

<b>Program Information</b>	<i>National Parks Virtual Field Trip</i>		<b>TEACHER NAME</b> Nathan Floom	<b>PROGRAM NAME</b> MVCTC Aspire- College and Career Readiness ESOL		
	<i>Exploring National Parks</i>		<b>NRS EFL(s)</b> 5	<b>TIME FRAME</b> 2-3 Classes		
<b>Instruction</b>	<u><b>ESOL Standards</b></u>					
	<b>Receptive</b>		<b>Productive</b>		<b>Interactive</b>	
	1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	<b>5.1.1</b>	3. Speak and write about level-appropriate complex literary and informational texts and topics.	<b>5.3.1</b> <b>5.3.4</b>	2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	<b>5.2.1</b> <b>5.2.2</b>
	6. Analyze and critique the arguments of others orally and in writing.		4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.		5. Conduct research and evaluate and communicate findings to answer questions or solve problems.	<b>5.5.6</b> <b>5.5.7</b>
	7. Adapt language choices to purpose, task, and audience when speaking and writing.		7. Adapt language choices to purpose, task, and audience when speaking and writing.			
	8. Determine the meaning of words and phrases in oral presentations and literary and informational text.		9. Create clear and coherent level-appropriate speech and text.	<b>5.9.2</b>		
		10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.				

<p><b><u>CAREER COMPONENTS</u></b></p> <ul style="list-style-type: none"> <li>• Individual Education, Career, and Life Plans</li> <li>• <b>Ongoing Assessment and Learning</b></li> <li>• Career Advising</li> <li>• Instruction and Job Training Services</li> </ul>	<p><b><u>DIGITAL LITERACY</u></b></p> <ul style="list-style-type: none"> <li>• <b>Basic Computer Skills</b></li> <li>• Internet and Communications</li> <li>• Productivity Software</li> <li>• <b>Information Literacy</b></li> </ul>
<p><b>LEARNER OUTCOME(S)</b></p> <ul style="list-style-type: none"> <li>• Identify the significance of the National Park System by reading an article and writing responses to comprehension questions.</li> <li>• Prove knowledge of English grammar, spelling and punctuation by correcting a paragraph with errors.</li> <li>• Research and locate information about a selected national park using the National Park website to answer specific questions.</li> <li>• Developing public speaking and presentation skills by creating a Google Slides presentation and making presenting to the class.</li> </ul>	<p><b>ASSESSMENT TOOLS/METHODS</b></p> <ul style="list-style-type: none"> <li>• Evaluation of Everyday Edit Activity</li> <li>• Public speaking/presentation rubric, and student Slides presentations</li> </ul>
<p><b>LEARNER PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• This assignment requires the use of a computer. Students should have basic knowledge of how to use a computer, access a website, and have a brief introduction to Google Slides.</li> <li>• S's should have the ability to read basic sentences and locate information while reading.</li> </ul>	

	<p><b>INSTRUCTIONAL ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Begin class by handing out the “Everyday Edit: Theodore Roosevelt National Park” activity. This is a great “bell ringer” activity you can give students as they begin class.               <ul style="list-style-type: none"> <li>○ Students must find and correct 10 mistakes in the paragraph.</li> <li>○ Review the answers with the class and address any grammar concerns or questions.</li> </ul> </li> <li>• Explain to the students that for the next few classes they will be investigating the National Parks in the U.S. Ask if anyone has ever visited a National Park/Memorial/Historical Site.</li> <li>• View the “History of the National Parks” YouTube video and discuss. How does it connect to Theodore Roosevelt?</li> <li>• Show and direct students to the National Park Virtual Visit website: <a href="https://www.nationalparks.org/connect/blog/take-virtual-visit-national-park">https://www.nationalparks.org/connect/blog/take-virtual-visit-national-park</a></li> <li>• Review and handout/share the National Parks Field Trip Worksheet.</li> <li>• Go over the questions the students need to answer and give a general overview of the assignment.</li> <li>• Optional: game and writing assignment.</li> <li>• Ask the students to review the virtual visit website and the list of National Parks. Give them some time to explore. Then ask them to pick out which National Park they would like to give a presentation on.</li> <li>• Share the National Park Field Trip Google Slides Template. Take some time to show the students the fundamentals of Google Slides.</li> <li>• Review presentation rubric and any needed vocabulary from it.</li> <li>• Give students time in class to compile information and complete their Slides presentation.</li> </ul>	<p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Everyday Edit and YouTube Video: <a href="https://docs.google.com/document/d/1e3kbtIRb1FXTpgf_F2Qhtq1duMHXaWrpG-3jGtqcL6U/edit?usp=sharing">https://docs.google.com/document/d/1e3kbtIRb1FXTpgf_F2Qhtq1duMHXaWrpG-3jGtqcL6U/edit?usp=sharing</a></li> <li>• National Parks Research Project Worksheet: <a href="https://docs.google.com/document/d/1MIZujOQ5BT4z-rMAmqwkWQ0yTtovfITWSq-MEYH3sU/edit?usp=sharing">https://docs.google.com/document/d/1MIZujOQ5BT4z-rMAmqwkWQ0yTtovfITWSq-MEYH3sU/edit?usp=sharing</a></li> <li>• Example of Student Presentation: <a href="https://docs.google.com/presentation/d/1ps2WmpAxB74OuJsaPKYumSqVFLDC6LO_e-4NJt2cUtM/edit?usp=sharing">https://docs.google.com/presentation/d/1ps2WmpAxB74OuJsaPKYumSqVFLDC6LO_e-4NJt2cUtM/edit?usp=sharing</a></li> <li>• Rubric: <a href="https://docs.google.com/document/d/1ffb4nqp5cXU8BqMOs3c1lIt2yZPSaJyKOg0Vs0qtV_A/edit?usp=sharing">https://docs.google.com/document/d/1ffb4nqp5cXU8BqMOs3c1lIt2yZPSaJyKOg0Vs0qtV_A/edit?usp=sharing</a></li> <li>• Presentation Template: <a href="https://docs.google.com/presentation/d/1euSl1Ami5nEuOBctmPT46HHSIN_K4i9oJdvylP7B4o/edit?usp=sharing">https://docs.google.com/presentation/d/1euSl1Ami5nEuOBctmPT46HHSIN_K4i9oJdvylP7B4o/edit?usp=sharing</a></li> </ul>
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	<ul style="list-style-type: none"> <li>• S's will then take turns one-by-one to share their presentation. Allow time for classmates to ask questions. Record feedback in presentation template.</li> </ul>	
	<p><b>DIFFERENTIATION</b></p> <ul style="list-style-type: none"> <li>• Computer/Technology: computers and Google Slides</li> <li>• Teacher-created handout and assignment.</li> </ul>	
<p><b>Reflec tion</b></p>	<p><b>TEACHER REFLECTION/LESSON EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Our national parks and historical sites are some of the things that make our country both beautiful and worthy of exploration. Encourage your students to visit some of these places. Is there a site or park close to you? Take your class on a field trip!</li> <li>• With this project it's easy for students to get a little "lost in the weeds" of navigating a website and using google slides. Use our Google slide template or create your own to help them out.</li> <li>• Take your time with this project. If it takes 2 or 3 classes, great! Allow time for all students to participate and share their presentations fully.</li> </ul>	
	<p><b>ADDITIONAL INFORMATION</b></p> <ul style="list-style-type: none"> <li>• You could take this activity and remove the subject of "National Parks" and check out other interesting places. For example, perhaps you can take a virtual tour of a museum of natural history or an art museum, etc.</li> <li>• If you do something similar but opt to not use the subject of National Parks let me know: <a href="mailto:nfloom@mvctc.com">nfloom@mvctc.com</a></li> </ul>	



