out. Content is not well supported. The writer is beginning to define the topic, but development is still basic or general. The product has several accurate facts about the topic. Only used 1 picture / page	No real ideas. Content is murky / unsupported. No awareness of audience is apparent. As yet, it has no clear purpose or central theme. Hardly has any accurate facts about the topic. No pictures on many pages.	— 20
Comments:					
Navigation	Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go. A user does not become lost.	Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go. A user rarely becomes lost.	Links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.	Some links do not take the reader to the sites described. A user typically feels lost.	— 20
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor on the entire site.	There are a few spelling and/or grammatical errors in the entire site.	There are several spelling and/or grammatical errors in the entire site.	There are maybe many spelling and/or grammatical errors in the entire site.	— 20
Comments:					
Total Score:					— 100

D6 – Part III: Country Tourism Pamphlet

(100 pts; **Draft: D10; Final D14**)

For this assignment, as part of your larger **Country Investigation Project**, you'll continue **investigating** your chosen **country**, and you'll be **creating** a **tourism pamphlet** (bi-fold or tri-fold) that highlights **sites worthy of visiting**. You'll be turning this in as a **group** (up to 3 people per country / group).

Please make sure to **print or bring an actual real version** of the pamphlet to show off for the class. The assignment should be ready **for peer review in class D10 / April 12th**, but keep in mind that you'll be given class time over the next week (including the day it is due) to finish it, along with any other work you may need to finish.

As you prepare to make your pamphlet, **make sure** that you include **at least 5 of the following 8 sections** for **each** of the **following**, and consider the words in *italics / explanations*

- **Historic:** *Historic sites are areas that in the past (and hopefully present!) have been important to the community. What examples can you share? These might include older buildings / sites in the country, etc.*
- **Economic:** *Economic sites might be businesses / jobs that have had an important impact on the community. Perhaps they hire a good number of people, or provide a unique service that people depend on. What economic industries does this country rely heavily on? Share the importance of those!*
- **Cultural:** *Cultural sites / events are places / things related to artistic, religious or social pursuits that are considered valuable to the community. Examples might include Community Theater, pageants/festivals, sports teams, etc. What cultural sites / events are worth their time investigating, and why?*
- **Public:** *Public sites would be areas that are used for public gatherings, services, etc. Examples would include parks, monuments, community centers, and so on. What public sites should they visit?*
- **Natural Sites:** *These are places that have minimal human-environment interaction, and are of interest for their beauty and preservation of natural plants, animals, landscapes, etc. Examples might include recreation / wilderness areas, protected environments, etc. Unique areas they shouldn't miss?*
- **Cuisine:** *Every tourist likes to see cool things, but they also have to eat. Consider local, unique foods / restaurants that people might not experience elsewhere, and where they might find them! Share a picture!*
- **Lodging:** *As a tourist, you need somewhere to stay while seeing the sites! Where might be a good / safe / reasonably priced location (i.e., hotel, motel, Airbnb, bed and breakfast, hostel, etc.) that you could recommend?*
- **Did You Know:** *Finally, include a Did You Know? section, where you share any additional interesting / noteworthy info you learned, that doesn't fit in one of these categories (at least 3 things)*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for roughly 1 minute, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Poster can be larger than 8.5 x 11, but it doesn't need to be. Good luck! We'll present these to each other **D10**, and finalize them for **D14**.

Other Important Details:

- Use some **illustrations / pictures** to keep it interesting. **Cite all pictures / info too!**
- Make sure use **headings and subsections** to keep the pamphlet **organized!**
- Check out www.lucidpress.com; it's a great free online app you can use!
- Make sure to have **accurate facts!** (at least 10 for full points)
- Review the rubric on the back, and make sure to follow it for full points!

Country Pamphlet Rubric

Criteria	Accomplished 25-20 pts	Satisfactory 19-13 pts	Developing 12-7 pts	Beginning 6-0 pts	Score
Strength & Accuracy	The message to the viewers is clear, strong, & persuasive. The product has 10+ accurate facts about the topic.	The message is clear. Good ideas and content backed up with generalized examples. The product has 6-8 accurate facts about the topic.	Stale ideas. Worn-out. Content is not well supported. The product has several accurate facts about the topic.	No real ideas. Content is murky or unsupported. No awareness of audience is apparent. Hardly has any accurate facts about the topic.	— 25
Comments:					
Structure	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message	Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the message	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message	— 25
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor in the brochure.	There are a few spelling and/or grammatical errors in the brochure.	There are several spelling and/or grammatical errors in the brochure	There are many spelling and/or grammatical errors included in the brochure. Distracts from the message.	— 25
Comments:					
Sections & Sources	Info, pictures used, etc., is correctly & fully cited. Includes 5+ of the subsections & components required .	Info, pictures used, etc., appear to be mostly cited. Includes 4 of the subsections required and most of the components listed.	An attempt was made to cite the sources, though it is sloppy, incorrect, etc. Includes 3-2 of the required sections and some of the components.	Sources are not documented at all. Sections do not follow the requirements of the project, missing most / all of the mentioned components	— 25
Comments:					
Overall Comments:					Total Score: — 100

D10 – PBL Part IV: Country Investigation Product

(75 pts; Draft: D13 / April 23rd; Final: D14 / April 24th)

For this assignment, as part of your larger **Country Investigation Project**, you'll be **creating a product / model / something tangible** etc. that you can present as part of your **final project** (Nov. 30th) You'll be turning one of these in **individually** (this is **not a group assignment**). Please make sure to **bring an actual real version** of your chosen **product** to show off for the class. The assignment should be ready for **peer review in class April 24th**.

As you prepare to make your product, **consider each** of the **following**:

- *What are some unique **crafts, art, cooking, architecture, etc.** found in the country you've chosen? Plan on creating a **product** that reflects / mimics / models this!*
 - *Of these, which is **most interesting to you**? Make sure each **product** in your group is **unique**!*
- *After you choose something, **make a plan** for how you will go about **making it**.*
 - *You are expected to **make this product yourself**. Do NOT just buy it off Amazon!*
- *Make sure to have a short **Product Biography**; include a **paragraph** or two that explains **what it is, how and why** you made it, etc.*
 - *As part of the biography, include a **Photo History** to show the **process** of your product's creation. We want to see how it went! Take lots of pictures, from **idea, beginning, middle, and end (3+ photos minimum)**!*
 - *The **Product Biography** could be a **slideshow, or a poster, pamphlet, etc.** Up to you!*
 - *However you do it, make sure it is **easy to access** at our public event.*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for a minute or two, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Good luck! We'll present the drafts in class T2D13, and finally on T2D14.

