

CVUSD's Unit 5 Planning Organizer

Subject Grade	ELA 4
Unit Title	Gold Fever
Length of Unit (Include days and minutes per day)	25 days (plus 5 buffer days), 120-130 minutes
Overview of Unit	Students will read about California's Gold Rush focusing on explaining events, ideas, and concepts in informational texts, including what happened and why. Students will also compare and contrast firsthand and secondhand accounts of events in the Gold Rush. Students read <u>By the Great Horn Spoon</u> to accompany this unit. They will write an opinion essay with an end of novel prompt. Students will answer text dependent questions throughout the novel.

Priority Common Core State Standards *Priority Standards are the standards around which supporting standards are organized	Reading Foundations Standard <i>(For Grades K-5 only)</i>
<p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>SL.4.1: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4a: Read on-level text with purpose and Understanding.</p> <p>RF.4.4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.4.4c: Use context to confirm or self-correct word recognition and understanding.</p>

<p style="text-align: center;">Supporting Standards</p> <p style="text-align: center;">*Supporting Standards are intricately woven through each of the performance tasks of the unit</p>	<p style="text-align: center;">ELD Standards</p>
<p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L.4.1.D: Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>L.4.3.A: Choose words and phrases to convey ideas precisely.</p>	<p>I.B.5-6,8</p> <p>II.A.1-2</p> <p>II.A.2</p> <p>II.B.5</p> <p>II.C.6-7,9,11-12</p> <p>I.A.1-4</p> <p>I.B.5-8</p> <p>I.C.9-12</p> <p>II.A.2</p> <p>II.B.3-7</p> <p>II.C.6-7</p>

“Unwrapped” Concepts (Students need to know)	“Unwrapped” Skills (Students need to be able to do)	Bloom’s Taxonomy Levels of Cognitive Rigor	Webb’s Depth of Knowledge
RI.4.3: <ul style="list-style-type: none"> Events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 	<ul style="list-style-type: none"> Explain 	Level 4: Analyze	Level 3: Strategic Thinking/ Reasoning
RI.4.9: <ul style="list-style-type: none"> Information from two texts on the same topic in order to write or speak about the subject knowledgeably. 	<ul style="list-style-type: none"> Integrate 	Level 6: Create	Level 4: Extended Thinking
W.1: <ul style="list-style-type: none"> Opinion pieces on topics or texts, supporting a point of view with reasons and information. 	<ul style="list-style-type: none"> Write 	Level 6: Create	Level 4: Extended Thinking
SL.4.1: <ul style="list-style-type: none"> Prepared for discussions, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 	<ul style="list-style-type: none"> Come 	Level 2: Understand	Level 2: Skills and Concepts
SL.4.4: <ul style="list-style-type: none"> On a topic or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 	<ul style="list-style-type: none"> Report 	Level 2: Understand	Level 2: Skills and Concepts

Essential Questions	Corresponding Big Ideas
RI 4.3- How do strategic readers explain informational text?	RI 4.3- Readers use specific information from a text to build subject knowledge.

<p>RI 4.9- Why does one organize and synthesize information from various sources?</p> <p>W.4.1- How do I write an effective opinion piece of writing?</p> <p>SL.4.1- How do I prepare for a group discussion on a specific topic?</p> <p>SL.4.9- How do I give an effective oral report?</p>	<p>RI 4.9- Readers organize and synthesize information from various sources to deepen the understanding of a topic and be able to communicate the information effectively.</p> <p>W.1- Writers need to state an opinion supported by reasons and evidence.</p> <p>SL.4.1- Students should read material, take notes on important details, and be prepared to share information.</p> <p>SL.4.9- Speakers should prepare information in an organized manner and speak clearly with understandable pace.</p>
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Unit Vocabulary Words	
Academic Cross-Curricular Words	Content/Domain Specific Vocabulary
<ul style="list-style-type: none"> • Explain • Firsthand account • Secondhand account • Integrate • Point of view • Procedure • Topic 	<ul style="list-style-type: none"> • Mining • Hydraulic • Anticipation • Perseverance • Hardships • Profit • Entrepreneur • Route • Discrimination
<p>Resources for Vocabulary Development (Include at least one resource for English Learner)</p> <p style="text-align: center;">Verbal and Visual Association Vocabulary Squares</p>	

