<table>
<thead>
<tr>
<th>RETA Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
</tr>
</tbody>
</table>

Jill Brown  
Larry Jeffryes  
Joey Sanchez  
Asha Ashby  
Becky Adams  
Pat Jackson  
Roxann Morris  
Jennifer Danner  
Libby Peabody  
Miriam Lund  
Chuck Culpepper  
Barbara Vigil-Lowder
CHANGE:
How does it affect us?

Introduction
Through the use of various technological tools and interviewing activities, learners explore how their community affects individual identities. Learners also explore past, current and future community factors.

There are seven centers in the Elementary component, which cover different subject areas. Technology is integrated in a thematic approach through the driving question: "How does our community and its changes affect us?"

What do middle school students know and think about the world they face? What are the changes they and their friends are going through; and how are these changes affecting their lives? Students search for answers to these questions in the Middle School component.

The Secondary component, "Our Community, Our Business" allows students to explore the history of business and industry in their community and compare it to another community of their choice. In addition, students investigate the employment patterns and availability of jobs in their community. The driving question is: "How have the changes in business and industry in our community changed the types of jobs and careers available to us?"

Note: The activities can be completed in a classroom over several class periods. For professional development, we suggested that these activities be completed during one in-service session.

Summary
Below are the anticipated outcomes of the Change lessons. They are based on the New Mexico's Standards and Benchmarks, the National Educational Technology Standards, and the New Mexico Teacher Competencies.

Elementary Level

National Educational Technology Standards
- Basic operations and concepts
- Social, ethical, and human issues
- Technology productivity tools
- Technology communications tools
- Technology research tools

New Mexico's Standards and Benchmarks

Art
- 2) Students will use dance, music, theater/drama, and visual art to express ideas.
- 3) Students will integrate understanding of visual and performing art by seeking connections and parallels among art disciplines as well as all other content areas.
- 4) Students will demonstrate an understanding of the dynamics of the creative process.
- 6) Students will show increased awareness of diverse peoples and cultures through visual and performing art
Social Studies
- 1) Students will use knowledge and cultural understanding to explain how the world's people cope with ever-changing conditions, examine issues from multiple perspectives, and respond to individual and cultural diversity.
- 6) Students will know and understand how personal and group identities are shaped by culture, physical environment, individuals, groups and institutions.

Language Arts
- 2) Students will understand and use Language Arts as a learning tool.
- 4) Students will use a variety of listening and reading strategies appropriately.
- 5) Students will speak clearly and write effectively for a variety of audiences and purposes.
- 6) Students will speak and write clearly, effectively, and correctly.
- 7) Students will respond personally, analytically, and critically to written and spoken language, and other media.
- 8) Students will appreciate the respect their own language, culture, and literature will learn about the language, culture, and literature and will learn about the language, cultures, and literature of others.
- 9) Students will use language and literature to gain insight into their own and others' lives, and to build understanding of the moral and aesthetic dimensions of human experience.
- 10) Students will use state-of-the-art computer and other technology to gather, use and synthesize information, and to create and communicate knowledge.

Science
- 3) Students will use form and function to organize and understand the physical world.
- 5) Students will acquire the abilities to do scientific inquiry.
- 6) Students will understand the process of scientific inquiry.
- 14) Students will know and understand the impact between science and technology in society.
- 16) Students will know and understand the relationship between natural hazards and environmental risks for organisms.