**Everyday Edit Website:**

[https://www.educationworld.com/a\\_lesson/edit/edit0418.shtml](https://www.educationworld.com/a_lesson/edit/edit0418.shtml)

There are 10 mistakes in this paragraph. Can you find them all?

As a young man, Theodore Roosevelt spent time hunting in the hills of north Dakota. When he was President, Roosevelt showed his love of the environment by creating five national parks. Thats why, after his deth, many acres of North Dakota was set aside as a national memorial park named after him the park opened in April 1947. "I never would of been president if it had not been for me experiences in North Dakota, Roosevelt once said.

Youtube Video on the National Parks:

[https://www.youtube.com/watch?v=ipUdTv\\_fHgM&t=8s](https://www.youtube.com/watch?v=ipUdTv_fHgM&t=8s)

## Let's Take a Trip to Our National Parks!



The national parks are some of the most beautiful natural landscapes in the United States. Each park is protected land controlled by the **National Park Service** which was created in 1872. The first national park was Yellowstone National Park. John Muir, an **environmentalist**, **lobbied** for wilderness protection through the American west and several more national parks and monuments were created.

“While America’s national parks drew upon earlier examples of European woodland preservation, they were a uniquely American idea rooted in democracy, philosophy and art.” *-History.com*

Today there are 61 National Parks which total 83.6 million **acres** of land, or 3.6% of all land in the United States.

In class we will visit this website: <https://www.nationalparks.org/connect/blog/take-virtual-visit-national-park>

You will choose a national park and take a virtual tour. Answer the questions below and share what you found in a class presentation.

### Answer the following questions in your presentation:

- Name of National Park:
- What year was the park **founded**?
- Where is this national park located? How can I find it?
- How far is the park from Dayton? How many hours would it take for me to drive there?
- How big is it? How many acres?
- If we took a trip to visit this park, what are some of the things we could do there?
- What are some of the main natural features of this park (mountains, rivers, canyons, etc)?

- Each Park has some unique **wildlife**. Name 3 specific animals we might find there.
- While you're on your virtual field trip, take a picture! Find and share your favorite picture or video of the park and share it with the class.
- **Writing Prompt.** Why is it important to protect natural lands such as the national parks? Discuss.

**Game:** Where the "Park" Am I? <https://www.nps.gov/articles/where-the-park-game.htm>

## Presentation Rubric

<b>PRESENCE</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-body language & eye contact						
-contact with the public						
-poise						
-physical organization						
<b>LANGUAGE SKILLS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-correct usage						
-appropriate vocabulary and grammar						
-understandable (rhythm, intonation, accent)						
-spoken loud enough to hear easily						
<b>ORGANIZATION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-clear objectives						
-logical structure						
<b>MASTERY OF THE SUBJECT</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-pertinence						
-depth of commentary						
-spoken, not read						
-able to answer questions						
<b>VISUAL AIDS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-slides						
-audio, video, etc.						
<b>OVERALL IMPRESSION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-very interesting / very boring						
-pleasant / unpleasant to listen to						
-very good / poor communication						

**Comments:**