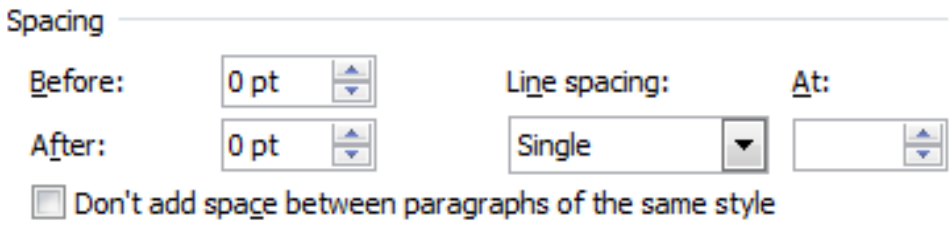
The Finishing Touches
For your AMAZING CTI Curriculum Unit
So I wrote 15 pages…now what?

General Reminders

- Final CU due to Seminar Leader by 11/24
- Please do not be late…it's Thanksgiving week ☺
- Length:
  - Minimum of **15** pages (**without** cover sheet, appendices, bibliography and footnotes)
  - Maximum of **25** pages (**with** appendices, bibliography and footnotes -- cover sheet not included in page count)
- Complete your cover sheet (template is on your CTI flash drive) including key words, teaching standards, synopsis, and include it with your unit. Create a hyperlink on your cover sheet to the Teaching Standards Appendix 1 within your unit (see Handbook, p. 29 for instructions).

Formatting

- Single spaced
  - Copy and paste CU into "CTI CU Cover Sheet_FINAL_4-11-14" document on your CTI flash drive
  - Or format yourself…
    Under "Paragraph" within Microsoft Word



- 1.5'' margins at top of page
- 1.25'' margins on sides and bottom of page
- Bolded title, one space, author italicized, three spaces, begin paper

From The Merman to the Weatherman:
The Evolution of Weather Prediction

Jennifer Thompson

Rationale

We are a weather obsessed society. Weather apps clutter our phones and the desktops of our computers. Even my alarm clock has a weather feature on it which collects a signal

- Headings
  - Level-one: **bold**
  - Level-two: normal type
  - Level-three: *italicized*

- Space between each heading and paragraph

Background

The Evolution of Weather Prediction

Humans have always based their survival on looking to the future and prepare accordingly. The weather affects everything about our lives from how we dress when braving the elements, to when we plant and harvest our crops. Humans figured out quite early that the weather was a powerful force to keep a close eye on.

Early Weather Mythology and Prediction

Looking to the skies would be the logical place to start when observing the weather. One famous weather saying is: "Red sky at night, sailor's delight. Red sky in morning, sailors

- First paragraph under heading do not indent
- All other paragraphs under heading indent 5 spaces
- Extra space between paragraphs

Ocean City, Maryland – 1933

The hurricane which struck Ocean City Maryland in 1933, also called the Chesapeake-Potomac hurricane, forever changed the landscape of the seaside resort town. The hurricane developed in the Atlantic Ocean and grew to be a category 4 hurricane. Residents of towns from North Carolina to Maryland were warned of the impending storm and many were able to evacuate in time. The storm first made landfall in North Carolina on August 23, 1933. The storm quickly weakened into a tropical storm as the eye passed over Virginia, and the storm continued on to Washington DC, passing Maryland along the way. The storm caused such severe flooding in the Chesapeake Bay region that it took 80 years, until Hurricane Sandy, for those records to be broken. An estimated total of 2 square miles of beaches along the Maryland coast were eroded away into the ocean. Economic damages were high: $7 million in crop damages, $3 million in fishing/boating, and $10 million in other property damages. [11]

When the hurricane hit in 1933 Ocean City Maryland was still a relatively young resort town. A storm of this magnitude could have easily caused irreversible damage, but instead the citizens were able to capitalize off of this storm. Some have been reported saying that they were even "tickled" by the main result.[12] The storm left a lasting

- No bullet points within the unit

Do this!!

Content Objectives

This unit is taught according to the North Carolina Essential Standards for Middle School. During the first or second quarter, depending on school location, a 9 week unit on weather is taught. Concentrated on here is standard 7E1.4 which states that students must predict weather conditions based on patterns and information obtained from weather data collected from direct observations and measurement; weather maps, satellite and radar; and clouds and associated elevations. It addresses the real life ways in which we predict weather, as well as the human consequences when this does not occur. The human consequences touches on standard 7E1.6 which states that students should be able to conclude that the good health of humans requires monitoring of the atmosphere, maintaining air quality, and stewardship. Students will also be reviewing standard 7E1.3, the formation of storms, during this unit.

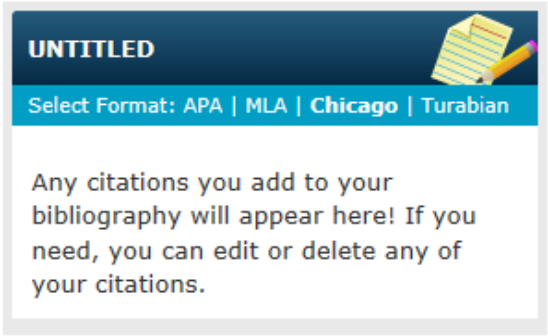
Not this!!

