

Instructional Goal

Learners will be able to access, assimilate, and process current and accurate information necessary to correct and update the world geography unit in the sixth grade social studies curriculum (that is solely based on the sixth grade textbook) in order to meet the curriculum standards set by the State of New Jersey. The access provided will be convenient and local for the learner to use in the quest for content information and the development of skills necessary to become competent in this subject area.

Instructional Objectives

The instructional objectives are organized within Bloom's Taxonomy of Higher Order Thinking Skills for the purpose of integrating critical thinking skills into the learning process. These skills enable the learner to retain and apply the information or concepts to new situations (Chyung and Stepich, 2003). Each level within the hierarchy of thinking skills was matched with an instructional objective written as terminal then broken down into an enabling objective(s). The purpose was to facilitate the design and development of activities in the instructional plan. (See page 13 for *what students will learn*. Each objective was broken down to terminal then enabling objectives that were correlated with the activities developed from the topic analysis).

Bloom's Taxonomy	Instructional Objectives
Knowledge	(T) 1. Pupils SBAT define geographical terms by:
	(E) A. researching meanings of terms in text glossary and writing these in content notebook
	(E) B. recall/review each geographical term by creating a crossword puzzle for matching terms/definitions using http://www.puzzlemaker.com
Comprehension	(T) 2. Pupils SBAT identify basics terms by:
	(E) A. locating each on a world map projected onto screen using

	transparency of world map or a projected map from http://nationalgeographic.com
Application	(T) 3. Pupils SBAT to apply understanding of each term by:
	(E) A. drawing or illustrating each term researched
	(E) B. using above drawings to play <i>Pictionary</i> Game
Analysis	(T) 4. Pupils SBAT compare and contrast types of maps (political, contour, weather, etc.) by:
	(E) A. using an intersecting Venn diagram
Synthesis	(T) 5. Pupils SBAT integrate their knowledge of terms by:
	(E) A. Creating a country of their own design and incorporating all relevant terms by labeling and drawing them into the creation
	(E) B. Pupils SBAT use and apply on-line software to arrange dates of famous geographers in time order