Other Important Details:

- *Take at least 3 **pictures** (going thru **beginning, middle, & end**) as part of your **Photo History** to **show the process** you went through to **make your product / tangible**.*
- *If you use other images / photos, **cite all pictures / info** you borrow!*
- *Make sure your **Product Biography** is informative and nicely **organized**!*
- *Make sure to have **accurate facts**! (at least 5 for full points); cite where you got your info!*
- *Review the **rubric** on the back, and make sure to **follow it for full points**!*

Country Product Rubric (75 pts)

Criteria	Accomplished 15-12 pts	Satisfactory 11-9 pts	Developing 8-6 pts	Beginning 5-0 pts	Score
Product Biography	Contains fresh, original ideas / info. Includes 5+ accurate facts about the product.	Good ideas & content backed up with generalized examples. Includes has 3-4 accurate facts about the product.	Stale ideas. Worn-out. Has several accurate facts about the product.	No real ideas. Content is murky or unsupported. Hardly has any accurate facts about the product.	— 15
Comments:					
Photo History	Photos used are clear, crisp, & show multiple stages of the project. Easily convey start to finish process, powerfully reinforce the product.	Photos used are adequate, and reinforce the message. Doesn't particularly stand out as amazing, but gets the job done.	Photos taken are starting to make sense, but still a bit difficult to follow, and a bit messy; weakly support the product.	Photos are poorly organized and difficult to understand. The order is unclear, and the photos don't help us understand the process involved.	— 15
Comments:					
Craftsmanship & Relevance	Work is impeccable, and shows extreme care and thoughtfulness in its creation. Its relationship to the country is obvious and clear.	Work is mostly neat, and the craftsmanship is good. Its relationship to the country is relatively clear.	Work is somewhat messy, and the craftsmanship detracts somewhat from the overall presentation. Relationship to the country is a bit murky.	Work is messy and craftsmanship detracts from overall presentation. Relationship to the country is unclear.	— 15
Comments:					
Creativity	Student has taken the assignment and completed it in a way that is totally his/her own. The student's personality/voice comes through quite strongly, yet doesn't detract from the information presented.	Student has taken the assignment and has used source material as a starting place. The student's personality comes through in some parts of the presentation.	Student has copied some info straight from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	— 15
Comments:					
Sections & Sources	Info, pictures used, etc., are correctly & fully cited and used. Includes all of the required elements mentioned.	Info, pictures used, etc., appear to be mostly cited & used. Includes most of the elements required.	An attempt was made to cite / use photos, though it is sloppy, incorrect, etc. Includes some of the required elements.	Sources / photos are not used / cited at all. Does not follow the requirements of the project.	— 15
Comments:					

Overall Comments:

Total Score:

D11 – PBL Part V: Final Presentation Poster board

(100 pts; Draft: D13 / April 23rd; Final: D14 / April 26th)

For the final presentation (**Thursday, April 26th**), you'll be **creating a poster board**. This is a **group assignment**. The assignment should be ready **for peer review in class April 23rd**.

Make sure to **include** the following **elements** with / on your poster board:

- **4 Main Topics** (borrowed from your **website** or **brochure** project)
 - **Website Examples:**
 - **Geography:** *what is the physical / human geography of your country?*
 - **History:** *When was your country founded? Recent history, relation to the world, etc.*
 - **City of Interest:** *Point out a city that is worth visiting & why, etc.*
 - **Brochure Examples:**
 - **Cuisine:** *what are some unique foods? Share some photos! Describe it!*
 - **Natural Sites:** *What **natural parks, etc.** exist to protect unique landforms / wildlife? Share some cool / unique things worth knowing about!*
 - **Economic:** *What jobs / industries do people do in your country? How do they make a living? How is it different?*
- **A Culture Section** (include **each** of the following **topics**):
 - **Local Language:**
 - *Local and useful **words / phrases** you might use as a tourist*
 - **Local Customs:**
 - *What local **traditions, holidays, etc.** do people celebrate / honor in your country? Why are they considered important?*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for a minute or two, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Good luck! We'll present the drafts in class D13, and finally on D14.

Other Key Details to Remember:

- **Each section** should have at least **one photo / illustration** & a **caption** explaining what it is
- Make sure to include a **flag** + a **map** showing where your country is located (people will ask!)
- **Cite all pictures / info** you use or borrow!
- Make sure to have **accurate facts!** (at least 5 for full points); cite where you got your info!
- Review the **rubric** on the back, and make sure to **follow it for full points!**

Country Product Rubric (100 pts)

Criteria	Accomplished 25-20 pts	Satisfactory 19-13 pts	Developing 12-7 pts	Beginning 6-0 pts	Score
Accuracy	Contains fresh, original ideas / info. Includes 10+ accurate facts about the product.	Good ideas & content backed up with generalized examples. Includes has 8-6 accurate facts about the product.	Stale ideas. Worn-out. Has several accurate facts about the product.	No real ideas. Content is murky or unsupported. Hardly has any accurate facts about the product.	— 25
Comments:					
Illustrations Used	Illustrations / photos / etc. used are clean, crisp, & clearly related to the country studied. Caption strongly reinforces the illustration.	Illustrations & captions used are adequate, and reinforce the message. Doesn't particularly stand out as amazing, but gets the job done.	Illustrations / captions used are starting to make sense, but still a bit difficult to follow, and a bit messy; weakly support the product.	Illustrations are poorly organized and difficult to understand. Caption is non-existent or not very helpful	— 25
Comments:					
Craftsmanship & Layout	Work is exemplary, and shows extreme care and thoughtfulness in its creation. The information & photos are balanced / contrast, are easy to read / follow	Work is mostly neat, and the craftsmanship is good. Info and visuals used are mostly clean and easy to read / follow	Work is somewhat messy, and the craftsmanship detracts somewhat from the overall presentation. Information presented is a bit difficult to read / follow	Work is messy and craftsmanship detracts from overall presentation. Information presented is sloppy, not aesthetically pleasing.	— 25
Comments:					
Sections & Sources	Info, pictures used, etc., are correctly & fully cited and used. Includes all of the required elements mentioned.	Info, pictures used, etc., appear to be mostly cited & used. Includes most of the elements required.	An attempt was made to cite / use photos, though it is sloppy, incorrect, etc. Includes some of the required elements.	Sources / photos are not used / cited at all. Does not follow the requirements of the project.	— 25
Comments:					
Overall Comments:					Total Score: — 100

Public Forum Notes: World Grand Tour (30 pts)

While here at the **Public Event**, visit at least **2 other country projects**. Answer the following questions:

Other Country #1: What's the country **name**? Where is it **located** (which continent is it on, countries nearby, etc.)?

Write down at least **three interesting facts** that you learned about the country from their project:

What is **most appealing** to you as a **potential tourist** to this country? Explain: _____

What is **least appealing** to you as a **potential tourist** to this country? Explain: _____

Write down a **phrase** that you learned in that country's native language (what it means, how it sounds in English, etc.):

Write down one **question** that wasn't answered by the project, that you'd like to find out: _____

Other Country #2: What's the country **name**? Where is it **located** (which continent is it on, countries nearby, etc.)?

Write down at least **three interesting facts** that you learned about the country from their project:

What is **most appealing** to you as a **potential tourist** to this country? Explain: _____

What is **least appealing** to you as a **potential tourist** to this country? Explain: _____

Write down a **phrase** that you learned in that country's native language (what it means, how it sounds in English, etc.):

Write down one **question** that wasn't answered by the project, that you'd like to find out: _____

Country #3 (EC): What's the country **name**? Where is it **located** (which continent is it on, countries nearby, etc.)?

Write down at least **three interesting facts** that you learned about the country from their project:

What is **most appealing** to you as a **potential tourist** to this country? Explain: _____

What is **least appealing** to you as a **potential tourist** to this country? Explain: _____

Write down a **phrase** that you learned in that country's native language (what it means, how it sounds in English, etc.):

Write down one **question** that wasn't answered by the project, that you'd like to find out: _____

Country #4 (EC): What's the country **name**? Where is it **located** (which continent is it on, countries nearby, etc.)?

