Jan.: Explorers Report

Content Area: **English**
Course(s):
Time Period: **January**
Length: **1-2 Weeks**
Status: **Published**

Unit Overview

Explorers Report

You are the explorer _____. You have discovered a new land. Your task is to create an explorer notebook describing your journey.

Enduring Understandings

Information learned from studying explorers can be used to practice thinking and writing skills.

Explorers faced many hardships in thier travels to new territories.

Many explorers used the journaling process to record thier experiences.

Essential Questions

If I were an explorer, what would I write in my journal to help others understand my journey?

Instructional Strategies & Learning Activities

If students are not creating a notebook, they may create the following criteria through a Google slide presentation.

Part I:

Create a **cover** with your name (you are the explorer) in large letters and a picture of you (the explorer). The picture may be printed out or hand drawn.

Part II:

Your notebook should include a **map** that shows your voyage from the sponsoring country to the New World and back. The route that you have taken can be printed out or hand drawn.

With the map, you need to include the **flag** of the sponsoring country. The flag may be printed out or

hand drawn.

Part III:

Your notebook needs to include the following information in **one paragraph per page with illustration or in essay format with accompanying illustrations:**

1. What country did your explorer sail for? Who sponsored him?

2. Who is my explorer? Give us some personal background – When was he born and when did he die? What was he like as a child? What was his family like? What were some important accomplishments in his life? What were his goals?

3. What was his motive? What was he looking for? What did he want to discover?

4. What did he find? What were his discoveries?

Part IV:

Presentation – you will be presenting this information to the class. Dress up like your explorer and share your notebook or Google slide presentation with the class.

Mat.: explorers project handout, file folders, citation page, index cards

1. present explorer to the class

Assess: presentation

Integration of Career Readiness, Life Literacies and Key Skills

Students meet these standards through using technology for researching and constructing an end product, sythesizing many materials to reach the end product, and then using presentation skills to present final product to the audience.

Students will be introduced to the career of being an explorer.

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these

	requirements.
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.1	Explain the need for and use of copyrights.
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Technology and Design Integration

Students meet these standards by using the internet for reasearch and a digital media platform for the final product.

8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.
	The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

Interdisciplinary Connections

Student are using information from social studies class to complete their research project. Students are also using visual media to enhance project and presentation.

1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through

	invention and practice.
	Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be challenged to write more details to expand thier journals and create a realistic performance.

Struggling students work requirements will be discussed and modified as needed.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

As listed above and the IEP requirements.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Students writing and research skills are monitored through the year through samples and rubrics.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher observation and conferencing

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

final journal and performance

Instructional Materials

See materials listed above.

Standards

CCSS.ELA-Literacy.W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
CCSS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.
CCSS.ELA-Literacy.W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.4.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
SOC.6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
SOC.6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.