

Curriculum: EER Grades 3-5

Curricular Unit: Communication

Instructional Unit: A. Applies written and/or spoken communication skills to communicate information and support ideas, positions, decisions or solutions to target audiences

Standard Alignments (Section 2)

GLE/CLE: N/A Knowledge: (CA) 1-7 (FA) 4 CCSS: 7.SL.1a-d; 7.SL.2; 7.SL.3; 7.SL.4; 7.SL.5; 7.SL.6 NETS: 1; 2a,b,d; 3; 4b-d; 5; 6a-c Performance: 1.2, 1.8, 2.1, 2.2

Unit (Section 3)

Learning Targets:

- Independently read and comprehend increasingly complex developmentally appropriate text (nonfiction and fiction)
- Engage in conversations and collaborations with diverse partners
- Clearly express ideas using effective interpersonal communication strategies and techniques
- Apply knowledge of language and its conventions when writing, speaking, reading or listening
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
- Gather, organize and present ideas and information to target audiences using appropriate technology and modalities
- Integrate multimedia and visual displays into presentations to present and clarify information, provide evidence to support ideas and add interest

Instructional Strategies:

- The teacher will use the following strategies to facilitate the development of audience and purpose-driven presentations using:
 - mini lessons
 - modeling
 - class discussion
 - interaction and collaboration with community members to create real-life connections with projects
- Students will:
 - read grade-appropriate text and develop communication skills through various teaching strategies, such as:
 - lectures
 - large group instruction
 - small group instruction
 - cooperative learning strategies
 - guided practice
 - independent reading and writing
 - use technology to:
 - research information
 - prepare and present information in a variety of forms

Assessments/Evaluations:

- Scoring guides are used for both formative and summative evaluation to assess:
 - student writing
 - student presentations
 - scoring guide use
 - peer reviews
 - self-assessment

Sample Assessment Questions:

- Explain the process you used to solve this problem.
- Why do you think your presentation was successful?
- What can you do to improve your presentation next time?

Instructional Resources/Tools:

- iPads and apps
- Computers
- Content appropriate:
 - books
 - articles
 - websites
- Instructional YouTube videos
- PowerPoints
- iMovie
- Prezi

- Teacher examples
- Guest speakers

Cross Curricular Connections:

- Visual and performing arts
- Math
- Science
- Social Studies
- Communication Arts
- Communication skills will be embedded into all units of study through the research, class activities and development of final products as a part of their PBL units in EER. Content of units of study will vary widely and range from engineering, literature, history, geography, space, chemistry, finance, to law etc. Students will utilize a variety of presentation skills as a part of their final projects

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: EER Grades 3-5

Curricular Unit: Critical Thinking

Instructional Unit: B. Assess comprehensive evidence from data, facts, and experiences to develop and represent inferences and conclusions based on authentic tasks or issues

Standard Alignments (Section 2)

GLE/CLE: N/A
SSGLE: RIGIT.6.D
Knowledge: 1.2, 1.4, 1.8, 4.1, 4.5
CCSS: 7.RL.1; 7.RL.3; 7.RL.5; 6-8.RH.8; 6-8.RST.3; 6-8.WHST.1; 6-8.WHST.9
NETS: 2;4a-c; 5a-c; 6
Performance: 3.6

Unit (Section 3)

Learning Targets:

- Find and apply appropriate factual ideas and statistical data to support and defend ideas
- Identify and explain ideas and/or answers using sequential steps and logical categories
- Choose relevant information to support original ideas
- Develop new ideas by determining several possible cause/effect relationships, and/or action/consequence relationships
- Independently reflect on work to improve or change ideas

Instructional Strategies:

- The teacher will use the following strategies to facilitate the development of critical thinking as students analyze information to form inferences based on authentic tasks:
 - Mini lessons
 - Modeling
 - Class discussion
 - Provide interaction and collaboration with community members to create real-life connections with projects
 - Lectures
 - Large group instruction
 - Small group instruction
 - Cooperative learning strategies
 - Guided practice
 - Independent reading and writing
- Students will use technology to:

