Mid-Iowa
School Improvement Consortium

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University of Northern Iowa **Geographic Alliance of Iowa**
Putting Iowa in its place

This lesson was developed June/July 2013 as a collaboration between Mid-Iowa School Improvement Consortium (MISIC), Geographical Alliance of Iowa (GAI), National Geographic Society (NGS), and the University of Northern Iowa (UNI) to provide lessons reflective of the intent of the K-6 Iowa Core geography (global stewardship) and literacy standards. The lesson is part of a unit of instruction taught in a MISIC district and developed by a practicing teacher. Model lessons were to be 2-4 days in length

The intent of the model lesson is to:
• illustrate the pragmatic value of teaching literacy and social studies standards together (integrating the literacy skills so student can apply and synthesize the skills learned in literacy instruction),
• demonstrate that implementation of the 2010 Iowa Core Literacy standards starts with small steps, and
• to make visible a "sampling" of developed or vetted tools resources from MISIC, GAI, and NGS . (MISIC tools/resources are password protected for use by MISIC member districts while GAI and NGS materials are generally open-source) in the left column of the lesson.

Lesson Title:	Southeast: A Region of Cultural Diversity
OVERVIEW	
Invitation to View Lesson	There is a shift in education today. One of the shifts is the integration of literacy in all curricular areas. This means that this shift is also found in social studies. The use of informational texts in teaching different concepts in social studies is evident. We also will include writing during the instruction. The writing piece helps the instructor determine the level of understanding of the concepts taught. This lesson is introductory to the Southwest Region of the United States. During each study of the regions of the United States, the students will be learning about the cultures that make up that region. Within this region we will also be studying the economics, historical, geography, and behavior sciences aspect for each region as the year progresses. As we go across the United States, we will be comparing and contrasting the cultures in the regions with each other. This will become more in depth as we continue throughout the year. At the beginning of the lesson we will build knowledge through content-rich nonfiction and informational text. As the students continue in the lesson they will be reading and writing which is grounded in the evidence they receive from the text. As the year progresses, the students will continue to practice with complex text and its academic vocabulary.
Contact Information	Teacher: Deloris Ryan District: South Tama Elementary School Email: dryan@s-tama.k12.ia.us
Image and Citation	 texasbeyondhistory.net
Summary of Lesson *Note:* Whether you are designing lessons or units purposefully: • align standards, assessment, and instruction • gives specific direction to teachers • identify resources and instructional materials • identify clear/focused daily goals • select appropriate teaching strategies • identify and teach key vocabulary • implement formative assessment • ensure horizontal articulation • scaffold for "success" • select viable and worthy content	This lesson is the first lesson introducing culture for each of the regions that will be taught throughout the year. For this lesson we will introduce culture to the students by first of all creating a student friendly definition. Then the students read several informational books for them to create a graphic organizer for each of the cultures that they read about.(#1) The students then do a compare and contrast organizer to compare these cultures.(#2) The final part of the lesson is that the students use this organizer to write an opinion paper with evidence to justify their opinion.(#3) We will continue to do this after each region, writing an opinion paper with evidence which will include using linking words with a clear opening and conclusion.