Write down at least **three interesting facts** that you learned about the country from their project:

What is **most appealing** to you as a **potential tourist** to this country? Explain: _____

What is **least appealing** to you as a **potential tourist** to this country? Explain: _____

Write down a **phrase** that you learned in that country's native language (what it means, how it sounds in English, etc.):

Write down one **question** that wasn't answered by the project, that you'd like to find out: _____

Lesson Plan Outline: Final Pre-Event Run-through, last minute revision**Date:** T2D15**Grade:** 9th**Supervising:** Mr. Wright**SUBJECT:****PBL World Tour Prep:** Pre-Event Run-through, and final prepping PBL Assignments Part II, III, IV, and V for Public Event (evening of D15)**OBJECTIVES:****PBL Unit:** Practice for the Final Event, finish combining and formulating info from parts I, II, III & IV to create a brochure, website, tangible and poster board which will support students' public presentation on D15.**MOTIVATION:**

This last day will be the chance for the students to put it all together, combining PBL Parts II, III, IV, and V and then presenting their work to each other in class, and getting some last minute feedback and making final revisions as needed.

NEW VOCABULARY: N/A**BODY OF LESSON:**

Students will be assembling all of their PBL Components / Parts in anticipation of the public event that evening (5-6 PM). They will have one practice run-through, and give each other some last-minute feedback and revisions to make sure the public event goes off without a hitch that evening.

ACCOMMODATIONS FOR SPECIAL NEEDS STUDENTS:

I'll be giving extra focus to those who need more assistance. Most of the special needs students will be creating modified products for this event, and whatever they are able to contribute is great.

EVALUATION OF LESSON:

Students will be providing feedback, as will I, throughout these last few days. They will receive updated grades and scores for their work as they show off their work for me and their peers, and they can use that to improve and revise their work.

MATERIALS:

PBL Unit: Chromebooks / laptops for each student (for any last minute work) – PBL Part II Country Website Assignment – PBL Part III Country Brochure Assignment – PBL Part IV Country Tangible Product – PBL Part V Country Display Board Assignment – PBL Culmination Event Notes

STANDARDS ADDRESSED:

PBL Unit: WG 0.1-9, 1.2-3, 2.1-3, 3.2-7, 4.1-3, 5.3-5

D3 – Part II -- Country Website Assignment

(100 pts; **Draft:** D6 / 3-27; **Final:** T2D14 / 4-24)

For this assignment, as another piece of your larger **World Tour PBL Project**, you'll be creating a **website** about your **chosen country** for the rest of the **class**, as well as to a **public audience**. You'll be submitting this as a **group** (reminder: you may have up to 3 people per country).

Please make sure to **prepare your website** to show off for the class. The assignment should be ready for **peer review in class Mar. 27th/ D6** when we will be **presenting** them to each other. The final will be due **April 24th**.

As you prepare to create your website, **make sure** that you **include the following**:

Introduction

- Give a summary of its **geography** / where it is in the world (2-3 paragraphs / ¶)
 - Include a **map** of the country and the local world region (i.e., surrounding countries, etc.) Also, include an image of the **flag** and the **symbolism** / **history** behind it.
 - Briefly describe the **climate** of your country (e.g. Highland, Steppe, Subarctic, etc) per the **Koppen Climate System** (see: <https://goo.gl/UGUeSC>)
- Briefly introduce the **history** of the country (1-2 ¶)
 - Foundation / independence of the country
 - Major historical events, etc., and the present day
- Discuss the **type of government** your country has (e.g. Monarchy, Republic, etc.) (1-2 ¶)
 - Who leads the country currently? (party/leader) Give some brief info about them!

Cities of Interest (2-3 ¶ / each)

- Tell us about both the **capital city**, as well as **at least 1 other major city** that people ought to **choose to visit** in your chosen country.
 - What makes this city so **interesting**? Explain **landmarks, events, cultural significance** or anything else those cities may offer tourists and visitors

People: (choose 3 out of 6 of the following subsections) (2-3 ¶ / subsections)

- **Population:** How many people live in your country? Where do most of them live? What ethnic groups live in your country?
- **Dress / Clothing:** What are traditional or cultural clothing styles of the people? Have these changed? Explain!
- **Customs:** Tell us about some unique traditions of the people – what do they celebrate? How does it compare to the U.S.?
- **Holidays:** Choose **at least two** to tell us about! What is the holiday for? What are some traditions associated with it?
- **Food / Cuisine:** Are there certain foods that are common or considered a delicacy – something the country is known for? What are “classic” foods there? What are weird?

Other Important Details:

- Use **illustrations / pictures** (+2 per page) to keep it interesting. **Cite all pictures / info too!**
- Make sure that all of your **facts are accurate!** Double check if you aren't sure!
- Review the rubric on the back, and make sure to follow it for full points!
- Websites to help: **CIA Factbook:** <https://goo.gl/JF8mfD>; **Nat. Geographic:** <http://www.nationalgeographic.com/>

Website Rubric - PBL World Geography

Category	Accomplished 20-16 pts	Satisfactory 15-11 pts	Developing 10-6 pts	Beginning 5-0 pts	Score
Links (content)	All information is accurate, well-organized, neat and easy to follow. All links point to high quality, up-to-date, credible sites. AND all the links, including links to their own pages' work, contact info provided.	Information is mostly accurate, easy to follow with perhaps some minor flaws. Almost all links point to high quality, up-to-date, credible sites. Or there aren't many links. Many or most of the links, including links to their own pages work, contact info provided	Info is starting to make sense, but still a bit difficult to follow, & a bit messy Most links point to high quality, up-to-date, credible sites. Or there are too few links. AND some of the links, including links to their own pages work, contact info provided.	Information is poorly organized and difficult to read / understand. Less than 1/2 of the links point to high quality, up-to-date, credible site. Or there are barely any links. AND few of the links, including links to their own pages, work or you have very few pages or contact info not there.	— 20
Comments:					
Graph	Has 7+ categories, either pie or bar, with 3D, color, legend (on bottom)	Has 6-5 categories, bar or pie style, present, legend not on bottom	Has 4-3 categories, bar or pie graph not chosen, legend not on bottom	Has 1-2 categories or no graph at all. Poorly organized, confusing.	— 20
Comments:					
Accuracy & Structure	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas. The product has many different accurate facts about the topic. Each page should have 2+ great pictures per page	Good ideas and content backed up with generalized examples. Accurate wording is apparent. Support for ideas is all of the same type. The product has a good number of accurate facts about the topic. Each page has 2 good pictures	Stale ideas. Worn-out. Content is not well supported. The writer is beginning to define the topic, but development is still basic or general. The product has several accurate facts about the topic. Only used 1 picture / page	No real ideas. Content is murky / unsupported. No awareness of audience is apparent. As yet, it has no clear purpose or central theme. Hardly has any accurate facts about the topic. No pictures on many pages.	— 20
Comments:					
Navigation	Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go. A user does not become lost.	Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go. A user rarely becomes lost.	Links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.	Some links do not take the reader to the sites described. A user typically feels lost.	— 20
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor on the entire site.	There are a few spelling and/or grammatical errors in the entire site.	There are several spelling and/or grammatical errors in the entire site.	There are maybe many spelling and/or grammatical errors in the entire site.	— 20
Comments:					
Total Score:					— 100

D6 – Part III: Country Tourism Pamphlet

(100 pts; **Draft: D10; Final D14**)

For this assignment, as part of your larger **Country Investigation Project**, you'll continue **investigating** your chosen **country**, and you'll be **creating** a **tourism pamphlet** (bi-fold or tri-fold) that highlights **sites worthy of visiting**. You'll be turning this in as a **group** (up to 3 people per country / group).