Health
- 4) Students will analyze the influence of culture, media, technology, and other factors on health.
- 5) Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Career Readiness
- 1) Students will identify career interests and aptitude to develop an educational plan which supports personal goals.
- 3) Students will demonstrate the technological knowledge and skills required for future careers.
- 4) Students will develop and demonstrate responsible and ethical workplace behaviors.
- 5) Students will develop effective leadership, interpersonal, and team skills.
Secondary Level

National Education Technology Standards
1) Basic operations
2) Social, ethical and human issues
3) Technology productivity issues
4) Technology communications tools
5) Technology research tools
6) Technology problem solving and decision-making tools

New Mexico Standards and Benchmarks
Social Studies
- 1) Students will use knowledge and cultural understanding to explain how the world's people cope with ever-changing conditions, examine issues from multiple perspectives, and respond to individual and cultural diversity.
- 2) Students will know and understand how personal and group identities are shaped by culture, physical environment, individuals, groups and institutions.
- 4) Students will know and understand the ways in which human beings view themselves and others over time.
- 11) Students will know and understand the diverse, dynamic, and ever-changing nature of culture.
- 13) Students will know and understand the impact of science and technology on societies.

Mathematics
- 1) Students will understand and use Mathematics in Problem Solving.
- 2) Students will understand and use Mathematics in Communication
- 3) Students will understand and use concepts in reasoning
- 4) Students will understand and use Mathematical Connections
- 5) Students will understand and use numbers and number relationships.
Visual Representations of Change

**Introduction**
How do my community and the changes it goes through affect who I am?

Through the use of various technology tools and activities, learners explore how their community affects individual identities. Learners explore past, current and future community factors related to jobs, foods, clothing, schedules, pets, goals, inventions, favorites, family, friends, hobbies and/or traditions.

**Technology Use**

**Hardware**
- Computers
- Printers
- Scanner
- Digital camera (optional)
- Presentation devices
- Video and/or audio recorders

**Software**
- Word processing program
- Internet browser
- Paint/draw program
- Inspiration®
- Desktop Publishing
- PowerPoint® or HyperStudio®
- Photo editing program

**Resources**

**Off line**
- Sample interview sheet for data gathering
- Science books/library books on inventions/inventors
- Reference CD-ROM programs
- Library books, newspaper articles, pamphlets on history of our community

**Online**
- Internet sites (based on the group of learners) which include:
- information on the history or our community
- games played in grandparents time
- Sample Upper Elementary presentation (PowerPoint®)
- Sample Interview Sheet for Oral History collection
Process

Tips

There are 7 centers in the elementary component, which cover different subject areas. This is an example of how technology can be integrated in a thematic unit with the driving question of, "How does our community and its changes affect people?" Depending on class schedule, these centers can be completed over a span of class periods.

Show samples and discuss project before beginning.

There will be varying degrees of ability, learning styles, and technology knowledge among the learners. Students who are more knowledgeable in these areas should be encouraged to work with newer users. The centers should be set up in advance of class and have the class discussion/introduction of centers away from centers to encourage participants to participate in class discussion.

Preparation

- Make copies of all needed hand-outs
- Check all hardware and software applications to ensure they are all running properly.
- Set up stations with necessary materials and hand-outs
- Materials

NOTE: See Page 8. This table is the materials list and set up for each center. Complete instructions for these centers are in the Tasks section.

Tasks

Foundational Activity [Begin here]

The whole group of students will brainstorm the topic "Changes in My Community" in groups. As the groups report back to the whole group, the instructor will demonstrate the software program, Inspiration® as tool to organize information. The students could take notes as groups reported their findings and then as groups return to computers and organize information shared in Inspiration® software program. Sample brainstorming map.

Center 1: Art

Students create self- and family- portraits with small frames around each picture. The images should portray their parents' and grandparents' childhoods, and past community events. They digitize their pictures using paint/draw programs or HyperStudio® to complete this activity.

Center 2: Language Art

Students research the history of their community and create a report with images using a word processing program.

Center 3: Mathematics

Students brainstorm and predict ways their community will change in the future and create a presentation using PowerPoint® or HyperStudio®. (Inspiration® software would be a good organizational program to use here.)

Center 4: Modern, Classical & Native Languages

Each student interviews a member of his/her family or community using video or audio taping, and/or a digital camera.
Center 5: Physical Education
Students develop a presentation demonstrating/describing differences among games played by their parents and grandparents and children today.