Number of Days *Note:* It is always important to ask: Is a unit/lesson manageable in the time allotted? Is the unit/lesson worth the time of teacher and students?	3 out of 20 total unit allocated days
Grade Level	4th grade
Concepts	•Geography and culture intertwined
Iowa Teaching Standards Reflected in Planning a Lesson Using this Design **http://www.boee.iowa.gov/stndrds.html** *A rubric for teachers to self-evaluate where they are on the seven criteria to the right is at the end of this lesson.*	The Iowa teaching standards are about planning/preparing, managing, delivering, and reflecting about instruction. Producing this lesson provided evidence of the following criteria in the Iowa teaching standards. **Standard 2**: **Demonstrates competence in content knowledge appropriate to the teaching profession.** The Teacher: a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. c. Relates ideas and information within and across content areas. d. Understands and uses instructional strategies that are appropriate to the content area. **Standard 3**: **Demonstrates competence in planning and preparation for instruction. The Teacher:** c. Uses student developmental needs, background, and interests in planning for instruction. d. Selects strategies to engage all students in learning. e. Uses available resources, including technologies, in the development and sequencing of instruction.
**Purposefully Planning for Maximum Learning (1)**
Learning *Note:* When planning for instruction consideration of what we know about how students store and retrieve information is crucial with so much to teach in 179 school days. Some strategies that can be used are: •Local to global • Hook senses first • Chunk it • Memory spaces 7 + - 1 in MS and 2 +- 1 in K • 8 to 2 engagement ratio • Less is more in content covered per period • Learning strategies used • Ramping lesson to reduce stress • Stimulating and engaging lesson • Relevant content • Focus the learning activities	This lesson uses the following how the brain remembers strategies: •Engaging lesson •Relevant content •Less is more covered per day •Focus the learning activities
Development *Note:* With so much talk about standards we often forget to critically think about the whole child in planning for instruction. How does our basic knowledge of the physical, intellectual, and social/emotional development by age span get considered in selecting learning activities? A good source for elem. age groups can be found at: https://store.extension.iastate.edu/ProductList.aspx?Keyword=ages%20and%20stages or http://www.extension.iastate.edu/4hfiles/VI950902FAgesStages.PDF	Students at this age are ready for in-depth, longer learning experiences which allows them to explore content deeper. They are also ready for more detailed recordkeeping. They also gain skills in social situations with peers and adults. This lesson considers both of these characteristics in the selection of learning activities.

Learning Targets (IA Standards) Directly Taught in the Length of this Lesson	Iowa Core ELA/Literacy Grade Level Standards
Note 1: A lesson or unit should be aligned to the standards that will actually be taught and assessed in the lesson or unit. This does not mean listing standards that are just supported. The focus is on aligned target and assessment with activities. *Note 2:* Standards referenced here can be found at: *Literacy* **IA Core Literacy** – http://misiciowa.org or the Iowa DE website. Some of the standards in the Iowa Core are very long. As we unfold the new standards a lesson or unit may not target everything about a standard but will build on by quarter. *Standards Insight* is another source of understanding the new literacy standards. NGS ideas on how every **K-12 CCSS Literacy standard can be aligned to the teaching of Geography**- http://education.nationalgeographic.com/education/media/interconnections-common-core-national-geography-standards/?ar_a=1 *Geography* **IA Core Geography**- http://misiciowa.org **NGS Geography**- NGS and publishers have used the 5 themes of geography since 1984. Recently NGS put out a new perspective for relating to geography around the three I's of geography-interactions, interconnections, and implications as a way of relating geography to the many careers using geographical thinking. View this link about the three I's and geo-literacy: http://education.nationalgeographic.com/education/media/what-is-geo-literacy/?ar_a=1	<u>Reading</u> RI 4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text. <u>Writing</u> W 4.1 - Write opinion piece on topic or text clearly, supporting a point of view with reasons and information. **Iowa Core Geography Standards (MISIC)** SS.-3-05.G.02Understand how geographic and human characteristics create culture and define regions. 　　SS.03-05.03.06: Compare and contrast various regions of the United States and/or world using the five themes of geography: location, place, movement, human interaction with environment and region. More specifically: Describe ways in which people interact with the environment (i.e., use of land, locations of community, construction, and shelters); Compare political, economic and social differences between regions; Identify regions on maps; Explain how physical environment has affected the way people live in the community. **National Geographic Standard Connections** <u>5 Themes of Geography</u> Human - environment interaction <u>3 I's of Geography</u> Interconnections Implications **South Tama County School Standards** Tell how culture affects people in a region of the United States.