Please make sure to **print or bring an actual real version** of the pamphlet to show off for the class. The assignment should be ready **for peer review in class D10 / April 12th**, but keep in mind that you'll be given class time over the next week (including the day it is due) to finish it, along with any other work you may need to finish.

As you prepare to make your pamphlet, **make sure** that you include **at least 5 of the following 8 sections** for **each** of the **following**, and consider the words in *italics / explanations*

- **Historic:** *Historic sites are areas that in the past (and hopefully present!) have been important to the community. What examples can you share? These might include older buildings / sites in the country, etc.*
- **Economic:** *Economic sites might be businesses / jobs that have had an important impact on the community. Perhaps they hire a good number of people, or provide a unique service that people depend on. What economic industries does this country rely heavily on? Share the importance of those!*
- **Cultural:** *Cultural sites / events are places / things related to artistic, religious or social pursuits that are considered valuable to the community. Examples might include Community Theater, pageants/festivals, sports teams, etc. What cultural sites / events are worth their time investigating, and why?*
- **Public:** *Public sites would be areas that are used for public gatherings, services, etc. Examples would include parks, monuments, community centers, and so on. What public sites should they visit?*
- **Natural Sites:** *These are places that have minimal human-environment interaction, and are of interest for their beauty and preservation of natural plants, animals, landscapes, etc. Examples might include recreation / wilderness areas, protected environments, etc. Unique areas they shouldn't miss?*
- **Cuisine:** *Every tourist likes to see cool things, but they also have to eat. Consider local, unique foods / restaurants that people might not experience elsewhere, and where they might find them! Share a picture!*
- **Lodging:** *As a tourist, you need somewhere to stay while seeing the sites! Where might be a good / safe / reasonably priced location (i.e., hotel, motel, Airbnb, bed and breakfast, hostel, etc.) that you could recommend?*
- **Did You Know:** *Finally, include a Did You Know? section, where you share any additional interesting / noteworthy info you learned, that doesn't fit in one of these categories (at least 3 things)*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for roughly 1 minute, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Poster can be larger than 8.5 x 11, but it doesn't need to be. Good luck! We'll present these to each other **D10**, and finalize them for **D14**.

Other Important Details:

- Use some **illustrations / pictures** to keep it interesting. **Cite all pictures / info too!**
- Make sure use **headings and subsections** to keep the pamphlet **organized!**
- Check out www.lucidpress.com; it's a great free online app you can use!
- Make sure to have **accurate facts!** (at least 10 for full points)
- Review the rubric on the back, and make sure to follow it for full points!

Country Pamphlet Rubric

Criteria	Accomplished 25-20 pts	Satisfactory 19-13 pts	Developing 12-7 pts	Beginning 6-0 pts	Score
Strength & Accuracy	The message to the viewers is clear, strong, & persuasive. The product has 10+ accurate facts about the topic.	The message is clear. Good ideas and content backed up with generalized examples. The product has 6-8 accurate facts about the topic.	Stale ideas. Worn-out. Content is not well supported. The product has several accurate facts about the topic.	No real ideas. Content is murky or unsupported. No awareness of audience is apparent. Hardly has any accurate facts about the topic.	— 25
Comments:					
Structure	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message	Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the message	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message	— 25
Comments:					
Spelling & Grammar	There are no spelling or grammatical errors, but there may be one or two very minor in the brochure.	There are a few spelling and/or grammatical errors in the brochure.	There are several spelling and/or grammatical errors in the brochure	There are many spelling and/or grammatical errors included in the brochure. Distracts from the message.	— 25
Comments:					
Sections & Sources	Info, pictures used, etc., is correctly & fully cited. Includes 5+ of the subsections & components required .	Info, pictures used, etc., appear to be mostly cited. Includes 4 of the subsections required and most of the components listed.	An attempt was made to cite the sources, though it is sloppy, incorrect, etc. Includes 3-2 of the required sections and some of the components.	Sources are not documented at all. Sections do not follow the requirements of the project, missing most / all of the mentioned components	— 25
Comments:					
Overall Comments:					Total Score: — 100

D10 – PBL Part IV: Country Investigation Product

(75 pts; Draft: D13 / April 23rd; Final: D14 / April 24th)

For this assignment, as part of your larger **Country Investigation Project**, you'll be **creating a product / model / something tangible** etc. that you can present as part of your **final project** (Nov. 30th) You'll be turning one of these in **individually** (this is **not a group assignment**). Please make sure to **bring an actual real version** of your chosen **product** to show off for the class. The assignment should be ready for **peer review in class April 24th**.

As you prepare to make your product, **consider each** of the **following**:

- *What are some unique **crafts, art, cooking, architecture, etc.** found in the country you've chosen? Plan on creating a **product** that reflects / mimics / models this!*
 - *Of these, which is **most interesting to you**? Make sure each **product** in your group is **unique**!*
- *After you choose something, **make a plan** for how you will go about **making it**.*
 - *You are expected to **make this product yourself**. Do NOT just buy it off Amazon!*
- *Make sure to have a short **Product Biography**; include a **paragraph** or two that explains **what it is, how and why** you made it, etc.*
 - *As part of the biography, include a **Photo History** to show the **process** of your product's creation. We want to see how it went! Take lots of pictures, from **idea, beginning, middle, and end (3+ photos minimum)**!*
 - *The **Product Biography** could be a **slideshow, or a poster, pamphlet, etc.** Up to you!*
 - *However you do it, make sure it is **easy to access** at our public event.*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for a minute or two, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Good luck! We'll present the drafts in class T2D13, and finally on T2D14.

Other Important Details:

- *Take at least 3 **pictures** (going thru **beginning, middle, & end**) as part of your **Photo History** to **show the process** you went through to **make your product / tangible**.*
- *If you use other images / photos, **cite all pictures / info** you borrow!*
- *Make sure your **Product Biography** is informative and nicely **organized**!*
- *Make sure to have **accurate facts**! (at least 5 for full points); cite where you got your info!*
- *Review the **rubric** on the back, and make sure to **follow it for full points**!*

Country Product Rubric (75 pts)

Criteria	Accomplished 15-12 pts	Satisfactory 11-9 pts	Developing 8-6 pts	Beginning 5-0 pts	Score
Product Biography	Contains fresh, original ideas / info. Includes 5+ accurate facts about the product.	Good ideas & content backed up with generalized examples. Includes has 3-4 accurate facts about the product.	Stale ideas. Worn-out. Has several accurate facts about the product.	No real ideas. Content is murky or unsupported. Hardly has any accurate facts about the product.	— 15
Comments:					
Photo History	Photos used are clear, crisp, & show multiple stages of the project. Easily convey start to finish process, powerfully reinforce the product.	Photos used are adequate, and reinforce the message. Doesn't particularly stand out as amazing, but gets the job done.	Photos taken are starting to make sense, but still a bit difficult to follow, and a bit messy; weakly support the product.	Photos are poorly organized and difficult to understand. The order is unclear, and the photos don't help us understand the process involved.	— 15
Comments:					
Craftsmanship & Relevance	Work is impeccable, and shows extreme care and thoughtfulness in its creation. Its relationship to the country is obvious and clear.	Work is mostly neat, and the craftsmanship is good. Its relationship to the country is relatively clear.	Work is somewhat messy, and the craftsmanship detracts somewhat from the overall presentation. Relationship to the country is a bit murky.	Work is messy and craftsmanship detracts from overall presentation. Relationship to the country is unclear.	— 15
Comments:					
Creativity	Student has taken the assignment and completed it in a way that is totally his/her own. The student's personality/voice comes through quite strongly, yet doesn't detract from the information presented.	Student has taken the assignment and has used source material as a starting place. The student's personality comes through in some parts of the presentation.	Student has copied some info straight from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	— 15
Comments:					
Sections & Sources	Info, pictures used, etc., are correctly & fully cited and used. Includes all of the required elements mentioned.	Info, pictures used, etc., appear to be mostly cited & used. Includes most of the elements required.	An attempt was made to cite / use photos, though it is sloppy, incorrect, etc. Includes some of the required elements.	Sources / photos are not used / cited at all. Does not follow the requirements of the project.	— 15
Comments:					

Overall Comments:

Total Score:

D11 – PBL Part V: Final Presentation Poster board

(100 pts; Draft: D13 / April 23rd; Final: D14 / April 26th)

For the final presentation (**Thursday, April 26th**), you'll be **creating a poster board**. This is a **group assignment**. The assignment should be ready **for peer review in class April 23rd**.