Unit Formative Assessments of Priority Standards (Embed Documents)	
Pre-Assessment	Post-Assessment
<p>Grade 4 Unit 5 Pretest Student Version Computer Enhancement Grade 4 Unit 5 Pretest Student Version</p>	<p>Grade 4 Unit 5 Post Test Student Version Computer Enhanced Grade 4 Unit 5 Post Test Student Version</p>
Pre-Assessment Rubrics and Answer Keys	Post-Assessment Rubrics and Answer Keys

Overview of the Culminating Learning Experience (Situation, challenge, role, audience, product or performance)

Describe the Culminating Learning Experience for this unit of study:

Gold Fever is spreading. You have read about the gold discoveries in California and can't wait to strike it rich. Your dream of a better life for you and your family can come true. You are heading west! You have selected your route (task 2) to California and your adventure is about to begin. You will find out if you made a good choice with your route and find out your fate. You will purchase the supplies you need to be a success. Good luck!

Suggested Length of Time
 (Include days and minutes per day)

1 day, 120-130 minutes

Synopsis of Performance Tasks

Authentic Performance Tasks	Description	Suggested Length of Time (Include days and minutes per day)
<p>Task 1: Compare and contrast graphic organizer</p> <p>Critical Thinking</p>	<p>You will be reading <u>By the Great Horn Spoon</u>, complete the provided graphic organizer of problem and solution as you read. This will help guide the students with understanding of the novel and will help guide them during their end of novel writing activity. Students will read information about the Gold Rush adding to the learning from the Social Studies textbook. Students will compare and contrast a first and secondhand accounts of the same event related to the Gold Rush. They will compare the primary and secondary sources noting details in the graphic organizer. Once the students have read sample letters from firsthand gold rush accounts they will write a letter home to Aunt Arabella.</p>	<p>4 days, 120-130 minutes each day</p>
<p>Task 2: Opinion piece</p> <p>Collaboration and Communication</p>	<p>Students will read information about the routes to California during the Gold Rush. Students will discuss in small groups the route that they think would be best to take to California. Students will create a flipbook about three routes to the gold field; Overland, Panama, and around the Cape Horn. They will write an opinion paragraph with reasons and supporting evidence in the text during the writing process.</p>	<p>8 days, 120-130 minutes each day</p>

<p>Task 3: Collaborate Communicate Critical Thinking</p>	<p>Students will read technical and historical text about mining techniques. They will complete a comparison chart about techniques used in <u>By the Great Horn Spoon</u> vs the ones discussed in technical articles and provided videos. Students will teach another student about their findings. They will have to explain how one of the mining techniques is used.</p>	<p>7 days, 120-130 minutes each day</p>
<p>Task 4: Analyze a text Critical Thinking Create</p>	<p>Students will gather information from articles/texts provided, about entrepreneurs during the Gold Rush. Teach adjective order to your students. Once there is a clear understanding of ordering adjectives, students will create an adjective art on an item created by entrepreneurs of the time; jeans, pans, long toms, jackboots, pick axes, etc.</p>	<p>3 days, 120-130 minutes each day</p>
<p>Task 5: Create a poster, and product pitch Creativity, Communication</p>	<p>Students will create a new product that could be used during the Gold Rush. They will explain their product by creating an advertisement poster, and a commercial/pitch of their product. Their poster will include a picture of the product and explain its function and purpose. It will include cost, where it can be purchased, slogan, etc.</p>	<p>2 days, 120-130 minutes each day</p>

PERFORMANCE TASK 1

<p>Title of Authentic Performance Task 1</p>	<p>Primary Sources</p>	<p>Length: 4 days, 120-130 minutes each day</p>
<p>Standards Addressed in Authentic Performance Task 1</p>	<p>Priority Standards for Task 1: RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</p> <p>Supporting Standards for Task 1: RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.</p>	