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Unit Background/ Prior Knowledge/ Misconceptions	By the end of the study of the regions of the United States, the students will be able to compare and contrast the influence of the climate, culture, economy, history and behavior sciences of the past and with the present of each region. Since this is the first year that the fourth grade students are beginning to focus on more rigor in the curriculum, they do not have the background knowledge in writing an opinion piece. This shift in writing needs to include more modeling of the writing process before the students create their own opinion piece. We no longer teach the standards in isolation since language arts needs to be integrated into the all of the standards. As we teach this unit, we need to remember that scaffolds are necessary. From modeling, demonstrating, questioning, prompting, and cueing, the teacher needs to recognize when these levels are at a level of expertise for the students. For the informational shift we have to build knowledge through content-rich nonfiction and informational texts. Reading and writing grounded in evidence from the text is another evidence shift. Regular practice with complex text and its academic vocabulary is also a necessary shift making sure that complex text is used. A major misconception that takes place in writing an opinion piece is that students are able to do this by the time they reach fourth grade. Unfortunately, most of the time opinion papers have not been written in previous years. They have also not had the opportunity to write an opinion piece regarding geography. Understanding this misconception will help in teaching opinion writing to students using informational texts during the teaching of geography.
Note on Misconceptions: Doug Fisher talks about the following when designing a lesson to get at student misconceptions. ■ What misconceptions need to be addressed before new learning takes place? ■ What are the tasks/skills/background knowledge needed for completion of this lessons content (geography, literacy, 21st Century)? ■ What academic language needs to be put in place and reinforced for students? ■ What will be challenging for the student? ■ How will I support background knowledge that moves beyond facts and isolated skills? ■ What scaffolding and explicit instruction is needed during the lesson? ■ When and how can I make supports optional so control of activities is transferred to the learner? **How can you quickly determine your students' prior knowledge on a topic?** You might try one of the classroom assessment techniques suggested by Thomas Angelo and Patricia Cross. The following technique selected from *Classroom Assessment Techniques*. **Focused Listing**, as the name implies, focuses students' attention on a single important term, name, or concept to help instructors assess what the students believe to be the most important points related to that particular topic. The instructor can then gauge how to adapt the curriculum so that it builds upon students' pre-existing knowledge structures. 1. Select an important topic or concept that the class is about to study and describe it in a word or brief phrase. 2. Ask your students to write that word or phrase at the top of a sheet of paper as the heading for a Focused List. 3. Ask your students to write down the most important points they associate with the word or phrase. Set a time limit and/or a limit on the number of items you want your students to write. Two or three minutes and five to ten items are usually sufficient. Use this data to determine how your students understand the topic they are about to study, and then to adapt the curriculum so that it incorporates their understanding (p. 126-131).	

Academic (Tier III) Vocabulary	Words to front-load	Words using context	Instructional methods

Tier II Vocabulary	Words to front-load	Words using context	Instructional methods
Note 1: Vocabulary is a major shift in the intent of the Iowa Core Literacy standards. Watch the video link at http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary to learn why this is an important shift in the core. The rationale for this shift is: Words carry meaning. If you know a word you can retrieve, access, and build on conceptual understanding. We learn words by repeated exposures. Students need both the discipline specific words (tier 3) and the general academic vocabulary (tier 2), but Tier 2 words need stressed as they cross disciplines with their multiple meanings. A variety of strategies should be used to provide the needed incremental and repeated exposures in a variety of contexts, for learning lots of words. Without the repeated exposure in multiple context students will not learn the connections between important words. An old but good strategy for learning vocabulary is still Marzano's six steps at http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf *Note 2*: Academic vocabulary crosses content areas and is found in both informational and literary text. Students must constantly build the vocabulary they need to be able to access grade-level complex texts as defined in Appendix B and C of the Iowa Core ELA Standards. A clear developmental progression from phonics through sophisticated concepts such as Greek and Latin affixes and roots is articulated through the Language strand of the ELA standards. Students need to build the number of words they know and understand. Isabel Beck defines these tier and III and II words. The Three Tiers (Isabel Beck) of words are discipline specific words like *circumference, aorta, autocratic, onomatopoeia. Oligarchy, hydraulic, neurotransmitters, "Jim Crow Laws, sovereignty, lagging, fractal, tectonics.*	• religion • language	• culture • customs	Use 4 Square Poster in which each square has an activity to better understand the words

