

CVUSD's Unit Planning Organizer

Subject Grade	ELA 3/4 combination class
Unit Title	Unit 2: Weaving Through Time With Native Americans
Length of Unit (Include days and minutes per day)	15 days (plus 5 days buffer), 120 minutes per day
Overview of Unit	<p>In an effort to meet the needs of a combination class, we have tried to align the standards of the two grades. Although the unit is based on third grade standards, the unit can be elevated to the fourth grade level. It made the most sense to us to use the third grade unit as a starting point. We don't want the third grade students to do fourth grade activities this year and repeat them again next year.</p> <p>This unit has the basic elements of a unit planner. However, we did not include the reading foundations standards, unwrapped standards, and the "response to instruction, and intervention" section. The third grade unit has this information, if needed. We left the third grade essential questions and corresponding big ideas in this unit. Please use the fourth grade planner for additional resources and assignments. There are resources for the four regions of California and activities for animal adaptations and expository writing.</p> <p>In this unit we will focus on expository text to determine the main idea, key details, and how they support the main idea. Explicitly using the text, students will ask and answer questions to demonstrate understanding. Students will write an informative/expository report to convey ideas and information clearly focusing on the usage of adjectives and adverbs. Suggested text: Harcourt Reflections Unit 2 American Indians. (Reflections: Chapter 2- California Indians)</p>

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>
RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	
RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	

<p>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.i: Produce simple, compound, and complex sentences.</p> <p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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>Supporting Standards</p> <p>*Supporting Standards are intricately woven through each of the performance tasks of the unit</p>	<p>ELD Standards</p>
<p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.4.2.c: Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>W.3.2.d Provide a concluding statement or section.</p> <p>W.4.2.e: Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.3.C Use temporal words and phrases to signal event order.</p>	

<p>W.4.3.c: Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>SL.3.1.c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.4.1.c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>L.3.2.g Use coordinating and subordinating conjunctions.</p> <p>L.4.2.c: Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.3.4.d (CA) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA</p> <p>L.4.4.c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	
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Essential Questions	Corresponding Big Ideas
Why is it important to refer explicitly to the text when answering questions regarding informational reading? (RI 3.1)	Referring to the text is a critical skill necessary to demonstrate understanding. (RI 3.1).
Why is it important for a reader to identify key details when determining the main idea of informational text? (RI 3.2)	Authors organize and support the main idea through the use of key details. (RI 3.2)
How do readers determine the main idea of an information text? (RI 3.2)	The reader makes connections through the key details to identify the main idea. (RI 3.2)
Why do writers need to convey ideas and information clearly when writing informational text? (W 3.2)	Writers need to convey information and ideas clearly in order to be understood. (W 3.2)
Unit Vocabulary Words	

Academic Cross-Curricular Words	Content/Domain Specific Vocabulary
Comprehension Definition Demonstrate Develop Examine Explain Main Idea Supporting Details Support Text Topic	Adjective Adverb Expository Facts Information Informative Simple Sentence <i>*Teachers- adding text specific vocabulary is recommended*</i>

Resources for Vocabulary Development (Include at least one resource for English Learner)

- The Academic Vocabulary Student Book can be found in the RCD Curriculum Catalog in Print Center labeled “Academic Vocabulary Student Book for Third Grade”. It is intended as a year-long interactive student vocabulary book for academic vocabulary.



Academic Vocabulary Student Book.pdf

[Academic Vocabulary Student Book - MAC](#)

Other Resources:



Vocabulary List Organizer.pdf.pdf









Frayer Model Vocabulary.pdf.pdf

[Vocabulary List Organizer-MAC](#)

[Frayer Model Vocabulary - MAC](#)

[Vocabulary Strategies Link](#)

Unit Formative Assessments of Priority Standards (Embed Documents)	
Pre-Assessment	Post-Assessment
 <p>Unit 2 Pretest Student Copy.pdf</p> <p>Unit 2 Pretest Student Copy - MAC (third grade) Unit 2 Grade 4 Pretest Student Copy (3-4 combo)</p>	 <p>Unit 2 Post Test Student Copy.pdf</p> <p>Unit 2 Post Test Student Copy - MAC (third grade) Unit 2 Grade 4 Post Test Student Copy (3-4 combo)</p>
Pre-Assessment Rubrics and Answer Keys	Post-Assessment Rubrics and Answer Keys
  <p>Unit 2 Pretest Teacher Booklet.pdf Unit 2 Pretest Question 3 Rubric.pdf</p> <p>Unit 2 Pretest Teacher Booklet - MAC (third grade) Unit 2 Pretest Question 3 Rubric - MAC (third grade) Unit 2 Grade 4 Pretest Teacher Booklet (3-4 combo)</p>	  <p>Unit 2 Post Test Teacher Booklet.pdf Unit 2 Post Test Question 6 rubric.pdf</p> <p>Unit 2 Post test teacher Booklet - MAC (third grade) Unit 2 Post Test Question 6 rubric - MAC (third grade) Unit 2 Grade 4 Post Test Teacher Booklet (3-4 combo)</p>