Detailed Description of Authentic Performance Task 1	Performance Task: Students will compare and contrast a first and secondhand account of taking an overland route to California. They will compare the primary and secondary sources noting the details in a graphic organizer.	Bloom's Taxonomy Levels	Webb's DOK
	Suggested Teaching and Learning Sequence: Part 1: <ul style="list-style-type: none"> ○ As you read <u>By the Great Horn Spoon</u>, students will complete a graphic organizer about the problems in which Jack and Praiseworthy encounter problems and how they solve them. This will be used to help students write their end of novel writing activity. 	Level 4: Analyze	Level 2: Skills and Concepts
	Rubric for Authentic Performance Task 1 (Embed Document)		

	<p>Problem/Solution By the Great Horn Spoon graphic organizer</p> <ul style="list-style-type: none"> ○ Writing Activity: Once students have read the entire book, they will write an opinion essay. Click on the following writing activity for end of novel writing assignment. By the Great Horn Spoon writing activity <p>Part 2:</p> <ul style="list-style-type: none"> ○ Direct teach and model the difference between first and secondhand accounts in reading. Prezi: First and Secondhand Accounts Firsthand and Secondhand Anchor Chart Primary and Secondary Sources Information <p>Part 3:</p> <ul style="list-style-type: none"> ○ Teach and discuss, how as a reader you need to be aware of who is giving the information. Use Social Studies Primary Source resource book (light blue social studies ancillary book) to show examples and make comparisons. <p>Part 4:</p> <ul style="list-style-type: none"> ○ Give students the readings on the Overland Route. The readings include the Social Studies textbook, firsthand historical accounts (provided below), and secondhand informational texts (provided below). Students will use the information to fill in the graphic organizer. Students will share their findings with the class allowing time to add or change things to their graphic organizer. <p>Part 5:</p> <ul style="list-style-type: none"> ○ Students will review the informational texts provided on the Overland Route focusing on unknown or domain specific vocabulary. After close reading they will circle any unknown words or phrases in the text. They will brainstorm with a partner to discover synonyms for the unknown words and phrases that retain the meaning of the sentence. Context Clues Graphic Organizer Context Clue Practice <p>Part 6:</p> <ul style="list-style-type: none"> ○ Students will read and or listen to firsthand account letters from miners during the Gold Rush. Once they have been exposed to several examples, students will create a letter home from Jack's point of view to Aunt Arabella. The letter should include details from the book, retelling accounts from the story thus far. You can read firsthand accounts on the website provided: http://glittering.com/letters/. 	<p>Smarter Balanced Rubrics</p>
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Response to Instruction and Intervention

Instructional Strategies	Differentiated Strategies for Intervention	Differentiation Strategies for Enrichment	Interdisciplinary Connections
<ul style="list-style-type: none"> ○ Direct instruction variation where the teacher presents for ten minutes, students share and reflect for two minutes, then the cycle repeats ○ A metacognitive approach to reading that guides students to explore text Before reading to activate prior knowledge, monitor comprehension During reading, and summarize the reading After reading. <p>Before, During, and After - NCREL</p> <ul style="list-style-type: none"> ○ A form of reflection immediately following an activity. 	<ul style="list-style-type: none"> ○ Teacher will offer mini lesson on the routes to support learning different accounts ○ Groups will process the knowledge through discussion. ○ The teacher will break the assignment into smaller pieces. 	<ul style="list-style-type: none"> ○ While reading the novel students will use the Icons of Depth and Complexity to analyze By the Great Horn Spoon. ○ Students will do research on another Gold Rush. They will then do a Venn Diagram comparing it with the California Gold Rush. ○ Students will write a Primary Source article about a scene from By the Great Horn Spoon. 	<ul style="list-style-type: none"> ○ Social Studies
<p align="center">Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>		<p align="center">Student Resources and Materials</p>	
<p>Anchor Text: <u>By the Great Horn Spoon</u> Text Set:</p> <ul style="list-style-type: none"> ● HM story-Boss of the Plains ● HM story-By the Shores of Silver Lake ● HM story-Tanya’s Reunion ● Overland Route Firsthand Account ● Overland Route Secondhand Account ● Overland Route Information ● Overland secondhand account link ● Gold Rush Poems 		<ul style="list-style-type: none"> ● Graphic Organizer: Top Hat Compare and Contrast 	

