

PBS TeacherLine New York

TECH145 Teaching With WebQuests for Grades 1-12

New York State Learning Standards: Math, Science & Technology Standard 1 - Information Systems 2

Students will access, generate, process, and transfer information using appropriate technologies.

Key Idea 1

Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

Performance Indicators

Elementary

Students use computer technology, traditional paper-based resources, and interpersonal discussions to learn, do, and share science in the classroom.

Students select appropriate hardware and software that aids in word processing, creating databases, telecommunications, graphing, data display, and other tasks.

Intermediate

Students use spreadsheets and database software to collect, process, display, and analyze information. access needed information from electronic databases and on-line telecommunication services.

Students systematically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, governmental agencies, industries, and individuals.

Commencement

Students understand and use the more advanced features of word processing, spreadsheets, and data-base software.

Students access, select, collate, and analyze information obtained from a wide range of sources such as research data bases, foundations, organizations, national libraries, and electronic communication networks, including the Internet.

Key Idea 2

Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use

Performance Indicators

Elementary

Students will describe the uses of information systems in homes, schools, and businesses.

Students will understand that computers are used to store personal information.

Students will demonstrate ability to evaluate information

PBS TeacherLine New York

TECH145 Teaching With WebQuests for Grades 1-12

Intermediate

Students will understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry.

Students will identify advantages and limitations of data-handling programs and graphics programs.

Commencement

Students explain the impact of the use and abuse of electronically generated information on individuals and families.

Students evaluate software packages relative to their suitability to a particular application and their ease of use.

Key Idea 3

Information technology can have positive and negative impacts on society, depending upon how it is used

Elementary

Students will describe the uses of information systems in homes and schools.

Students demonstrate ability to evaluate information critically.

Intermediate

Students use graphical, statistical, and presentation software to present project to fellow classmates.

Students describe applications of information technology in mathematics, science, and other technologies that address needs and solve problems in the community.

Students explain the impact of the use and abuse of electronically generated information on individuals and families

Commencement

Students work with a virtual community to conduct a project or solve a problem using the network.

Students discuss how applications of information technology can address some major global problems and issues.

PBS TeacherLine New York
TECH145 Teaching With WebQuests for Grades 1-12
New York State Learning Standards: Math, Science & Technology – Standard 3 – Mathematics

Mathematical Reasoning

Key Idea 5

Students use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.

Commencement

Students apply proportions to scale drawings, computer-assisted design blueprints, and direct variation in order to compute indirect measurements.

Key Idea 6

Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.

Commencement

Students judge the reasonableness of a graph produced by a calculator or computer.

New York State Learning Standards: Math, Science & Technology – Standard 5 – Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Key Idea 3

Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge.

Elementary

Students identify and describe the function of the major components of a computer system.

Students use the computer as a tool for generating and drawing ideas. control computerized devices and systems through programming.

Intermediate

Students use a computer system to connect to and access needed information from various Internet sites.

Students use computer hardware and software to draw and dimension prototypical designs.

Students use a computer as a modeling tool.

Students use a computer system to monitor and control external events and/or systems.

PBS TeacherLine New York TECH145 Teaching With WebQuests for Grades 1-12

Commencement

Students select a computer system that meets personal needs.

Students attach a modem to a computer system and telephone line, set up and use communications software, connect to various on-line networks, including the Internet, and access needed information using e-mail, telnet, gopher, ftp, and web searches.

Students use computer-aided drawing and design (CADD) software to model realistic solutions to design problems.

New York State Learning Standards: Math, Science & Technology – Standard 7 – Interdisciplinary Problem Solving

Connections

Key Idea 1

The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision making, design, and inquiry into phenomena.

Elementary

Students observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions.

Intermediate

Students describe and explain phenomena by designing and conducting investigations involving systematic observations, accurate measurements, and the identification and control of variables; by inquiring into relevant mathematical ideas; and by using mathematical and technological tools and procedures to assist in the investigation.

Commencement

Students explain and evaluate phenomena mathematically and scientifically by formulating a testable hypothesis, demonstrating the logical connections between the scientific concepts guiding the hypothesis and the design of an experiment, applying and inquiring into the mathematical ideas relating to investigation of phenomena, and using (and if needed, designing) technological tools and procedures to assist in the investigation and in the communication of results.