Center 6: Science
Students develop presentations about three (3) inventions from the past and three (3) inventions from the present and how they have changed life in their communities. (Inspiration® and PowerPoint® would be great tools for this station.)

Center 7: Social Studies
Students develop a way to present information about comparing the lives of their parents/grandparents with their own lives.

Presentations
When all groups have cycled through the Centers, they regroup as a class. Each student (or group of students) presents his/her completed products.

Assessment
- Rubric
- Idea maps (such as those made with Inspiration®)
- Presentations (PowerPoint®, HyperStudio®)
- Peer evaluations
- Teacher observation/evaluation

Extension
- This visual representation could be used for students to simulate their community during a different time period. For example, placing themselves as children during the civil war. Additionally, students could role-play possessing a disability and how it might change their interactions with community resources.
- Interviews of other community members
- Guest speakers
- Field trips to community historical sites
- Develop time lines on history of community to demonstrate change (easily done with TimeLiner®)
Materials for Each Center:

<table>
<thead>
<tr>
<th>Center 1: Art</th>
<th>Center 2: Language Arts</th>
<th>Center 3: Mathematics</th>
<th>Center 4: Modern, Classical &amp; Native Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 8&quot; X 11 paper</td>
<td>▪ Information about the history of your community (example)</td>
<td>▪ Paper, pencils or markers,</td>
<td>▪ Interview forms</td>
</tr>
<tr>
<td>▪ Markers</td>
<td>▪ A variety of library books, newspaper articles, pamphlets, photos, and suggested Internet sites</td>
<td>▪ Computers with Inspiration®, PowerPoint® or HyperStudio®</td>
<td>▪ Technology tools to use at interview such as:</td>
</tr>
<tr>
<td>▪ Pencils</td>
<td>▪ Computer with a word processing program.</td>
<td>▪ Video camera &amp; recording tape</td>
<td>▪ Tape recorder with cassette</td>
</tr>
<tr>
<td>▪ Scissors</td>
<td></td>
<td>▪ Digital camera</td>
<td></td>
</tr>
<tr>
<td>▪ Scanner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Glue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Computer with photo editing software and a paint/draw program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Center 5: Physical Education</th>
<th>Center 6: Science</th>
<th>Center 7: Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Information about games played in grandparents childhood days</td>
<td>▪ Information about inventions</td>
<td>▪ Interview form</td>
</tr>
<tr>
<td>▪ Interview form</td>
<td>▪ Library books,</td>
<td>▪ Computers with presentation software, connected to scanner if possible</td>
</tr>
<tr>
<td>▪ Library books</td>
<td>▪ Computers with Internet connection,</td>
<td>▪ Old and present photos of parents and/or grandparents</td>
</tr>
<tr>
<td>▪ Articles from magazine and/or Internet resources</td>
<td>▪ Science books,</td>
<td>▪ Students photo</td>
</tr>
<tr>
<td>▪ Computers with Internet resources</td>
<td>▪ Encyclopedias,</td>
<td>▪ Other related photos for presentations</td>
</tr>
<tr>
<td></td>
<td>▪ CD-ROM encyclopedia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Computers with CD-ROM drive</td>
<td></td>
</tr>
</tbody>
</table>
Before conducting your interview, you need to compile a list of "good" questions to ask the person/persons you will be interviewing about your community. Some suggested questions to begin your list with are:

Name of person being interviewed: ________________________________________________

Name of interviewer: ___________________________________________________________

How long have you lived in our community?

When did you move here? (if you were not born here)

What was our community like at that time?

How has our community changed while you have lived here?

How have these changes affected you?

What changes do you see happening in the future to our community?

Add your questions additional questions here:
Before conducting your interview, you need to compile a list of "good" questions to ask the person/persons you will be interviewing about your community. Some suggested questions to begin your list with are:

Name of person being interviewed: ________________________________________________

Name of interviewer: ___________________________________________________________

What type of games did you play as a child?

How did you play this game?

What did you need to play this game?