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<ul style="list-style-type: none"> • research information • prepare and present information in a variety of forms
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> • Scoring guides are used for both formative and summative evaluation to assess: <ul style="list-style-type: none"> • student writing • student presentations • scoring guides use • peer reviews • self-assessment
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • Explain the process you used to solve this problem. • Why do you think your solution was successful? • What can you do to improve your solution next time?
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> • iPads and apps • Computers • Content appropriate: <ul style="list-style-type: none"> • books • articles • websites • Instructional YouTube videos • PowerPoints • iMovie • Prezi • Teacher examples • Guest speakers
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> • Visual and performing arts • Math • Science • Social Studies • Communication Arts • Critical Thinking will be embedded into all units of study through the research, class activities and development of final products as a part of their PBL units in EER. Content of units of study will vary widely and range from engineering, literature, history, geography, space, chemistry, finance, to law etc. Students will utilize a variety of presentation skills as a part of their final projects

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: EER Grades 3-5

Curricular Unit: Information Processing

Instructional Unit: C. Utilize multiple sources and technology to gather, organize, and apply information in problems or tasks in multiple contexts

Standard Alignments (Section 2)

GLE/CLE: N/A SSGLE: RIGIT.6.D Knowledge: (CA) 3,4,5 (SS) 6,7 CCSS: 7.W.1: 7.W.2; 6-8.WHST.8 NETS: 3 Performance: 1.2, 1.4, 1.8, 3.2, 4.5

Unit (Section 3)

Learning Targets:

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| <ul style="list-style-type: none">• Initiate data retrieval through the use of technological sources, charts, surveys or graphs, and other available, reliable resources• Independently follow appropriate protocols for gathering information• Organize information from several sources into relevant, useful forms• Provide explanations about the usefulness and validity of information to develop an outcome• Use multiple sources of accurate information to develop his/her own idea or create a presentation |
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Instructional Strategies:

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| <ul style="list-style-type: none">• The teacher will use the following strategies to facilitate the development of gathering, analyzing, and utilizing information:<ul style="list-style-type: none">• Mini lessons• Modeling• Class discussion• Provide interaction and collaboration with community members to create real-life connections with projects• Lectures• Large group instruction• Small group instruction• Cooperative learning strategies• Guided practice• Independent reading and writing |
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<ul style="list-style-type: none"> Students will use technology to: <ul style="list-style-type: none"> research information prepare and present information in a variety of forms
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> Scoring guides are used for both formative and summative evaluation to assess: <ul style="list-style-type: none"> student writing student presentations scoring guide use peer reviews self-assessment
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> Explain the process you used to solve this problem. Why do you think your solution was successful? What can you do to improve your solution next time?
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> iPads and apps Computers Content appropriate: <ul style="list-style-type: none"> books articles websites Instructional YouTube videos PowerPoints iMovie Prezi Teacher examples Guest speakers
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> Visual and performing arts Math Science Social Studies Communication Arts Information Processing will be embedded into all units of study through the research, class activities and development of final products as a part of their PBL units in EER. Content of units of study will vary widely and range from engineering, literature, history, geography, space, chemistry, finance, to law etc. Students will utilize a variety of presentation skills as a part of their final projects

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: EER Grades 3-5

Curricular Unit: Problem Solving

Instructional Unit: D. Identifies problems and then formulates and describes strategies to design defensible solutions

Standard Alignments (Section 2)

GLE/CLE: N/A

SSGLE: RIGIT.6.D

Knowledge: (CA) 3 (MA) 3 (SS) 6,7

CCSS: 7.RL.1; 7.RL.3; 7.RL.5; 6-8.RH.8; 6-8.RST.3; 6-8.WHST.1; 6-8.WHST.9

NETS: 1a-c; 2a,b,d; 3; 4a-c; 5a,b; 6a,b,d

Performance: 1.10, 2.1-2.8

Unit (Section 3)