PBS TeacherLine New York

TECH145 Teaching With WebQuests for Grades 1-12

New York State Learning Standards: Standard 1—Creating, Performing, and Participating in the Arts

Visual Arts

Key Idea 1

Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Elementary

Students experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences

Intermediate

Students produce a collection of art works, in a variety of mediums, based on a range of individual and collective experiences

Students during the creative process, reflect on the effectiveness of selected mediums or techniques to convey intended meanings

Commencement

Students create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints

Students create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images

Students reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly

New York State Learning Standards: Standard 2—Knowing and Using Arts Materials and Resources

Dance

Key Idea 2

Students will perform set dance forms in formal and informal contexts and will improvise, create, and perform dances based on their own movement ideas. They will demonstrate an understanding of choreographic principles, processes, and structures and of the roles of various participants in dance productions.

Elementary

Students demonstrate knowledge of dance resources in video, photography, print, and live performance

Intermediate

PBS TeacherLine New York

TECH145 Teaching With WebQuests for Grades 1-12

Students demonstrate knowledge of sources for understanding dance technologies: live, print, video, computer, etc.

Commencement

Students use dance technologies without significant supervision

Students are familiar with techniques of research about dance

Music

Key Idea 2

Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music

Elementary

Students use current technology to manipulate sound

Intermediate

Students use traditional or nontraditional sound sources, including electronic ones, in composing and performing simple pieces

Students use current technology to create, produce and record/playback music

Commencement

Students use traditional, electronic, and nontraditional media for composing, arranging, and performing music (a)

Students use print and electronic media, including recordings, in school and community libraries to gather and report information on music and musicians

Visual Arts

Key Idea 2

Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Elementary

Students understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent

PBS TeacherLine New York

TECH145 Teaching With WebQuests for Grades 1-12

Students develop skills with electronic media as a means of expressing visual ideas

Intermediate

Students develop skills with a variety of art materials and competence in at least one medium

Students use the computer and other electronic media as designing tools and to communicate visual ideas

Commencement

Students select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums

Students use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation

PBS TeacherLine New York
TECH145 Teaching With WebQuests for Grades 1-12
New York State Learning Standards: English Language Arts - Standard 1—
Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Listening and Reading

Key Idea 1

Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Elementary

Students gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams

Students select and use strategies they have been taught for note-taking, organizing, and categorizing information

Intermediate

Students interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic data bases intended for a general audience

Students compare and synthesize information from different sources

Students use a wide variety of strategies for selecting, organizing, and categorizing information

Commencement

Students interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses

Students synthesize information from diverse sources and identify complexities and discrepancies in the information

Students use a combination of techniques (e.g., previewing, use of advance organizers, structural cues) to extract salient information from texts
Students make distinctions about the relative value and significance of specific data, facts, and ideas

Speaking and Writing

PBS TeacherLine New York TECH145 Teaching With WebQuests for Grades 1-12

Key Idea 2

Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Elementary

Students present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts

Intermediate

Students produce oral and written reports on topics related to all school subjects

Students establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented

Students develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material

Commencement

Students write and present research reports, feature articles, and thesis/support papers on a variety of topics related to all school subjects

New York State Learning Standards: English Language Arts - Standard 2: Language for literary response and expression.

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation

Listening and Reading

Key Idea 1

Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Elementary

Students read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers

PBS TeacherLine New York TECH145 Teaching With WebQuests for Grades 1-12

Intermediate

Students read and view texts and performances from a wide range of authors, subjects, and genres

Commencement

Students read and view independently and fluently across many genres of literature from many cultures and historical periods

Speaking and Writing

Key Idea 2

Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multi-layered

Elementary

Students create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary

Students observe the conventions of grammar and usage, spelling, and punctuation

Intermediate

Students write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice

Students use standard English effectively

Commencement

Students write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect

Students use standard English skillfully and with an individual style.

PBS TeacherLine New York
TECH145 Teaching With WebQuests for Grades 1-12
New York State Learning Standards: English Language Arts – Standard 3—
Language for critical analysis and evaluation.

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues

Listening and Reading

Key Idea 1

Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Intermediate

Students analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials

Commencement

Students analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism.

Speaking and Writing

Key Idea 2

Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based

Elementary

Students present arguments for certain views or actions with reference to specific criteria that support the argument (E.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost.)

Students monitor and adjust their own oral and written presentations to meet criteria for competent performance (E.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact.)

Students use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing.

