Interdisciplinary Family unit – Family Immigration Story designed by Shan-Lee Liu

Depending on the content and the technology proficiency level, students can choose one or more of the following projects

- Target Language/English Language Art – Students will be able to write family immigration story from generation to generation in target language/English and post it on their own created blogs or websites. *Technology resource – www.weebly.com *Example – www.blschinese.weebly.com
- World History – Students will be able to construct digital family tree or family photo book using computer software in both target language and in English to tell their own family immigration story using a digital timeline in world history or demonstrating on their Face Book page. *Technology resource – www.emaze.com
- World Geography – Students will be able to download world/area map using computer software to illustrate where their family immigrated from and resided in the United stated of America from generation to generation and trace their ancestors' foot prints using digital media software. *Technology resource – www.prezi.com
- Economics – Students will survey family member using Google Form for the social economic status and the educational level of their family members from each generation. Compare and contrast each generation and each family on a table, chart or graphic organizer to demonstrate the reason why each family member decided to migrate from place to place or decide to stay in one place for a certain period of time. *Technology resource - www.google.com/forms
- Social Study – Students will plan a family reunion using Skype or having video conference using Line, Tango or Google Handout and then record it and make a digital family album for every family member to share on line and save for memory. *Technology resource - http://line.me/en/

Resource

- Polly, D. Ausband, L. (2009). Journal of computing in Teacher Education. Volume. 26. Number 1. Published by ISTE (International Society for Technology in Education). Retrieved Nov. 1, 2015 from http://files.eric.ed.gov/fulltext/EJ856114.pdf

- Harris, J. & Hofer, M. (2010). Grounded Technology Integration: Instructional Planning Using Curriculum-Based Activity Type Taxonomies. *Journal of Technology and Teacher Education* 18(4), pp. 573-605

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Interdisciplinary Assessment Plan designed by Shan-Lee Liu

Depending on content and technology proficiency level, students can be graded by one or more of the following criterion

Interdisciplinary Assessment Plan	5	4	3	2	1
Listening Comprehension	All the time	Most of the time	Some times	Can perform the task but seldom	None
Speaking Comprehension	All the time	Most of the time	Some times	Can perform the task but seldom	None
Reading Comprehension	All the time	Most of the time	Some times	Can perform the task but seldom	None
Writing Comprehension	All the time	Most of the time	Some times	Can perform the task but seldom	None
Digital Media Comprehension	All the time	Most of the time	Some times	Can perform the task but seldom	None
APA Style Citation/Resource	More than 7 resources	5-6 resources	3-4 resources	1-2 resources	None
Research Skills	All the requirement	Most of the requirement	Some of the requirement	Only complete one requirement	None
Technology Skills	All the requirement	Most of the requirement	Some of the requirement	Only complete one requirement	None

Resource

1. American Psychological Association. (2015). *APA Style*. [Website]. Retrieved Nov. 29, 2015 from http://www.apastyle.org/

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