

# Discovering the Environment of Chile

EDTC 6930

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\*Our names will be hyperlinked to our email addresses

We will have directions explaining our activities at the top so students can choose which one they would like to explore first.

This menu will include links to the home page, goals and objectives, and references.



This picture will take students to an activity about the regions of Chile



This picture will take students to an activity about animals



This picture will take students to an activity where they will create a research robot for the rainforest

# Animals of Chile

This menu will include links to the home page, goals and objectives, and references.



Animals of Atacama Desert

\*Internal links to a page for each animal group; page will include podcast in English & Spanish & external links for further study



Animals of the Altiplano de los Andes de Chile



Animals on the Pacific Coast

This picture will take students to the assessment



Animals in the San Rafael National Park

# Las Regiones Chilenos

## Chilean Regions

This menu will include links to the home page, goals and objectives, and references.



This picture will link to geographic information about the desert.



This picture will link to geographic information about the Laguna San Rafael National Park.



This picture will take students to the assessment



This picture will link to geographic information about the Pacific Coast.



This picture will link to geographic information about the Altiplano de los Andes de Chile.

# Robots

## Research in the Chilean Rainforest

Task #1: Robots are found in many locations and used for a multitude of purposes. Click on the robot to the right to watch a video about the different types of robots and their uses.



Task #2: Time for the robot challenge! Click on the robot image to the right to take a quick quiz to review the information covered in the video.



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Task #3: Using robots with appropriate instruments and environmentally safe features can help humans monitor natural settings and gather priceless data. Scientists can use that information to enhance their understanding of those environments and make more informed decisions about the needs and management of those areas. Your job is to design an appropriate robot to help the scientists in Chile learn more about their rainforest. Click on the rainforest image for more details.



# Goals and Standards

This menu will include links to the home page, goals and objectives, and references.

## *Instructional Goals:*

- Students will be able to locate Chile on a map
- Students will be able to explain environmental characteristic of Chile
- Students will be able to identify native animals using target language
- Students will be able to identify scientific names of organisms in English
- Students will be able to explain how robots are used in an exploratory manner

## *Spanish Content Standards:*

- Communication: Communicate in languages other than English.
  - K. Present information orally, signed or in writing.
- Connections: Connect with other disciplines and acquire information.
  - Investigate and report on concepts from across disciplines.

## *Biology Content Standards:*

- F. Explain the structure and function of ecosystems and relate how ecosystems change over time. (09-10)
  - 15. Explain how living things interact with biotic and abiotic components of the environment (e.g., predation, competition, natural disasters and weather). (10)
  - 16. Relate how distribution and abundance of organisms and populations in ecosystems are limited by the ability of the ecosystem to recycle materials and the availability of matter, space and energy. (10)

## *Technology Standards (Grade 10)*

- 1.C.3 Define examples of how technological progress is integral to the advancement of science, mathematics and other fields of study.
- 2.A.4 Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning and workplace needs.
- 2.B.1 Explain how, with the aid of technology, various aspects of the environment can be monitored to provide information for decision- making (e.g., satellites can be used to monitor wetlands in order to control disease spread by mosquitoes).
- 2.B.2 Understand that the appropriate design of technological devices and systems maximizes performance and reduces negative impacts on the environment (e.g., design vehicle components for ease of recycling after use).

# Resources

This is where we will list the resources we used.

This menu will include links to the home page, goals and objectives, and references.