<p>Audio/Visual Resources: By the Great Horn Spoon Web Resource</p> <p>Additional Print Sources: By the Great Horn Spoon Chapter Summaries By the Great Horn Spoon Questions</p> <p>The unit resources page has additional documents on the routes to the Gold Rush.</p> <p>Other Resources: *see unit resources</p>	
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PERFORMANCE TASK 2

Title of Authentic Performance Task 2	Coming to California	Length: 8 days, 120-130 minutes each day	
Standards Addressed in Authentic Performance Task 2	Priority Standards for Task 2:		
	<p>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. SL.4.1: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>		
Detailed Description of Authentic Performance Task 2	Supporting Standards for Task 2:		
	<p>L.4.3.A: Choose words and phrases to convey ideas precisely. SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>		
Detailed Description of Authentic Performance Task 2	Performance Task: Students will read information about the routes to California during the Gold Rush. Students will discuss and debate in small groups which route would be the best to take to California. They will write an opinion paragraph with reasons and supporting evidence from the text during the writing process.	Bloom's Taxonomy Levels	Webb's DOK
	Suggested Teaching and Learning Sequence:	Level 5: Evaluate	Level 4: Extended Thinking

	<p>Part 1</p> <ul style="list-style-type: none"> ○ Have students Close read different texts on the three routes; adding to knowledge from Social Studies textbook and readings from task 1. ○ Students will produce a flipbook (3 panel horizontal foldable) of each of the three routes to the gold fields – around the Cape Horn, Panama, and Overland. See example Routes to the Gold Fields Flipbook <p>Part 2</p> <ul style="list-style-type: none"> ○ Students will get into small groups and can be assigned a particular route to study. Give them time to build and gain knowledge from each other and prepare opinions and arguments on the different routes. Students will debate/ discuss with class the pro and cons of each route. <p>Part 3</p> <ul style="list-style-type: none"> ○ Students will write an opinion writing paragraph on what route they think was best and why? They will use the gold route matrix as a prewrite for their writing. Gold Route Matrix 	<p>Rubric for Authentic Performance Task 2 (Embed Document)</p> <p>Smarter Balanced Rubrics</p>
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Response to Instruction and Intervention

Instructional Strategies	Differentiated Strategies for Intervention	Differentiation Strategies for Enrichment	Interdisciplinary Connections
<ul style="list-style-type: none"> ○ Students generate lists of arguments for or against certain ideas. These can either be actions proposed by a class, or a listing of arguments for and against ideas of historical or scientific interest. <p>Listing Pros and Cons</p> <ul style="list-style-type: none"> ○ students paraphrase and summarize. It reminds students to listen for the “big idea” when reading text. This activity produces a great review 	<ul style="list-style-type: none"> ○ Teacher will give directions throughout the writing process with feedback. ○ Students will prewrite their writing with teacher support ○ Recite the steps they will take in the writing process 	<ul style="list-style-type: none"> • Have a class debate/Socratic Dialogue on what is the best route to California. ○ Have the students write a multiple paragraph essay about the best route using a thesis statement. ○ In lieu of the flipbook, have the students make a computer slide show/Power Point on the three routes. 	<ul style="list-style-type: none"> ○ Social Studies ○ Math

<p>guide because students are creating a list of the main points of the reading. It enables readers to learn quickly, extract important ideas, and recall text.</p>			
<p>Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>		<p>Student Resources and Materials</p>	
<p>Audio/Visual Resources: Land Route site</p> <p>Additional Print Sources: Boss of the Plains Questions By the Shores of Silver Lake Questions Tanya's Reunion Wells Fargo Museum primary source articles (see resource page)</p> <p>Other Resources: 25 Anchor Charts: Opinion Writing Chart #8 OREO Graphic Organizer Opinion Writing Samples Opinion Prompt Ideas *see resource page</p>		<p>See Unit 5 resources page for articles on the different routes to the Gold Rush</p> <p>Gold Rush Route Matrix</p> <p>List pros and cons</p> <p>Opinion Essay Plan</p>	