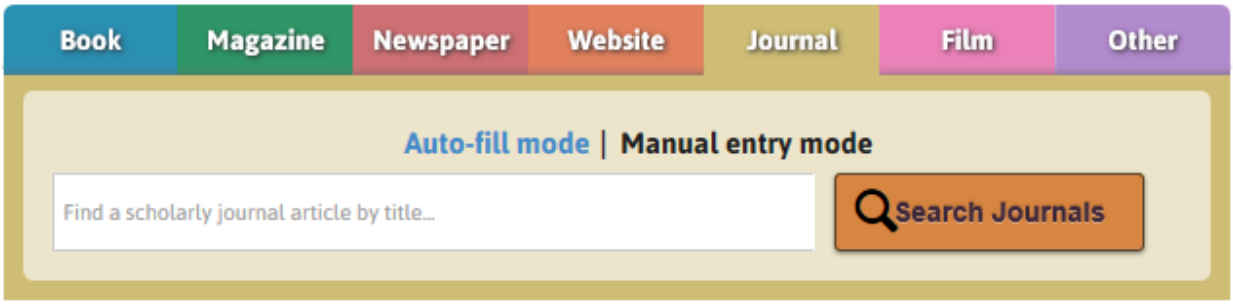
Content Objectives

- 7E1.4
  - students must predict weather conditions based on patterns and information obtained from weather data collected from direct observations and measurement; weather maps, satellite and radar
- 7E1.6
  - states that students should be able to conclude that the good health of humans requires monitoring of the atmosphere, maintaining air quality, and stewardship

Citations

- Chicago style
- Bibme.org
  - Click on "Chicago" within right side menu
  - Choose type of source and mode of entry
  - Type information into correct fields
  - Finished citation will appear in box to right
  - Copy and paste into paper!





End Notes

- Endnotes, not footnotes
- Chicago style calls for entire citation within footnotes
- Times New Roman

End Notes

[1] Library of Congress. *Everyday Mysteries.* October 2, 2014. http://www.loc.gov/rr/scitech/mysteries/weather-sailor.html (accessed October 28, 2014).

[2] *The Sourcerous Finfolk.* n.d. http://www.orkneyjar.com/folklore/finfolk/index.html (accessed October 29, 2014).

[3] SkyMet Weather Service. *6 Animals That Can Help Predict the Weather.* April 29, 2013. http://www.skymetweather.com/content/2013/04/lifestyle-and-culture/6-animals-that-can-help-predict-weather/ (accessed October 28, 2014).

[4] Graham, Steve, Claire Parkinson, and Mous Chahine. *Weather Forecasting Through the Ages.* n.d. http://earthobservatory.nasa.gov/Features/WxForecasting/printall.php (accessed September 23, 2014).

Bibliography

- Annotated bibliography
- 3 annotated lists: materials for classroom list, reading list for students, bibliography for teachers

Teacher and Student Resources

1933 Chesapeake-Potomac Hurricane. n.d. http://en.wikipedia.org/wiki/1933_Chesapeake%E2%80%93Potomac_hurricane (accessed October 29, 2014).
A resource for teachers and students describing the rebuilding of Ocean City MD.

AccuRite. n.d. *What is a weather station?* Accessed October 2013, 2014. http://www.acurite.com/what-is-a-weather-station.
A resource for students describing what a personal weather station is, the date it collects and the different types of stations.

Appendix 1

- Appendix 1: Implementing Teaching Standards
- One page
- Briefly annotate academic standards

Appendix 1: Implementing Teaching Standards

This unit incorporates the North Carolina Essential Standards for seventh grade science. It covers three standards within the weather unit. All three of these standards will be incorporated simultaneously throughout the unit, relying on each other for the successful completion of each day of the unit.

7.E.1.3 Explain the relationship between the movement of air masses, high and low pressure systems, frontal boundaries to storms (including thunderstorms, hurricanes, and tornadoes) and other weather conditions that may result.

Although students will have been formally taught this content prior to this unit taking place, it will be reviewed within their study of two famous hurricanes on day 2 of the unit. Students will be analyzing informational text within an I-chart.

Submitting the unit…Yay!

- Email final unit to your Seminar Leader **and** info@charlotteteachers.org
- Attach TWO documents
  - Final unit plan - "JSmith_unit_11-24-14"
  - Appendix 1 - "JSmith_appendix1_11-24-14"
    (Appendix 1 is also included inside your unit.)
- If you have to resubmit with changes/edits, simply resend updated unit with **new** date of submission (be sure to email copy to info@charlotteteachers.org).

Important Dates

- **Monday 17th** – Fellows Questionnaire sent out from Yale
- **November 24th** – Final CU due to Seminar Leader and info@charlotteteachers.org
- **Friday 5th** – Questionnaire due (both your CU AND questionnaire must be processed before you can receive your stipend)
- **Thursday 11th** – Fellows Finale Celebration! At the Bechtler Museum of Modern Art, 6:00 – 8:30 – Bring a guest, invite your principal. Celebrate! ☺