Learning Targets:

- Identify a problem, determine its parts and recognize additional issues related to the problem
- Identify and use multiple problem-solving strategies to solve problems
- Determine two or more possible creative and realistic solutions to a problem
- Identify the best solution and explain reasoning
- Determine how an idea or solution interacts with many other systems and clearly explain the interactions and their impact on one another

Instructional Strategies:

- The teacher will use the following strategies to facilitate the identification of problems and the formulation and application of solutions:
 - Mini lessons
 - Modeling
 - Class discussion
 - Provide interaction and collaboration with community members to create real-life connections with projects
 - Lectures
 - Large group instruction
 - Small group instruction
 - Cooperative learning strategies
 - Guided practice
 - Independent reading and writing

<ul style="list-style-type: none"> Students will use technology to: <ul style="list-style-type: none"> research information prepare and present information in a variety of forms
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> Scoring guides are used for both formative and summative evaluation to assess: <ul style="list-style-type: none"> student writing student presentations scoring guide use peer reviews self-assessment
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> Explain the process you used to solve this problem. Why do you think your solution was successful? What can you do to improve your solution next time?
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> iPads and apps Computers Content appropriate: <ul style="list-style-type: none"> books articles websites Instructional YouTube videos PowerPoints iMovie Prezi Teacher examples Guest speakers
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> Visual and performing arts Math Science Social Studies Communication Arts Problem Solving will be embedded into all units of study through the research, class activities and development of final products as a part of their PBL units in EER. Content of units of study will vary widely and range from engineering, literature, history, geography, space, chemistry, finance, to law, etc. Students will utilize a variety of presentation skills as a part of their final projects

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: EER Grades 3-5

Curricular Unit : Responsibility

Instructional Unit: E. Works productively independently and as a positive and productive group member

Standard Alignments (Section 2)

GLE/CLE: N/A Knowledge: (CA) 6 CCSS: 7.SL.1; 7.WHST.7; 7.WHST.8 NETS: 1a-c; 2a,b,d; 6a,b,d Performance: 2.2, 2.3, 4.4, 4.6
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Unit (Section 3)

Learning Targets:

- Work independently to complete a task. Ask appropriate questions to help develop quality outcomes
- Accept responsibilities for one's actions
- Make a difference for someone or something
- Actively listens to others acknowledging their ideas, helps plan a compromise, and makes a positive contribution to help the group achieve an outcome
- Recommends an action after listening to and considering the relevancy of others' ideas
- Encourage other students to successfully accomplish a group goal

Instructional Strategies:

- The teacher will use the following strategies to facilitate the development of responsibility to self, classmates, and the community at large
 - Mini lessons
 - Modeling
 - Class discussion
 - Provide interaction and collaboration with community members to create real-life connections with projects
 - Lectures
 - Large group instruction
 - Small group instruction
 - Cooperative learning strategies
 - Guided practice
 - Independent reading and writing

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<ul style="list-style-type: none"> Students will use technology to: <ul style="list-style-type: none"> research information prepare and present information in a variety of forms
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> Scoring guides are used for both formative and summative evaluation to assess: <ul style="list-style-type: none"> group work student presentations peer reviews self-assessment
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> In what ways did you contribute to the solution of your group? How does your participation in the group compare to the other group members? Specifically, how could you be a better group member on your next project?
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> iPads and apps Computers Content appropriate: <ul style="list-style-type: none"> books articles websites Instructional YouTube videos PowerPoints iMovie Prezi Teacher examples Guest speakers
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> Visual and performing arts Math Science Social Studies Communication Arts Responsibility will be embedded into all units of study through the research, class activities and development of final products as a part of their PBL units in EER. Content of units of study will vary widely and range from engineering, literature, history, geography, space, chemistry, finance, to law, etc. Students will utilize a variety of presentation skills as a part of their final projects

Depth of Knowledge (Section 5)

DOK: 4