Overview of the Culminating Learning Experience (Situation, challenge, role, audience, product or performance)	
<p>Describe the Culminating Learning Experience for this unit of study:</p> <p>You are the resident expert on a specific Native American tribe. You have been invited to present your knowledge to a select group of your peers (each an expert on a different tribe). After completing a series of tasks, you will present a PowerPoint on your tribe to your panel of experts. Ideally, each panel of experts will gather around one computer, with groups spread throughout the lab, and take turns presenting their PowerPoints.</p>	<p>Suggested Length of Time (Include days and minutes per day)</p>
Synopsis of Performance Tasks	

Authentic Performance Tasks	Description	Suggested Length of Time (Include days and minutes per day)
Task 1: Comparison Table of the Four Tribal Groups	After closely reading Chapter 3 - Lesson 1 in the textbook <i>Reflections: Our Communities</i> , students will ask and answer questions to demonstrate understanding of the text. Using textual evidence, the students will create a comparison table on the four tribal groups in California. (4 th - use chapter 2 in <i>Reflections comparing the regions or tribal groups</i>)	2 days; 120 minutes/day
Task 2: California Indian Tribe Interactive Bulletin Board	After the teacher guides students through the use of the “Boxes and Bullets” note taking, the students will use this technique to record the main idea and details for the tribe they are researching. Students will utilize the internet to search for more details to add to their notes including the geographical location, shelter, food, and culture for their tribe. The note sheet will be used to create a poster for the interactive bulletin board. These posters will be displayed on an interactive bulletin board and peers will give feedback (questions and responses) regarding the posted information.	5 days; 120 minutes/day
Task 3: Write a California Indian Native American Report	Students will use their improved notes to write a multi-paragraph report on the tribe they have been researching. Students will then effectively collaborate with partners to discuss and collect feedback on their report. They will build on the ideas of others using peer feedback to improve their writing. Students will be provided time to self-reflect and goal set on their skills as writers.	5 days; 120 minutes/day
Task 4: Visual Display of Main Ideas and Details on Selected Tribe	Collaborating as a group, each student will create a PowerPoint slideshow (or Prezi) representing the main ideas and details for their tribe. PowerPoints must include pictures and a short summary describing the geographical region, type of shelter, foods, and culture for their tribe.	3 days; 120 minutes/day

PERFORMANCE TASK 1

Title of Authentic Performance Task 1	Close Reading of Four Geographical Tribal Groups of California	Length: 2 days; 120 minutes/day
Standards Addressed in Authentic Performance Task 1	Priority Standards for Task 1: RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	

	<p>Supporting Standards for Task 1: RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). L.3.4.d: (CA) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA</p>		
<p>Detailed Description of Authentic Performance Task 1</p>	<p>Performance Task: After closely reading Chapter 3 - Lesson 1 in the textbook <i>Reflections: Our Communities</i>, students will ask and answer questions to demonstrate understanding of text. Using textual evidence, the students will create a comparison table on the four tribal groups in California. (4th-Reflections Chapter 2)</p>	<p>Bloom's Taxonomy Level 3: Apply</p>	<p>Webb's DOK Level 2: Skills & Concepts</p>
	<p>Suggested Teaching and Learning Sequence:</p> <ul style="list-style-type: none"> Working with the whole group, the teacher will introduce Chapter 3, Lesson 1 <i>The Land and the People</i> – pointing out that we will be identifying the early American Indians of California, explaining the characteristics of tribal groups, and locating areas in which each Indian group lived. 		
	<ul style="list-style-type: none"> Working with the whole group, the teacher will model answering a text-dependent 	<p>Rubric for Authentic Performance Task 1 (Embed Document)</p>	

question (see Student Resources below) referring explicitly to the text for answers. Students will record their answers on binder paper or in a spiral notebook.

