

Unit 01: Introduction and History of Amusement Parks

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Learning the history of amusement/theme parks allows students to develop a connection between society and the development of technology. Students are required to think on a higher level while applying technology skills, scientific thought, and creativity.

Meaning

Essential Questions

Essential Questions

Why were amusement parks created?

What are the impacts of amusement parks?

What attracts the public to amusement parks?

Enduring Understanding/Indicators of Understanding

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An amusement or theme park is a group of entertainment attractions, rides, and other events in a designed location.

An amusement or theme park is intended for enjoyment by a large number of people.

The establishment of public recreation areas to modern day amusement/theme parks, created physical, social and economic impacts.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

Various amusement/theme parks throughout the world have been designed for recreation.

Each park has specific requirements to be a successful outdoor recreational business.

How the various internal departments of theme parks, attractions, or exhibitions interrelate and support each other.

Skills

Skills

Student will be skilled at ...

Students will recognize the relationships among science, technology, society, and the individual.

Students will develop a connection between society and advances in technology.

Students will demonstrate their ability to collect, organize, and interpret information obtained from technologies.

Students will evaluate a designed solution and its consequences based on the needs or criteria the solution was designed to meet.

Standards Alignment

New Jersey Student Learning Standards

Practice 1. Asking questions (for science) and defining problems (for engineering)

Asking questions and defining problems in 6–8 builds on K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.

Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.

Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.

Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.

Practice 5. Using mathematics and computational thinking

Mathematical and computational thinking in 6–8 builds on K–5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.

Use digital tools (e.g., computers) to analyze very large data sets for patterns and trends.

Apply mathematical concepts and/or processes (e.g., ratio, rate, percent, basic operations, simple algebra) to scientific and engineering questions and problems.

Use digital tools and/or mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem.

Connections to Engineering, Technology and Applications of Science

Interdependence of Science, Engineering, and Technology

Engineering advances have led to important discoveries in virtually every field of science and scientific discoveries have led to the development of entire industries and engineered systems.

Science and technology drive each other forward.

Influence of Engineering, Technology, and Science and the Natural World

All human activity draws on natural resources and has both short and long-term consequences, positive as well as

negative, for the health of people and the natural environment.

The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.

Technology use varies over time and from region to region.

Connections to the Nature of Science: Most Closely Associated with Crosscutting Concepts Science is a Way of Knowing

Science is both a body of knowledge and the processes and practices used to add to that body of knowledge.

Science knowledge is cumulative and many people, from many generations and nations, have contributed to science knowledge.

Science is a way of knowing used by many people, not just scientists.

Science is a Human Endeavor

Scientists and engineers rely on human qualities such as persistence, precision, reasoning, logic, imagination and creativity.

Advances in technology influence the progress of science and science has influenced advances in technology.

Science Addresses Questions About the Natural and Material World.

Scientific knowledge is constrained by human capacity, technology, and materials.

Science knowledge can describe consequences of actions but is not responsible for society's decisions.

Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They respond to the varying demands of audience, task, purpose, and discipline.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

LA.RH.6-8	Reading History and Social Studies Key Ideas and Details
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

	Integration of Knowledge and Ideas
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.RST.6-8	Reading Science and Technical Subjects
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
LA.K-12.NJSLSA.W	Writing
LA.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
SCI.MS-ETS1	Engineering Design
SCI.MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.8.A.1	Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e., telephone for communication - smart phone for mobility needs).
TECH.8.2.8.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
TECH.8.2.8.D	Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
TECH.8.2.8.D.1	Design and create a product that addresses a real world problem using a design process under specific constraints.
TECH.8.2.8.D.3	Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy New Section

see Crosswalks

21st Century Life and Careers

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Chromebooks

Schoology

Internet/Videos

PowerPoint/Google Presentations

Google Forms

Smart board/Interactive Websites

Document Camera

Lab Materials

Copies of Worksheets

Smart Notebook Files

Formative Assessment Strategies

Formative Assessment Strategies

Observations

Questioning/Polling

Group Discussions

Graphic Organizers

Peer/Self Assessments (Reflection)

Individual Whiteboards

Notebook Checks

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Daily Warm-Ups

Inquiry-Based Learning

Historical Research

Note Taking/Annotations

Survey/Data Collection

Performance/Lab Based

Classroom/Small Group Discussions

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the

concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure

he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.