**The Fundamentals of Educational Technology Pt. 1 Final Project**

1. Essential Goal – The goal for students for this unit will be to help develop their skills for the Nevada High School Proficiency Reading and Writing exams. We will use the Early American Civilizations content to give them the knowledge to help them write and complete their essay prompts in class.
2. Objectives:
   1. District Objectives: 1.8 - Students will compare the rise and fall of the civilizations in the ancient Americas, including their modern contributions, by utilizing one of the big 11 social studies skills.
   2. Learning Goals:
      1. Students will utilize their various note-taking strategies to identify and summarize the characteristics of the Civilization of the Americas through the use of combined lecture, ppt and textbook teaching methods.  Freestyle and Cornell notes will be the basis of their note-taking tools to further improve their reading and writing ability.
      2. Students will utilize their various note-taking strategies to identify and summarize the characteristics of the Civilization of the Americas through the use of Randomized Group Rotation DBQs.
      3. Students will show their understanding of the Civilizations of the Americas by writing a short essay about their findings about the origins and development of early American Civilizations.
      4. Students will utilize their various note-taking strategies to identify and summarize the characteristics of Early American Civilizations through the use of Audio/Video.  Freestyle and Cornell notes will be the basis of their note-taking tools to further improve their reading and writing ability.
3. Ideas of Success – At the end of the unit, students will have improved upon the length and speed of their writing ability by at least one essay from last week. Last week, during the Rome unit, students wrote two essays in 90 minutes. This week, their goal is three essays in 90 minutes. Their organization should also improve.
4. Activities: Cornell Notes, PPT, Critical Thinking Questions – Laptop research, DBQs, Essays and Videos all posted on website.
5. Standards addressed:
   1. District Standard 1.8
   2. Teacher NETS
      1. 3a – Create lesson using Laptops for research gathering
      2. 3b – Website created for student use, find classwork and assignments
   3. Student NETS
      1. 3b – Choose .edu/.gov/.org websites to answer questions
      2. 3c - Use laptops and phones or textbooks and notes to gather information
      3. 4c – Use school-provided laptops and WiFi to gather information to answer Critical Thinking Questions
      4. 5a – Went to appropriate and approved CCSD websites for research purposes.
      5. 6a – Without much assistance, use the laptops or their phones for research
6. Evaluation process:
   1. Essay Grading – Use Rubric
   2. Most student were able to increase their essay writing by one whole essay during the second week. Students were able to increase from two to three essays when they had a better understanding of the information gathering and essay writing process.