- Working with the whole group, the teacher will elicit input from the students and guide them through answering 2-3 text dependent questions referring explicitly to the text for answers. Students will record answers on their binder paper or notebook.
- Working with partners, students will answer text dependent questions referring explicitly to the text for answers. Students will record answers on their binder paper or notebook.
- Students should utilize the Reflections glossary to clarify the meaning of unknown vocabulary.
- Using the *Chart and Graph Skills: Read a Table* (see Reflections: Our Communities Teacher's Manual pp. 98-99), the teacher will present a whole group lesson on using tables as graphic organizers.
- In small groups, students will use textual evidence to fill in the Tribal Group Comparison Table (see Student Resources below) with details regarding the geographical location, shelter, food, and culture for each group. The teacher may choose to enlarge the comparison chart onto poster paper. Discuss how the region affects attributes of tribes in the areas.
- In a whole group setting, the teacher will facilitate a collaborative discussion sharing information in tables. Students will have the opportunity to make corrections to or improve their group's tables at this time.

Suggested Grammar skill – Explain the function of adjectives. See Grammar and Language Standards by Trimester for Grade 3 pacing guide in Teacher Resources section. Refer to [LearnZillion Lesson on Adjectives](#) for a guided lesson.

4th Grade Suggested Grammar Skill- Use a comma before a coordinating conjunction in a compound sentence. See [Workbook Plus](#) for additional print resources.

[Compound Sentence PowerPoint](#) [Compound Sentence Information](#)

[Compound Sentence Practice](#)



Unit 2 Task 1
Rubric.pdf

[Unit 2 Task 1 Rubric- MAC](#)

Teacher Resources and Materials
(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

Student Resources and Materials

Textbook References:

Social Studies Reflections Chapter 3, Lesson 1

Other Resources:



Close Reading
Poster.pdf

[Scholastic.com Close Reading Information Link](#)

Grammar Lessons for Unit 2:

- Unit 4 Adjectives in Workbook Plus – Order through CVUSD Print Center ([4th grade Workbook Plus](#))

- Grammar and Language Standards Pacing Guide by Trimester Grade 3



Gram & Lang Pacing
Guide Grade 3.xlsx

- Adjective Order Resources



Adjective Order
Exercises.doc

EMBED Word.Document.12 \s



Adjective Order.docx



Adjective PP.ppt

EMBED AcroExch.Document.11



adjective-order.pdf

Text Dependent Questions for Social Studies Chapter 3, Lesson 1



SS Ch 3 Text



4th Grade Reflections

Dependent Questions Chapter 2 Questions

Other Resources:



Geographical Groups
Comparison Chart.pdf

[Geographical Groups Comparison Chart - MAC](#)
[Social Studies Chapter 3 Lesson 1 Text Dependent Questions - MAC](#)

PERFORMANCE TASK 2

Title of Authentic Performance Task 2	California Indian Tribe Interactive Bulletin Board	Length: 5 days; 120 minutes/day
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<p>Standards Addressed in Authentic Performance Task 2</p>	<p>Priority Standards for Task 2: RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1.a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.i: Produce simple, compound, and complex sentences</p>		
<p>Detailed Description of Authentic Performance Task 2</p>	<p>Supporting Standards for Task 2: W.2.c: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information W.2.d: Provide a concluding statement or section. SL.3.1.c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. L.3.4.d: (CA) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA</p> <p>Performance Task: After the teacher guides students through the use of the “Boxes and Bullets” note taking, the students will use this technique to record the main idea and details for the tribe they are specializing in. Students will utilize the internet to search for more details to add to their notes including the geographical location, shelter, food, and culture for their tribe. The note sheet will be used to create a poster for the interactive bulletin board. These posters will be displayed on an interactive bulletin board and peers will give feedback (questions and responses) regarding the posted information.</p> <p>Suggested Teaching and Learning Sequence:</p> <ul style="list-style-type: none"> Working with the whole group, the teacher will invite open inquiry by showing a <i>picture of a Chumash Village</i> (see Teacher Resources below) and asking 	<p>Bloom’s Taxonomy Level 2: Understand</p>	<p>Webb’s DOK Level 2: Skills & Concepts</p>
		<p>Rubric for Authentic Performance Task 2 (Embed Document)</p>	

students to describe what life is like for the Chumash tribe.