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Note: Tier 2: Academic Vocabulary are words far more likely to appear in written texts than in speech. They are highly generalizable, found across many types of texts, and often represent subtle or precise ways to say relatively simple things-saunter instead of walk: • words from informational text like analyze, *relative, vary, formulate, specify, accumulate, theory, principled, generation, manipulate, wrought, complex, obvious* • words from technical texts like *calibrate, itemize, periphery, verify, construct, illustrate, fluctuate, function, feasible, innovation, technical, relative* • words from literary texts; *misfortune, dignified, faltered, unabashedly, declarative, plot, style* Tier 2 words are especially important to comprehension and should be emphasized. Estimates indicate that there are about 7,000 words for tier 2 or 700 per year. Divided by content that is about 60 per year for each of the four core with additions from arts, career/tech, PE . Criteria for good Tier 2 words includes: important to understanding the text, high use across contents, instructional potential by connecting similar words and concepts around it, add precision to conceptual understanding. Tier 2 words are seldom supported in text. A good guide for selecting Tier II words can be found at http://www.ride.ri.gov/Portals/0/Uploads/Documents/Common-Core/Instructional-Guide-for-Academic-Vocabulary-blank.pdf or go to http://vocablog-plc.blogspot.com/ for a great set of criteria from Frey and Fisher.	• venn diagram	• opinion • evidence	Use I Know, I Know to teach words

PROCEDURES for MAXIMUM LEARNING

Materials List	•variety of informational books from the reading list •graphic organizers as listed in the lesson •rubric for opinion paper in the evaluation •chart paper • markers
Procedure: (3) q Daily Goal q Hook Instruction q Scaffolding for Success q Assessment Range (2) *Note on Scaffolding*: the purpose of scaffolding for success is to provide all students with multiple opportunities to engage with text of appropriate complexity for the grade levefl; including appropriate scaffolding directly experience the complexity of the text. It provides extensions and/or more advanced text for students who read well above grade level text band. It gradually removes supports, requiring students to demonstrate their independent capacities. It integrates appropriate supports for reading, writing, speaking and listening for students who are ELL, have disabilities, or read well below the grade level text band.	The essential question for this lesson is "How did the Southwest become so culturally diverse?" **Day 1** • Daily Goal : The students will be able to determine a definition of the word culture and use that definition to compare and contrast different cultures in the Southwest region. The students will identify the large centers of population today and in the past in the Southwest. • Hook Instruction: Watch the video of the national anthem sung in Navajo: http://www.youtube.com/watch?v=6NUJ_w38FNM • Scaffolding: After viewing the video, each group will work together to determine a working definition of culture. Then the class will come back together to create our class definition of culture. • In small groups, the students will use the graphic organizer (fig. 1) provided to determine the characteristics of the culture their group is assigned. • Assessment Range: The graphic organizer will be used to determine whether the group has understood the material read. • When reviewing the organizer, the expectation that there should be at least 2 examples are found under each of the headings. This will make sure that the students will have read enough information to make a reliable opinion about the culture.