PERFORMANCE TASK 3

<p>Title of Authentic Performance Task 3</p>	<p>Mining Techniques</p>	<p>Length: 7 days 120-130 minutes each day</p>
<p>Standards Addressed in Authentic Performance Task 3</p>	<p>Priority Standards for Task 3: RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	

	<p>Supporting Standards for Task 3:</p> <p>SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L.4.3.A: Choose words and phrases to convey ideas precisely.</p>			
<p>Detailed Description of Authentic Performance Task 3</p>	<p>Performance Task: Students will read technical and historical text about mining techniques. They will complete a comparison chart about techniques used in <u>By the Great Horn Spoon</u> vs the ones discussed in technical articles and provided videos. Students will teach another student about their findings. They will have to explain how one of the mining techniques is used.</p>		<p>Bloom's Taxonomy Levels</p>	<p>Webb's DOK</p>
	<p>Suggested Teaching and Learning Sequence:</p> <p>Part 1:</p> <ul style="list-style-type: none"> ○ Students will read technical informational texts about the mining techniques used during the Gold Rush. Students will complete a comparison chart as they read <u>By the Great Horn Spoon</u> and the technical texts/ articles. https://www.youtube.com/watch?v=IXOcFeSWxjY http://www.wikihow.com/Pan-for-Gold http://hunting4gold.com/blog/gold-panning/ <u>Comparing Mining Techniques Graphic Organizer</u> <p>Part 2:</p> <ul style="list-style-type: none"> ○ Students will explain the steps and procedures to a partner clearly by paraphrasing the directions of a mining technique of their choice that they studied. They will need to explain the process in detail to their partners. 		<p>Level 6: Creation</p>	<p>Level 4: Extended Thinking</p>
			<p>Rubric for Authentic Performance Task 3 (Embed Document)</p>	
			<p><u>Unit5 Task3 Presentation Rubric.pdf</u></p>	
<p>Response to Instruction and Intervention</p>				
<p>Instructional Strategies</p>	<p>Differentiated Strategies for Intervention</p>	<p>Differentiation Strategies for Enrichment</p>	<p>Interdisciplinary Connections</p>	
<p>Identifying Similarities and Differences</p> <ul style="list-style-type: none"> ○ Comparison and classification. Students will use Venn diagram to compare different mining techniques. 	<p>Chunking of Information</p> <ul style="list-style-type: none"> ○ Break instructional duration into smaller chunks of time. Read a articles together in small group scaffolding each technique. <p>Providing more (or less) time</p>	<ul style="list-style-type: none"> ○ Students produce a video teaching "How to Pan for Gold" ○ Students research modern 	<ul style="list-style-type: none"> ○ Fine Arts ○ Visual Arts ○ Science 	

<p>Nonlinguistic Representations</p> <ul style="list-style-type: none"> ○ Generate mental images representing content. Students will draw images of the techniques discussed to build understanding. <p>Cooperative Learning</p> <ul style="list-style-type: none"> ○ Place students in cooperative and/or flexible groups. Students will discuss elements in small groups building on knowledge from peers. 	<ul style="list-style-type: none"> ○ Adjust the length of time for instruction, assignments and projects. Students will continue to practice skill. <p>Use of Technology</p> <ul style="list-style-type: none"> ○ Use of technology to enhance learning. Have access to multiple examples of mining techniques to build mastery. 	<p>ways gold is extracted. Students compare with ways in 1848</p>	
<p>Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>		<p>Student Resources and Materials</p>	
<p>Textbook References: HM-story-Boss of the Plains HM story-By the Shores of Silver Lake HM story-Tanya’s Reunion</p>			

PERFORMANCE TASK 4

<p>Title of Authentic Performance Task 4</p>	<p>Adjective Order</p>	<p>Length: 2 days: 120-130 minutes each day</p>
<p>Standards Addressed in Authentic Performance Task 4</p>	<p>Priority Standards for Task 4:</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	