PBS TeacherLine New York TECH145 Teaching With WebQuests for Grades 1-12

Intermediate

Students present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments

Students monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate)

Students use standard English, precise vocabulary, and presentational strategies effectively to influence an audience

Commencement

Students present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses

Students monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience

New York State Learning Standards: English Language Arts - Standard 4 – Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views

Listening and Reading

Key Idea 2

Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

Elementary

Students read and discuss published letters, diaries, and journals to learn the conventions of social writing.

Intermediate

Students write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users

Commencement

PBS TeacherLine New York

TECH145 Teaching With WebQuests for Grades 1-12

Students use a variety of print and electronic forms for social communication with peers and adults

Students make effective use of language and style to connect the message with the audience and context

PBS TeacherLine New York
TECH145 Teaching With WebQuests for Grades 1-12
Health, Physical Education, and Home Economics

New York State Learning Standards: Health, Physical Education, and Home Economics- Standard 3 – Resource Management

Students will understand and be able to manage their personal and community resources

Key Idea 1

Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Health Education

Elementary

Students identify characteristics of valid health information and health-promoting products and services and know where to locate them

Intermediate

Students distinguish between valid and invalid health information, products and services

Students analyze how media and technology influence the selection of health information, products and services

Students demonstrate the ability to access community health services for prevention, illness, and emergency care.

Commencement

Students demonstrate how to evaluate health information, products and services for validity and reliability

Students demonstrate the ability to access community health services for self and others

Students use technology and the media to promote positive health messages

Physical Education

Intermediate

Students analyze how media and technology influence the selection of health information, products and services

Commencement

Students demonstrate how to evaluate health information, products and services for validity and reliability

PBS TeacherLine New York

TECH145 Teaching With WebQuests for Grades 1-12

Students demonstrate the ability to access community health services for self and others

Students use technology and the media to promote positive health messages

Home Economics

Elementary

Students understand the kinds of resources available in their community and make informed decisions related to their own use

Intermediate

Students understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources

Commencement

Students analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self

PBS TeacherLine New York TECH145 Teaching With WebQuests for Grades 1-12

New York State Learning Standards: Social Studies - Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York

Key Idea 3

Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Elementary

Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities

Intermediate

Students complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations

Students gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States

Students describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents

Commencement

Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States)

Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history

Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom).

PBS TeacherLine New York TECH145 Teaching With WebQuests for Grades 1-12

Key Idea 4

The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Elementary

Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts

Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Intermediate

Students consider the sources of historic documents, narratives, or artifacts and evaluate their reliability

Students compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts

Students describe historic events through the eyes and experiences of those who were there.

Commencement

Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors' perspectives

Students consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations

Students evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (Adapted from National Standards for United States History)

New York State Learning Standards: Social Studies - Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives

PBS TeacherLine New York TECH145 Teaching With WebQuests for Grades 1-12

Key Idea 2

Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives

Elementary

Students gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

Intermediate

Students investigate key turning points in New York State and United States history and explain why these events or developments are significant

Key Idea 3

Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups

Elementary

Students complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations

Students gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States

Students describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents

Intermediate

Students complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations

Students gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States

PBS TeacherLine New York TECH145 Teaching With WebQuests for Grades 1-12

Students describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents

Commencement

Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States)

Students prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history

Students understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom).

Key Idea 4

The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time

Elementary

Students consider different interpretations of key events and developments in world history and understand the differences in these accounts

Students explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world

Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Intermediate

Students explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed (Taken from National Standards for World History)

Students analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians

Students view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary

PBS TeacherLine New York

TECH145 Teaching With WebQuests for Grades 1-12

accounts, letters, artifacts, art, music, architectural drawings, and other documents

Students investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions.

Commencement

Students identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation

Students interpret and analyze documents and artifacts related to significant developments and events in world history

Students plan and organize historical research projects related to regional or global interdependence

Students analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. (Taken from National Standards for World History)

New York State Learning Standards: Social Studies - Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Key Idea 2

Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

Intermediate

Students use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems

Students present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models

PBS TeacherLine New York TECH145 Teaching With WebQuests for Grades 1-12

Commencement

Students analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations

New York State Learning Standards: Social Studies - Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms

Key Idea 2

Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Elementary

Students collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources

Intermediate

Students identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources

Students organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data

Students present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions.

Commencement

Students identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources

Students present economic information and conclusions in different formats, including graphic representations, computer models, research reports, and oral presentations.