- The teacher will then introduce the Boxes and Bullets note-taking technique to research the four areas of focus of the Chumash tribe: geographical location, shelter, food, and culture (see [LearnZillion Take Notes As You Read Link](#) for a sample lesson). These specific areas of focus will be represented on four separate Boxes and Bullets sheets. Each sheet will have the main idea and details for geographical location, shelter, food, and culture.
- Working in small groups of 5-6 students, students will use *The Chumash* book (found in Time for Kids Readers) or *Dancing Rainbows* to fill in the bullets on their Boxes and Bullets note-taking sheet (in Student Resources below). The teacher will guide them through one area of focus – “Let’s look at the type of shelter the Chumash tribe built. Look through *The Chumash* book (or *Dancing Rainbows*) with your group and find three to four details that describe the shelters they built. Record those details on your note-taking sheet.” Do not have the students complete the main idea section until later.
- Students will continue working in groups to finish their Boxes and Bullets notes about the remaining three focus areas (food, culture, and geographical location) for *The Chumash* or *Dancing Rainbows*.
- Using your document camera, use the Boxes and Bullets note-taking sheet to record the details as groups share out for each area of focus. The students will add more details to improve their notes from the information shared by their peers.
- Working with the whole group, the teacher will help the students formulate a sentence that captures the main idea for the shelter focus area. Students will independently repeat this process for the other three focus areas (geographical region, foods, and culture) to determine the main idea.
- For homework students will need to read Social Studies pages 100 – 107 to preview the information about the four different tribes.
- Working in small groups, students are now ready to begin researching one California American Indian tribe. The teacher will assign the Pomo, Maidu, Gabrielino, or Mojave tribes to one or two groups. Using the textbook and internet sources (see list of links in Students Resources below), the students will complete a Boxes and Bullets note-taking sheet on their tribe for each of the focus areas. This will take several days.
- Once students are finished taking notes, they will be posted on a bulletin board. Students will interact with the information by placing Post-it notes suggesting additional information and asking questions to provide feedback. Students from other third grade classrooms can be invited to interact with the information as



Unit 2 Task 2
Rubric.pdf

[Unit 2 Task 2 Rubric-MAC](#)

well.

- Based on the feedback, students will improve the details and main idea on the Boxes and Bullets sheet. These notes will be used to write a report in Task 3.

Teacher Resources and Materials
(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

Textbook References:

Social Studies Reflections Chapter 3, Lesson 2
HM Dancing Rainbows

[Social Studies Reflections Chapter 2 \(4th grade\)](#)

Audio/Visual Resources:



Chumash Village.jpg

Student Resources and Materials



Boxes and Bullets
Note Taking Form.pdf



Cooperative Group
Role Cards.pdf

[Boxes and Bullets Note Taking Form - MAC](#)
[Cooperative Group Role Cards - MAC](#)

Internet Links for Research:

[World Book Link](#)

Gabrielino Tribe

[Gabrielino Fact Cards Link](#)
[Gabrielino Summary Link](#)
[Tongva/Gabrielino Facts Link](#)
[Gabrielino Food Link](#)
[Gabrielino Culture Link](#)

Maidu Tribe

[Maidu Culture Link](#)
[Maidu Wikipedia Link](#)
[Maidu Tools Link](#)
[Maidu Crafts Link](#)
[Maidu Encyclopedia Link](#)
[Maidu Fact Cards Link](#)
[Maidu Basket & Artwork Link](#)

Mojave Tribe



[Mojave Information for Kids Link](#)
[Mojave Indian Facts Link](#)
[Mojave Wikipedia Link](#)
[Mojave Food Link](#)
[Mojave Tools Link](#)

	<p>Pomo Tribe Pomo Baskets Link Pomo Nation Information Link Pomo Fact Cards Link Pomo Wikipedia Link Pomo Culture Link Pomo Homes Link Pomo Tribe Link</p>
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PERFORMANCE TASK 3


Title of Authentic Performance Task 3	Write a California Indian Native American Report	Length: 5 days; 120 minutes/day	
Standards Addressed in Authentic Performance Task 3	<p>Priority Standards for Task 3: W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
	<p>Supporting Standards for Task 3: W.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information W.2.d: Provide a concluding statement or section. W.3.c: Use temporal words and phrases to signal event order. SL.3.1.c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. L.3.2.g: Use coordinating and subordinating conjunctions.</p>		
Detailed Description of Authentic Performance Task 3	<p>Performance Task: Students will use their improved notes to write a multi-paragraph report on the tribe they have been researching. Students will then effectively collaborate with partners to discuss and collect feedback on their report. They will build on the ideas of others using peer feedback to improve their writing. Students will be provided time to self-reflect and goal set on their skills as writers.</p> <p>Suggested Teaching and Learning Sequence:</p>	<p>Bloom’s Taxonomy Level 3: Apply</p>	<p>Webb’s DOK Level 3: Thinking & Reasoning</p>

	If time allows or during the buffer period, students can write their final drafts to be posted on the bulletin board.		
	Suggested Grammar skill – Explain the function of adverbs. See Grammar and Language Standards by Trimester for Grade 3 pacing guide in Teacher Resources	Rubric for Authentic Performance Task 3 (Embed Document)	