	<p>Supporting Standards for Task 4:</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>		
<p>Detailed Description of Authentic Performance Task 4</p>	<p>Performance Task: Students will gather information from articles/texts provided, about entrepreneurs during the Gold Rush. Teach adjective order to your students. Once there is a clear understanding of ordering adjectives, students will create an adjective art on an item created by entrepreneurs of the time; jeans, pans, long toms, jackboots, pick axes, etc.</p>	<p>Bloom's Taxonomy Levels</p>	<p>Webb's DOK</p>
	<p>Suggested Teaching and Learning Sequence: Part 1:</p> <ul style="list-style-type: none"> ○ Students will read the articles provided to learn about important entrepreneurs during the Gold Rush. <p>Part 2:</p> <ul style="list-style-type: none"> ○ Teach and review the language standard with adjective order, and how they are used in poetry to convey ideas. Teach a variety of categories of adjectives (color, material, origin, etc.) Adjective Order for gold rush noun.pdf ○ Have students pick an object, topic, or event that relates to the Gold Rush (e.g., gold fever, pan, gold, Long Tom, mining town). They will brainstorm adjectives to describe their selection. Have them write down their words selecting multiple adjectives <p>Part 3:</p> <ul style="list-style-type: none"> ○ Either provide a black line master or have the students draw a picture of their object. They will then outline the object with ordering the adjectives. See example: Adjective order art sample 	<p>Level 4: Analyze</p>	<p>Level 3: Strategic thinking</p>
		<p>Rubric for Authentic Performance Task 4 (Embed Document)</p>	
<p>Response to Instruction and Intervention</p>			
<p>Instructional Strategies</p>	<p>Differentiated Strategies for Intervention</p>	<p>Differentiation Strategies for Enrichment</p>	<p>Interdisciplinary Connections</p>
<p>Summarizing and Note taking</p> <ul style="list-style-type: none"> ○ Students make note of key details in reading. Students 	<p>Total Physical Response</p> <ul style="list-style-type: none"> ○ Students respond with body movement to show comprehension. Students will 	<ul style="list-style-type: none"> ○ Students will make word art online. They can use Taxedo, Tagul, or other word cloud 	<ul style="list-style-type: none"> • Science • Engineering • Writing

<p>will analyze the importance of adjective order in writing by taking notes or highlighting key information.</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> ○ Place students in cooperative and/or flexible groups. Students will discuss elements in small groups building on knowledge from peers. 	<p>model the order of adjectives with hand movements.</p> <p>Repetition</p> <ul style="list-style-type: none"> ○ Repeat information and recite steps. Students will be given time to repeat and recite order of adjectives in small groups. <p>Scaffolding</p> <ul style="list-style-type: none"> ○ Simplify the task to make it more manageable for the student. Students will be given time and support to practice giving instructions with teacher and peer support. 	<p>site to do the word picture.</p> <ul style="list-style-type: none"> ○ Students will create an acronym to remember the adjective order. ○ Students will explore the U.S. Patent office kid site. http://www.uspto.gov/kids/ 	
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Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)	Student Resources and Materials
<p>Textbook References:</p> <p>Other Books:</p> <p>Audio/Visual Resources:</p> <p>Additional Print Sources:</p> <p>Other Resources: *see unit resources</p>	

PERFORMANCE TASK 5

Title of Authentic	Create a Product	Length:
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Performance Task 5			3 days, 120-130 minutes a day	
Standards Addressed in Authentic Performance Task 5	Priority Standards for Task 5:			
	<p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>			
	Supporting Standards for Task 5:			
	SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
Detailed Description of Authentic Performance Task 5	Performance Task:		Bloom's Taxonomy Levels	
	<p>Students will research and close read articles/texts about entrepreneurs during the Gold Rush. They will use the information to create a new product that could be used during the Gold Rush time. They will explain the usefulness of their product by creating an advertisement poster. Their poster will include a picture of the product and explain its function and purpose. It can also include cost, where it can be purchased, picture, slogan, etc. Students will share their products with the class.</p>			Webb's DOK
	Suggested Teaching and Learning Sequence:		Rubric for Authentic Performance Task 5 (Embed Document)	
	Part 1:	<ul style="list-style-type: none"> ○ Students will use Close reading strategies to read the articles/text on Gold Rush entrepreneurs and focus on their contributions to California. Connect to Boss of the Plains. ○ Students will read a technical text on patents and how this is important for any invention. 		
Part 2:	<p>US Patent Office for Kids</p> <ul style="list-style-type: none"> ○ Students will use their knowledge about life as a miner and supply and demand to create a new or a “new twist” on a product that would be useful to the miners. <p>Sample Create Gold Rush Project</p>	Unit 5 Task 5 Rubric		
Response to Instruction and Intervention				