What age children played this game?

Where did you play this game?

Add any other questions about the game, how it was played, etc. to your list that you feel are important.
Elementary Interview Form
(with a parent or grandparent)
Center 7: Social Studies

You will be interviewing your parents and grandparents to learn more about their childhoods. You will use the findings and compare their lives as children to yours. Below are some suggested questions for you to use to start your own list of questions you would like to ask them.

Name of person being interviewed: ________________________________

Name of interviewer: ____________________________________________

Where were you living as a child?

What was your family like? (how many family members, type of house, family activities)

What was your school like?

What did you like to do in your spare time?

How was your life different than mine today?

Add your own questions to this list.
Oral History on Community Change
Elementary Interview Questionnaire

**Food**
Tell me about what you liked to eat when you were my age.

How did you get your food then? (Grocery Store, Fast Food, Corner Market)

Describe where in town was the place you got your food? Show me the building; locate it on a map for me. What did it look like then?

**Hobbies**
What did you do for fun or as a hobby when you were my age?

Show me an example or teach me how to do it, please.
Me Montage

Environment

Food
Schedule
Hobbies
Traditions
Goals
Family
Friends
Pets
Favorites

* Not drawn to scale: Can be added to..
Me Montage - Today

Click on a category

Foods
Hobbies
Schedule
Traditions
Goals
Family
Friends
Pets
Favorites
Hobbies

**MY HOBBIES**

Skateboarding

---

**Grandpa’s Hobbies**

*(Sound Bite of Grandpa)*

*(Scanned Picture)*

---

**Links and Examples**

Oral History Homework

Carved Woggles:

Oral History

Carved Woggles: Site

---

**Future: Research and Sci Fi Books**
Grandpa Remembers Woggles

“I fondly remember crafting homemade neckerchief slides when I was young, showing them off, and sharing my secrets at Cub and Boy Scout meetings. When I was a Scout leader, I wanted to share this fun experience with my son and his fellow Cubs.

To my disappointment, the fine art of creating neckerchief slides (woggles) had been all but forgotten. Boy's Life discontinued their "Slide of the Month" feature years ago, I wasn't able to find any books on the subject in our local libraries, ...”
Oral History on Community Change

Food
Tell me about what you liked to eat when you were my age.

How did you get your food, then? (Grocery Store, Fast Food, Corner Market)

Describe where in town was the place you got your food? Show me the building, locate it on a map for me. What did it look like, then?

Hobbies
What did you do for fun or a hobby when you were my age?

So me an example or teach me how to do it
Schedule

MY Schedule:
9:00 - 3:30 - School
4:00 - Soccer Practice
6:30 - Dinner
7:00 - 8:00 - TV
8:00 - 9:00 - Reading/Homework
10:30 - Bedtime

Grandpa's Schedule:
5 am - Get up
5:30 - 8:00 - Chores
8:00 - 9:00 - Walk to School
9:00 - 4:00 - School (Oct, Nov, Dec, Jan, Feb)
4:00 - 5:00 - Walk to School
5:00 - Dinner
5:00 - 6:00 - Chores
6:00 - 8:30 - Homework
8:30 - Bedtime

**Sound Bite of Grandpa

Future:
Traditions

MY Traditions

Grandpa’s Traditions

**Sound Bite of Grandpa

Future Traditions
Goals

MY Goals:

Grandpa’s Goals

**Sound Bite of Grandpa

Future Goals:
Family

MY Family

----------------------------------

Grandpa’s Family

**Sound Bite of Grandpa

----------------------------------

Future Families
Friends

MY Friends

___________________________________________

Grandpa’s Friends

**Sound Bite of Grandpa

___________________________________________

Future Friends
Pets

MY Pets

Grandpa’s Pets

**Sound Bite of Grandpa

Future Pets
Favorites

MY Favorites

------------------------------

Grandpa’s Favorites

**Sound Bite of Grandpa

------------------------------

Future Favorites