	<p>section. Refer to LearnZillion Lesson on Adverbs for a guided lesson.</p>	 Unit 2 Task 3 Rubric.pdf Unit 2 Task 3 Rubric - MAC
Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		Student Resources and Materials
<p>Textbook References: Social Studies Reflections Chapter 3, Lesson 1 & 2</p> <p>Additional Print Sources:</p> <p>Other Resources: Step Up to Writing</p> <p>Grammar and Language Standards Pacing Guide by Trimester Grade 3</p>  Gram & Lang Pacing Guide Grade 3.xlsx	<div style="display: flex; justify-content: space-around;"> <div data-bbox="1163 370 1226 430"></div> <div data-bbox="1423 370 1486 430"></div> <div data-bbox="1663 370 1726 430"></div> </div> <p style="text-align: center;"> Native American Report Rough Draft.p Self-Reflection & Goal Setting Form Peer Feedback and Editing Form.pdf </p> <p> Peer Feedback and Editing Form - MAC Native American Report Rough Draft - MAC Self Reflection and Goal Setting Form - MAC </p>	


PERFORMANCE TASK 4

Title of Authentic Performance Task 4	Visual Display of Main Ideas and Details on Selected Tribe	Length: 3 Days; 120 minutes/day
Standards Addressed in Authentic Performance Task 4	<p>Priority Standards for Task 4:</p> <p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <hr/> <p>Supporting Standards for Task 4:</p> <p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>W.2.d: Provide a concluding statement or section.</p> <p>SL.3.1.c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	

Detailed Description of Authentic Performance Task 4	<p>Performance Task: Collaborating as a group, each student will create a PowerPoint slideshow (or Prezi) representing the main ideas and details for their tribe. PowerPoints must include pictures and a short summary describing the geographical region, type of shelter, foods, and culture for their tribe.</p> <p>Suggested Teaching and Learning Sequence: Ideally this would take place in the computer lab or in the classroom with a computer cart. If necessary, you could call students to the computer table to work in small groups.</p> <ul style="list-style-type: none"> • Working with the whole group (or in small groups if necessary), teach students to build a basic 6 slide Power Point presentation; see Power Point Directions under Teacher Resources and Materials for a step by step procedure. Show them how to name and save the file. • Start title page for their tribe. This should include a title and a picture representing the tribe. Illustrations should demonstrate understanding of the information. Students can work as partners or in small groups to prepare this one shared presentation. Save the file. • Using the information on the interactive bulletin board as a guide, teach students to build a page for each area of focus (geographical region, foods, shelters, and culture) for their tribe. Each page should include a title, at least one picture, and details that describe the focus area. Save the file after each slide. • Create a concluding slide summarizing all the information from the PowerPoint. • While students are working, the teacher will move from group to group giving formative feedback that will help students improve their PowerPoint slide shows. • When students have completed their PowerPoint slide show, they will work with their small group (tribe-based) and use the peer evaluation form to assess their work. • Students will share their PowerPoints with the students from the other tribes. For example, each group will have a representative from each of the four tribes, making up an expert panel. They will take turns sharing their PowerPoint and provide feedback and ask questions as they listen to the presentation. • The PowerPoints will be posted onto the teacher’s Schoolwires website to be shared with family and friends. 	Bloom’s Taxonomy Level 6: Create	Webb’s DOK Level 4 Extended Thinking
	Rubric for Authentic Performance Task 4 (Embed Document)		 Unit 2 Task 4 Rubric.pdf Unit 2 Task 4 Rubric - MAC

Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)	Student Resources and Materials
Other Resources: PowerPoint Directions Word 2010 Link PowerPoint Directions Windows XP/2000/2003 Link	

CULMINATING LEARNING EXPERIENCE

Description of Culminating Learning Experience (situation, challenge, role, audience, product or performance)			
<p>You are the resident expert on a specific Native American tribe. You have been invited to present your knowledge to a select group of your peers (each an expert on a different tribe). After completing a series of tasks, you will present a PowerPoint on your tribe to your panel of experts. Ideally, each panel of experts will gather around one computer, with groups spread throughout the lab, and take turns presenting their PowerPoints.</p>			
Rubric for Culminating Learning Experience (Embed Document)	 Unit 2 Cul Learning Exp Rubric.pdf Unit 2 Culminating Learning Experience Rubric - MAC	Length: 1 – 2 days	

Overall Reflections on the Instructional Unit (Feedback to Curriculum Team)	
Suggestions for Improvement	Student Response

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