Instructional Strategies	Differentiated Strategies for Intervention	Differentiation Strategies for Enrichment	Interdisciplinary Connections
<p>Close Reading: Directs students to examine and analyze the text through a series of activities that focus students on the meanings of individual words and sentences as well as the overall development of events and ideas. Call on students to extract evidence from the text as well as draw non-trivial inferences that logically follow from what they have read.</p> <p>Reciprocal Teaching Groups: The teacher guides students to form reading groups with each student playing a role as they read complex text: predictor, clarifier, questioner, and summarizer. Students are given question prompts to guide their group work. They also play each role in the course of reading.</p>	<p>Cooperative Learning: During the discussion of summaries, English language learners work with a student partner or teacher to underline key points and put those points into their own words.</p> <p>Graphic Organizer: Using a graphic organizer, build the summary. Provide a partially completed graphic organizer to guide student understanding on selected articles.</p> <p>Supplemental Intervention: Provide articles on explorers that are easier to read and that have support from vocabulary organizers. Read through the articles with students to make certain that comprehension is occurring. Scaffold students toward grade level texts by reinforcing reading comprehension strategies using lower lexile level material initially. Reciprocal teaching techniques may be used</p>	<ul style="list-style-type: none"> • Students will create an actual product to go with their poster. • Students will create a video commercial for their product. 	<ul style="list-style-type: none"> • Math • Social Studies • Science • Visual Arts
<p align="center">Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>		<p align="center">Student Resources and Materials</p>	
<p>Textbook References: HM anthology: Boss of the Plains Reflections social studies, chapter 6</p> <p>Other Books:</p>		<p>Gold Rush Product Poster</p> <p>Entrepreneurs of the Gold Rush</p>	

Reflections Time for Readers: Levi Strauss

Audio/Visual Resources:

[Ghirardelli Information](#)

Additional Print Sources:

See Unit Resources:

[US Patent Office for Kids](#)

[Invention Handbook](#)

Other Resources:

*see unit resources

CULMINATING LEARNING EXPERIENCE

Description of Culminating Learning Experience (situation, challenge, role, audience, product or performance)

Gold Fever is spreading. You have read about the gold discoveries in California and can't wait to strike it rich. Your dream of a better life for you and your family can come true. You are heading west! You have selected your route (task 2) to California and your adventure is about to begin. You will find out if you made a good choice with your route and find out your fate. You will purchase the supplies you need to be a success. Good luck!

Teacher overview:

Materials: dice and fake money (math manipulative kits)

You will set up a marketplace in your classroom displaying the product posters created in task 5. Put a container and signup sheet next to each poster so students can put their "money" and "purchase" or order the products. You can be as creative as you would like and add more details to this culminating activity. Use the examples of 49ers coming off the boat and experiencing the merchants along the wharf (Great Horn Spoon). The children will find out how much they have to spend at the stores based on their route selections.

Each student will start off their journey with 500 dollars. Each journey has its own cost.

- Panama route \$250
- Cape Horn route \$150
- Overland route \$100

After deciding their route, they will find out their additional costs by rolling a set of dice.

If the students selected:

Panama-

- roll doubles, arrive first to the gold fields and get 250 dollars back
- roll an odd number, contract malaria and must pay an additional 50 dollars

Cape Horn:

- roll doubles, contract scurvy and have to pay 150 dollars to get medical care
- roll an odd number, head to the marketplace
- roll an even number: You arrive later, so inflation has increased prices, pay an additional \$100 dollars

Overland:

- roll doubles, get caught in a storm and pay an additional 250 dollars
- roll an even number, proceed to merchant area
- roll an odd number, animals did not get enough food and died, pay an additional 200 dollars

They will take their remaining money and spend it on supplies to prospect for gold. They are playing store. After the culminating activity, have the students write about their experience of their journey.

Rubric for Culminating Learning Experience (Embed Document)

Length

1 day, 120-130 minutes