Make sure to **include** the following **elements** with / on your poster board:

- **4 Main Topics** (borrowed from your **website** or **brochure** project)
 - **Website Examples:**
 - **Geography:** *what is the physical / human geography of your country?*
 - **History:** *When was your country founded? Recent history, relation to the world, etc.*
 - **City of Interest:** *Point out a city that is worth visiting & why, etc.*
 - **Brochure Examples:**
 - **Cuisine:** *what are some unique foods? Share some photos! Describe it!*
 - **Natural Sites:** *What **natural parks, etc.** exist to protect unique landforms / wildlife? Share some cool / unique things worth knowing about!*
 - **Economic:** *What jobs / industries do people do in your country? How do they make a living? How is it different?*
- **A Culture Section** (include **each** of the following **topics**):
 - **Local Language:**
 - *Local and useful **words / phrases** you might use as a tourist*
 - **Local Customs:**
 - *What local **traditions, holidays, etc.** do people celebrate / honor in your country? Why are they considered important?*

Make sure to check the backside for all other details on grading. You will be presenting your project, so be ready to speak for a minute or two, and answer any questions. Also, do not forget to **source your info** (put on the backside, in the slideshow, or on a separate paper, etc.). Good luck! We'll present the drafts in class D13, and finally on D14.

Other Key Details to Remember:

- *Each section should have at least **one photo / illustration** & a **caption** explaining what it is*
- *Make sure to include a **flag** + a **map** showing where your country is located (people will ask!)*
- *Cite all **pictures / info** you use or borrow!*
- *Make sure to have **accurate facts!** (at least 5 for full points); cite where you got your info!*
- *Review the **rubric** on the back, and make sure to **follow it** for **full points!***

Country Product Rubric (100 pts)

Criteria	Accomplished 25-20 pts	Satisfactory 19-13 pts	Developing 12-7 pts	Beginning 6-0 pts	Score
Accuracy	Contains fresh, original ideas / info. Includes 10+ accurate facts about the product.	Good ideas & content backed up with generalized examples. Includes has 8-6 accurate facts about the product.	Stale ideas. Worn-out. Has several accurate facts about the product.	No real ideas. Content is murky or unsupported. Hardly has any accurate facts about the product.	— 25
Comments:					
Illustrations Used	Illustrations / photos / etc. used are clean, crisp, & clearly related to the country studied. Caption strongly reinforces the illustration.	Illustrations & captions used are adequate, and reinforce the message. Doesn't particularly stand out as amazing, but gets the job done.	Illustrations / captions used are starting to make sense, but still a bit difficult to follow, and a bit messy; weakly support the product.	Illustrations are poorly organized and difficult to understand. Caption is non-existent or not very helpful	— 25
Comments:					
Craftsmanship & Layout	Work is exemplary, and shows extreme care and thoughtfulness in its creation. The information & photos are balanced / contrast, are easy to read / follow	Work is mostly neat, and the craftsmanship is good. Info and visuals used are mostly clean and easy to read / follow	Work is somewhat messy, and the craftsmanship detracts somewhat from the overall presentation. Information presented is a bit difficult to read / follow	Work is messy and craftsmanship detracts from overall presentation. Information presented is sloppy, not aesthetically pleasing.	— 25
Comments:					
Sections & Sources	Info, pictures used, etc., are correctly & fully cited and used. Includes all of the required elements mentioned.	Info, pictures used, etc., appear to be mostly cited & used. Includes most of the elements required.	An attempt was made to cite / use photos, though it is sloppy, incorrect, etc. Includes some of the required elements.	Sources / photos are not used / cited at all. Does not follow the requirements of the project.	— 25
Comments:					
Overall Comments:					Total Score: — 100

Public Forum Notes: World Grand Tour (30 pts)

While here at the **Public Event**, visit at least **2 other country projects**. Answer the following questions:

Other Country #1: What's the country **name**? Where is it **located** (which continent is it on, countries nearby, etc.)?

Write down at least **three interesting facts** that you learned about the country from their project:

What is **most appealing** to you as a **potential tourist** to this country? Explain: _____

What is **least appealing** to you as a **potential tourist** to this country? Explain: _____

Write down a **phrase** that you learned in that country's native language (what it means, how it sounds in English, etc.):

Write down one **question** that wasn't answered by the project, that you'd like to find out: _____

Other Country #2: What's the country **name**? Where is it **located** (which continent is it on, countries nearby, etc.)?

Write down at least **three interesting facts** that you learned about the country from their project:

What is **most appealing** to you as a **potential tourist** to this country? Explain: _____

What is **least appealing** to you as a **potential tourist** to this country? Explain: _____

Write down a **phrase** that you learned in that country's native language (what it means, how it sounds in English, etc.):

Write down one **question** that wasn't answered by the project, that you'd like to find out: _____

Country #3 (EC): What's the country **name**? Where is it **located** (which continent is it on, countries nearby, etc.)?

Write down at least **three interesting facts** that you learned about the country from their project:

What is **most appealing** to you as a **potential tourist** to this country? Explain: _____

What is **least appealing** to you as a **potential tourist** to this country? Explain: _____

Write down a **phrase** that you learned in that country's native language (what it means, how it sounds in English, etc.):

Write down one **question** that wasn't answered by the project, that you'd like to find out: _____

Country #4 (EC): What's the country **name**? Where is it **located** (which continent is it on, countries nearby, etc.)?

Write down at least **three interesting facts** that you learned about the country from their project:

What is **most appealing** to you as a **potential tourist** to this country? Explain: _____

What is **least appealing** to you as a **potential tourist** to this country? Explain: _____

Write down a **phrase** that you learned in that country's native language (what it means, how it sounds in English, etc.):

Write down one **question** that wasn't answered by the project, that you'd like to find out: _____

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April 19, 2018

Material & Resources List:

Lesson / Date:	Resources:
PBL World Tour Unit Intro / T2D1-2	<p style="text-align: center;">PBL Unit</p> <ul style="list-style-type: none"> • Chromebooks / laptops for each student (for country research) • Check out online the CIA World Factbook + National Geographic for good facts to get started • PBL Project Outline • PBL Project Parent Letter • PBL Part I World Country Intro Assignment • PBL Part II Country Website Assignment • PBL Part III Country Brochure Assignment • PBL Part IV Country Tangible Product • PBL Part V Country Display Board Assignment • Culmination Jigsaw Presentation Notes
Ch. 5.1A (pp 134-39) U.S. + Canadian History Overview / PBL Part II Website Assignment Intro / T2D3-4	<p style="text-align: center;">U.S. Unit:</p> <ul style="list-style-type: none"> • Textbook: Exploring Our World – People, Places and Cultures © 2008 • Poster paper & markers for U.S. Top Ten History Timeline class activity • Ch. 5.1A+B Guided Notes (some of the notes go onto the next section) • Ch. 5.1 Powerpoint Notes • Chromebooks / laptops / smart devices to quickly research U.S. History
Ch. 5.1B (pp 140-41) American vs. Canadian Gov. / Website Tutorial & Research Continued / T2D5	<p style="text-align: center;">PBL Unit:</p> <ul style="list-style-type: none"> • Chromebooks / laptops for each student (for website creation / country research) • PBL Part II Country Website Assignment <p style="text-align: center;">U.S. Unit:</p> <ul style="list-style-type: none"> • Textbook: Exploring Our World – People, Places and Cultures © 2008 • Copies of the Simplified Bill of Rights + Charter of Rights • Ch. 5.1B Guided Notes • Ch. 5.1 Powerpoint Notes
Review / Quiz for Ch. 5 / Wrap-up of Website Tutorial, Intro to Brochure / T2D6	<p style="text-align: center;">PBL Unit:</p> <ul style="list-style-type: none"> • Chromebooks / laptops for each student (for website creation / country research) • PBL Part II Country Website Assignment <p style="text-align: center;">U.S. Unit:</p> <ul style="list-style-type: none"> • Ch. 5 Kahoot Review • Ch. 5 Quiz & Key
Ch. 7.1A (pp 192-94) Landforms of Latin America / Brochure Tutorial Continued / T2D7-8	<p style="text-align: center;">PBL Unit:</p> <ul style="list-style-type: none"> • Chromebooks / laptops for each student (country research / product creation) • PBL Part II Country Website Assignment • PBL Part III Country Brochure Assignment <p style="text-align: center;">Latin American Unit:</p> <ul style="list-style-type: none"> • Textbook: Exploring Our World – People, Places and Cultures © 2008 • Ch. 7.1A Guided Notes • Ch. 7.1A Powerpoint Notes <p style="text-align: center;">PBL Unit:</p> <ul style="list-style-type: none"> • Chromebooks / laptops for each student (country research / product creation) • PBL Part II Country Website Assignment

<p>Ch. 7.1B (pp 194-96) Water & Other Natural Resources / Brochure Research Continued / T2D9</p>	<ul style="list-style-type: none"> • PBL Part III Tourism Brochure Assignment • Feedback Attack Worksheet <p style="text-align: center;">Latin American Unit:</p> <ul style="list-style-type: none"> • Textbook: Exploring Our World – People, Places and Cultures © 2008 • Ch. 7.1B Guided Notes • Ch. 7.1B Powerpoint Notes <p style="text-align: center;">PBL Unit:</p> <ul style="list-style-type: none"> • Chromebooks / laptops for each student (country research / product creation) • PBL Part II Country Website Assignment • PBL Part III Tourism Brochure Assignment
<p>Ch. 7.2 (pp 198-202) Climate Regions / Brochure Feedback & Tangible Product Intro / T2D10-11</p>	<ul style="list-style-type: none"> • Textbook: Exploring Our World – People, Places and Cultures © 2008 • Ch. 7.2 Guided Notes • Ch. 7.2 Powerpoint Notes <p style="text-align: center;">PBL Unit:</p> <ul style="list-style-type: none"> • Chromebooks / laptops for each student (country research / product creation) • PBL Part II Country Website Assignment • PBL Part III Tourism Brochure Assignment • PBL Part IV Tangible Product Assignment
<p>Review / Quiz for Ch. 7 / Feedback on Tangible, Intro to Display Board Assignment, Independent Work / T2D12</p>	<p style="text-align: center;">Latin American Unit:</p> <ul style="list-style-type: none"> • Ch. 7 Kahoot Review • Ch. 7 Quiz & Key <p style="text-align: center;">PBL Unit:</p> <ul style="list-style-type: none"> • Chromebooks / laptops for each student (country research / product creation) • PBL Part II Country Website Assignment • PBL Part III Tourism Brochure Assignment • PBL Part IV Tangible Product Assignment • PBL Part V Display Board Assignment • Feedback Attack Worksheet
<p>Feedback on Tangible, Display Board, Final Independent Work / T2D13-14</p>	<p style="text-align: center;">PBL Unit:</p> <ul style="list-style-type: none"> • Chromebooks / laptops for each student (country research / product creation) • PBL Part II Country Website Assignment • PBL Part III Tourism Brochure Assignment • PBL Part IV Tangible Product Assignment • PBL Part V Display Board Assignment • PBL Culmination Event Notes • Feedback Attack Worksheet
<p>Final Pre-Event Run- through, Last Minute Revisions / T2D15</p>	<p style="text-align: center;">PBL Unit:</p> <ul style="list-style-type: none"> • Chromebooks / laptops for each student (country research / product creation) • PBL Part II Country Website Assignment • PBL Part III Tourism Brochure Assignment • PBL Part IV Tangible Product Assignment • PBL Part V Display Board Assignment • PBL Culmination Event Notes • Feedback Attack Worksheet

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Dr. Blundell

April 16, 2018

Curriculum Project Evaluation Plan

Design Stage: The administration and the Board of Directors decided, after various research and investigation, to move forward with a plan to implement **Project / Problem Based Learning**, aka PBL, at our school at the end of the 2016-2017 school year. I was actually involved in a small way in this process, as I attended a PBL Workshop in Texas in the Spring of 2017, along with our Director Meeks and several other teachers. The school has a goal to **distinguish itself from the other nearby public schools**, and make itself appealing as a choice for potential students.

After attending the workshop, all 4 of us educators were convinced that the move towards PBL was a positive one. We have been attempting to implement this type of teaching throughout this school year, and I decided it would be a great subject for this curriculum development assignment. We have had varied success as a school in attempting to implement the PBL model throughout the school, and it has been a mixed bag. We'd like to continue to evaluate and reevaluate our attempts, in order to see what good has come of it, as well as address the downsides or areas of concern that will inevitably result as well.

Questions to Ask Ourselves:

- *Does PBL help set us apart in a positive and distinctive way from other local public schools?*
- *Are students eager and excited to join or remain at our school as a result of implementing/ continuing PBL?*

Installation Stage: The progress of implementing PBL at our school has been mixed. I believe that the initial plan was well-intended, but lacking in support for most of the teachers. For one thing, the 4 educators that went to the PBL Workshop certainly felt more confident and prepared to teach using PBL. However, we have over 30 teachers, and I've noticed that while many of them are trying, most of them are not **solid** on the idea of PBL, or at least don't feel comfortable implementing it.

We have had about 4 different professional development meetings and activities that have promoted PBL and attempted to get the teachers animated, excited, and knowledgeable about it. Yet even after all of those meetings, I'll be blunt: I still don't feel like this plan has had the same potency and influence that our initial PBL workshop had on the 4 of us that attended.

If I were in charge, these I would begin by implementing some of the following:

First I'd start with a summer PBL Workshop from the those who are experts in PBL; my own experience was with a **Buck Institute for Education (BIE)** sponsored workshop, and I left it feeling much more motivated and excited about utilizing PBL in my classroom, despite my lack of experience and trepidations to the contrary. This experience just hasn't happened for 80% of our teachers here at Merit, and I feel it was more than worth the financial investment for us to attend, or to even perhaps host such an event.

Sadly, this did not happen this past year, and it felt like we were skipping this crucial initial step with most of the teachers. I believe that this was a mistake. However, I do believe that we can right the ship; there is a **BIE-sponsored** event this summer within driving distance in Colorado, and I feel like we ought to "start over" by attending that event this early summer.

Next, we could have a **PBL Summer Camp** that would utilize the skills we learned at our PBL Workshop to create several PBL Units available for our students to attend during the summer break. It would give the teachers (and students) a chance to practice using their skills with planning and engaging PBL in a low-affective environment. It would be fun, educational, and mostly stress free. And we could use it to gain valuable insight into the challenges of

implementing PBL, while giving valuable experience to both teachers and students. We did not implement this either in our school, and I feel this would be very helpful to ease students, parents and teachers into this change.

We need to continue to have frequent and helpful professional development (aka PD) that builds off of these skills we've been developing in creating PBL units and projects. I feel like we have done a good job of that this past school year at Merit Academy, but because we mostly skipped the other steps I suggested this year, I heard far too many rumblings from parents, teachers and students that it felt more like the blind leading the blind, and that was counterproductive. It did not inspire confidence in our school's leadership, and that isn't a good thing.

I wonder if our resources are currently sufficient. For some reason, we skipped these first two steps (or anything vaguely familiar to them) in our school, with the exception of 4 of us, and I am guessing it is because the school simply cannot afford to do so, or is unwilling to do so. This ought to be rectified immediately.

One of the main difficulties that I have encountered this year while trying to engage in PBL is the **lack of computer resources**. Many of the products, research, and effort spent on PBL requires equipment, trips, etc., and even something as basic as having a **computer** available to each student is lacking at our school. We have enough chromebooks for about 1/3rd of the students, but there is consistently a struggle to see who gets them when, and I've seen just this lead to some teachers giving up on great ideas simply because they don't have the resources to do what they'd like.

Questions to Ask Ourselves:

- *Were the teachers adequately trained in PBL?*
- *Did the teachers and students get the chance to "practice" PBL in a low-affective / low-judgement environment?*
- *Were our PDs throughout the year successful in maintaining a high level of excitement and motivation re: PBL?*
- *Are we providing adequate resources to students and teachers so that they can fully engage in PBL?*

Process Stage: One way that I've been trying to improve and build on my own PBL curriculum is allow plenty of opportunity for **feedback** and **revision**, both between the students and I, as well as between the students themselves. I am constantly looking at the expectations that I have for the students, my communication of those expectations, and their interpretation of those expectations regarding our class goals and objectives.

I have broken the PBL unit up into manageable chunks, which each act like building blocks to the greater finished product. As we progress through the creation of each block, we evaluate each other's progress, get feedback, and engage in revision to improve them. At the end, each component is used to build an impressive and striking product that has relevance and generates immense pride in the students over their accomplishment, as it well should.

I also believe that it is crucial for an **open dialogue** to exist in the implementation of such a program, especially in the beginning, like ours is, when people are still deciding whether they believe such changes are worth the effort or not. An ideal way to do this might be to have an **anonymous survey**, both from the teachers, as well as the parents and students, in regards to the new method of teaching. I'll discuss this more in the **Gathering Data** section.

Thus far, I feel like the expectations from the administration have been quite high, and the support to best prepare students and teachers has not been sufficient to meet those expectations. We saw this play out a bit with the administration's initial requirement that we have a fleshed-out PBL Unit for each class every semester. This proved too much for many teachers, and both teachers and students were burnt out over it in just one semester. If we had followed my suggestions however, I imagine that we would have had a smoother transition than we did.

Questions to Ask Ourselves:

- *Is each part of the PBL Unit being fairly + frequently assessed? Are students seeing / using this feedback?*
- *Do students / teachers feel they can critique curriculum fairly / honestly without negative repercussions?*

Product Stage: As I have developed my own PBL curriculum, as well as the other teachers at my school, I have seen some good and bad results. My very first attempt at PBL was a struggle, and many of the students did not engage as much as I thought they would, nor were their final products what I had envisioned. This of course was a discouraging moment.

However, I still learned some valuable lessons from these experiences. One was the importance of providing “**feedback moments**” throughout the unit, so that I could better assess where they were in their learning, and in their understanding of the goals and objectives they were expected to meet. Having implemented more of these “**feedback moments**” has allowed me to better catch when some students are falling behind, as well as give them the chance to hear from other students and myself about where they stand.

I’ve worked hard to make sure that these feedback opportunities are not too stressful. I clarify to the students that these are simply a chance to show off what they’ve done thus far, and get advice and responses from others to improve and develop their work and learning. Then, they are given the chance to advance their work further, using that information they’ve gained, and in almost all cases it has worked well. There are still some students that maturity wise struggle with not taking such criticism personally, but we are working through that.

Finally, in order to make the learning more accessible to the community, and more relevant, the students are presenting their work to the public via a **Showcase Event** this month (at a **Grand World Tour Event**) and next month (the Utah Studies **Hometown Hero Event**). People have been invited from all over the community, and students are required to be there, and parents and anyone else is encouraged to come. I’ve also contacted local foreign university exchange students, which will provide a more authentic audience for these students as many of them will be more familiar with the countries they are studying.

Questions to Ask Ourselves:

- *Is the local community involved / engaged in our PBL efforts? What can we do to increase that engagement?*
- *Are students continually improving and learning from their failures? Or are they simply engaging in “one and done” busy work?*
- *Are students feeling “engaged, excited, and motivated” as a result of PBL, or no?*

Cost Stage: As we have progressed through this implementation and adoption of PBL, we have had to look at the costs involved. These can be monetary, but many of them are measured in other, subtler ways. For instance, at the end of this past semester, the heavy toll our approach to suddenly implementing PBL *en masse* without proper preparation for the faculty became acutely obvious. Several of the teachers openly questioned the entire process, and many others grumbled quietly. Parents and students were complaining and stressing, and the overall feeling was one of anxiety and tumult.

At this point, I would say the poorly implemented rollout of PBL at our school has been detrimental to the entire program. It has been somewhat haphazard and poorly planned, and this reflects badly on the Director and Assistant Director. Both are great people in my opinion, but their organization and planning regarding PBL implementation has been wanting.

Questions to Ask Ourselves:

- *What costs have been involved in PBL Implementation? How can we effectively measure the pros / cons?*
- *Would a student be eager to return to Merit Academy after PBL Implementation, or not?*
- *Has our PBL Implementation better prepared students for post-high school endeavors?*

Gathering Data: We need to do a better job of gathering data from students regarding the effectiveness of the new PBL curricula, across all classes. One thing that we did do as a school was implement an anonymous survey to gauge their opinions regarding recent changes, including PBL. The results are forthcoming, but I look forward to seeing them.

One idea I have for gathering data is to require a **Unit Journal**, which will allow the students to internalize and reflect upon their learning, make plans as they work through the material, and help them see where they are, where they've been, and where they are headed. I haven't yet implemented this in my current curriculum, but I plan to.

Questions to Ask Ourselves & / or Students:

- *What did you most like about the teaching methods involved in the PBL Unit? Most dislike?*
- *Did you feel like the PBL Unit was appropriate for the class, and its objectives? Explain:*
- *What assignments did you feel were most engaging / enlightening? Which would you discard? Explain:*
- *Was the workload too much, not enough, or just right? Explain:*
- *Did the students meet the desired objectives? How would you change the curriculum going forward?*

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 April 16, 2018
 Curriculum Project Preservice / Inservice Plan

After reviewing Kurt Lewin's **Force Field Analysis** guide, I created a plan for the implementation of my school's own new curriculum:

Step 1 Defining the Problem: *What is the nature of our current situation that is unacceptable and needs modification? It is useful to separate the specific problem from those things that are working well.*

Our school, Merit Academy, is a **public charter school**, and therefore, we compete with other nearby schools for students (and the funding that comes with their attendance at our school). The attendance has been lacking, as the school can accommodate some +600 students (7th-12th grade), yet we were hovering around half that number last year.

One way that we are attempting to fix this is through **Project / Problem Based Learning**, or PBL. There have been some bumps along the way however, and we are trying to work our way through them, in order to achieve the benefits that PBL promises, while avoiding some of the pitfalls that we have discovered along the way.

Step 2 Defining the Change Objective: *What is the desired situation that would be worth working toward? Be as specific as possible.*

We want better caliber students (and more of them)! We also want to attract the same type of teachers and others to work at or attend our school. The administration last year asked the parents, students, and teachers ways that they thought we might improve. By making Merit more appealing or distinctive and unique, we hoped to draw more and better students to our school, & with that funding, we might get better technology, afford better teachers, better supplies, etc. We have hopes that PBL might be the answer to these concerns.

Step 3 Identifying the Driving Forces: *What are the factors or pressures that support change in the desired direction? What are the relative strengths of these forces? What are the inter-relationships among the driving forces?*

School choice in Utah allows students to attend just about any public school they would like free of charge. This means that we have to be competitive, because if we aren't, students can leave if they are unhappy with the education and experience that they are having at our school. This fact is obvious to the Board of Directors, which is made up of parents of students here at Merit. The last several years leading up to the 2016-2017 school year had not been kind to Merit, with enrollment dropping, teachers leaving, etc.

Interestingly, this was the year that our new Director, Dr. Jesse Meeks, and myself were hired. The school board made it very clear to the entire faculty that the ship needed to be righted and turned toward a different route. We needed to make changes, or we would likely continue to dwindle and wither as a school, just like we had the past several years. Thankfully, the new staff were extremely motivated, and we have some great students here at our school that always go the extra mile. Yes, there continue to be some stakeholders that have lost motivation, or prefer not to change, but many of them left this past year, thus not factoring into our goals.

This school year (2017-2018), our efforts were rewarded. The efforts by teachers, staff, parents and students to encourage others to attend Merit were successful, and the dropping numbers were not only stemmed, but attendance increased for the first time in several years! As we have implemented it, Project Based Learning / PBL hasn't been perfect, but things are certainly improving, and the overall atmosphere in the school has certainly improved for the better.

Step 4 Identifying the Restraining Forces: *What are the factors or pressures that resist the proposed change and maintain the status quo? What are the inter-relationships among the restraining forces?*

There are some families and students that have been overwhelmed by the changes that PBL has brought. Indeed, perhaps we were a bit overexuberant in our desire to make these changes, and mistakes were made. For instance, the administration required each teacher at the beginning of the year to have a distinct PBL unit for each class that they taught. The problem with this is that at a charter school, most teachers teach a plethora of classes. I teach only 3 classes this year, though that number started out at 4, and some teachers are teaching +6 different classes!

Of course, as any educator will tell you, 6 different lesson preps for classes each week is overwhelming, and after this semester had ended, many of the teachers were burnt out. Not only that, but many students were tired and overwhelmed too, because they now felt like they were constantly doing 7-8 different projects at any given time. They felt engulfed and seemed to be drowning in schoolwork. Instead of being engaged and excited for school, many grumbled and moaned about “another PBL project”, and so forth. Challenges obviously still remained to be solved.

Step 5 Developing the Comprehensive Change Strategy *Change can occur as a result of any combination of the following: - strengthening any of the driving forces - adding new driving forces - removing or reducing any of the restraining forces. Consider also some of the possible unintended consequences when equilibrium forces are altered:*

We have been working this past semester on creating an equilibrium between these driving and restraining forces. I’ve been a big fan of the new PBL model (as demonstrated in this Curriculum Project in my World Tour Unit), and have implemented it in each of my classes. However, even I found it overwhelming to try and produce and prepare 4 different PBL Units (2 for my yearlong class, 1 each for the other semester long courses) this year.

We had a discussion at the beginning of the year, and many of these pros and cons were addressed. The change was made to help ease both the students and the teachers into PBL, by completing just one major PBL Unit for the second semester, in whichever class the teacher felt best. Since I had already successfully implemented several such units last year, I decided to do a bit more than that myself, and have been carrying out 2 major PBL units, one in my Utah Studies class, and the other in my World Geography class.

As I’ve watched the PBL process unfold both school wide and in my classroom, I’ve seen some limitations and issues that have hindered its development. One major issue is the **understanding** that teachers have of it. Only a small number of the teachers have had good PBL training from experts, myself being one of them. Even then, I do not think that I am any expert on PBL by any means. I can imagine the other teachers that have not had that same benefit feel dazed the expectations set upon them (I’ve felt the same way, especially last semester!). For optimal implementation, we ought to have a full-faculty PBL training workshop, led by experts in PBL who can help assist and assuage the doubts of those teachers that are still uncomfortable with all these new changes.

Ideally, we could have the board members and administration also attend these workshops, and give them a chance to try themselves the work that we teachers have had “foisted upon us”, as stated by one of my fellow, less-than-thrilled educator associates. Additionally, I’d love to see a **Community Board Advisory Group** created, made up of local entrepreneurs and business owners that could give us ideas / support for different PBLs in our classes. I’ve seen this both work and fail. My fellow teacher, Mr. Olson (who teaches **Robotics**), has developed a great relationship with a local computer company. As such, they often drop by to offer feedback / opinions to the students, and it is a great relationship. They also bring by old computers, equipment, etc., that the students can dismantle, repair, or utilize in their class.

As for failure, I’ve experienced this myself. In my Utah Studies class, I created a PBL Unit that focuses on creating a self-guided tour of their hometown; I call it **“Hometown Hero – A Self-Guided Tour”**. One of the best ways to get the students invested in a PBL project is to bring in outside help, for feedback, ideas, problems to solve, etc. Originally, the local Office of Tourism had been more than happy to oblige us by sending over one of their key bosses, a fine personable gentleman that knew how to engage young adults. It went fabulously, and he dropped by several times to offer feedback and encouragement as these students created products and efforts that were the type of skills he utilized on a daily basis.

Sadly, that benevolent friend changed careers, and since then the Tourism Office has been the opposite of cooperative, flat-out telling me that going forward, they basically didn't want anything to do with our project. This of course was exceptionally disheartening to me, and I am still trying to find another way to maintain the level of relevancy that our past relationship provided. A **Community Board Advisory Group** however would be instrumental in helping us teachers create and maintain meaningful, connected and relevant PBL Units that are applicable beyond the classroom. This engagement is crucial to the success of PBL, and I believe such a group could help support teachers in an activity that they may be too uncomfortable or too stressed to actively pursue. It would have been helpful as we began this journey, that much I know.

Funding is always a difficulty, and our school could utilize funding in many positive ways, such as providing enough computers / chromebooks for each student. I learned that one of our teachers was trying to solve both the PBL dilemma and the funding issue in a very innovative and creative way: she required her English class to create a Grant Proposal to help local groups and / or the school as a PBL. Not only were the students gaining valuable experience in writing and learning specialty formatting, but her students actually submitted several of these grants, and they are awaiting news about them! That is what PBL is all about: relevant, real-world learning. I loved hearing that story, and it encouraged me to press forward in my own PBL endeavors and improvements, including this very project.