Procedure: (3)	**Day 2**
q **Daily Goal** q **Hook** **Instruction** q **Scaffolding for Success** q **Assessment Range (2)** *Note on Assessment Range*: Formative assessment is assessment for learning and summative assessment is assessment of learning. A good unit uses both. An assessment is formative or summative based upon the teacher use of that tool. *Note on Strategies*: Two good sources on promising strategies can be found at http://educateiowa.gov/index.php?option=com_content&view=article&id=2102&%E2%80%8BItemid=2698 and http://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml A good source for writing templates for grades 4-12 can be found at http://www.literacydesigncollaborative.org/wp-content/uploads/2012/02/LDCTemplateTasks.pdf	• Daily Goal: The students will be able to use the definition of culture to determine the characteristics of a culture and compare and contrast different cultures in the Southwest region. The students will identify the large centers of population today and in the past in the Southwest. • Hook Instruction: Watch the video on Mexican American Communication: http://www.youtube.com/watch?v=bcdyZQ7WJ4c • Scaffolding: In small groups, the students will use the graphic organizer provided to determine the characteristics of the culture their group is assigned. • The students will take their graphic organizers (fig.2) to begin comparing and contrasting the two cultures from the Southwest. • Assessment Range: The completion of the compare and contrast graphic organizer for understanding of the comparison of the two cultures. • The expectation of the completion of this graphic organizer will be that the students will be able to fill out how the cultures are alike. The students will be able to come up with 3 attributes of the two cultures and explain how they are different. Then they will be able determine a conclusion about the cultures.
Procedure: (3)	**Day 3**
q **Daily Goal** q **Hook** **Instruction** q **Scaffolding for Success** q **Assessment Range (2)** *Note 1*: A good source for web 2.0 ideas is at http://edorigami.wikispaces.com/Traditional+and+Digital+Practicehttp://edorigami.wikispaces.com/Traditional+and+Digital+Practice *Note 2*: A good structure for students learning to listen and speak in group work is the accountable talk research at the University of Pittsburgh. Go to http://ifl.lrdc.pitt.edu/ifl/index.php/resources/ask_the_educator/lauren_resnick	• Daily Goal: The students will write write an opinion piece on how the two cultures in the Southwest region has influenced the region using evidence for their opinion. • Hook Instruction: Using a Venn diagram(fig.3) have the table groups complete it to review the facts about the two cultures. • Scaffolding: When the diagrams are done, the students will write their opinion piece including evidence to support their opinion. • Assessment Range: The expectation of the the completed Venn diagram is that the students will have at least 2 or 3 points that are different and 2 or 3 points that are the same. Using this information, the students will be able to use this information to write their opinion piece. The completion of the opinion piece will be the assessment of learning.
Differentiation (3)	In order to meet the needs of all of the students, there will be a variety of teaching strategies. One method could be to using a jigsaw strategy while reading the informational texts. There will be collaboration between the team members and support for each other's learning. Another strategy that can be used is the RAN method while reading and analyzing the informational text.

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Reflecting After Teaching Lesson/Units or Even at End of the Year

Reflection is key to self-efficacy for professionals. At the end of a lesson you ask, What would you change in the lesson now that you have taught the lesson? What went well? Think about strategies, resources, activities.

After a unit of instruction and at the end of the year the Iowa Teaching Standards ask us to reflect on the some key questions that get at the intent of the teaching standards. Those questions are organized around three key concepts:
•Using standards-based school improving processes,
•Sharing with peers, and
•Effect on students.

Use (U)

Standard 2: What resources do you use to integrate and align your instruction with content standards, students' developmental needs, backgrounds, and interests?
Standard 3: How do you differentiate curriculum and instruction to meet students' developmental needs, backgrounds, and interests as you plan to develop and/or sequence instruction and support student learning?
Standard 4: What research-based practices do you use to address the full range of student cognitive levels and their social-emotional/physical needs
Standard 5: In what ways are you using your classroom assessment evidence: 1) to adjust your lesson/unit planning and instruction, 2) to guide lessons in the assessment of their own learning?
Standard 6: How do you establish high expectations for learning and build a positive classroom environment? How do you build and maintain student ownership for their learning and appropriate classroom behavior?

Sharing (S)

Standard 7: How has your learning contributed to your personal growth and to the collective growth of your colleagues and school district? (How do you know?) What is your evidence?
Standard 8: In what ways do you collaborate and communicate with students, families, colleagues, and the community to enhance student learning and the teaching profession?

Effect (E)

Standard 1: What does your data/evidence tell you about student achievement on district standards/benchmarks?
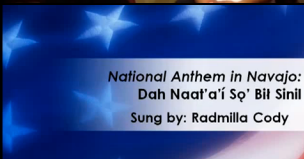*In terms of improved student achievement, what area(s) is of greatest concern or interest to you?*
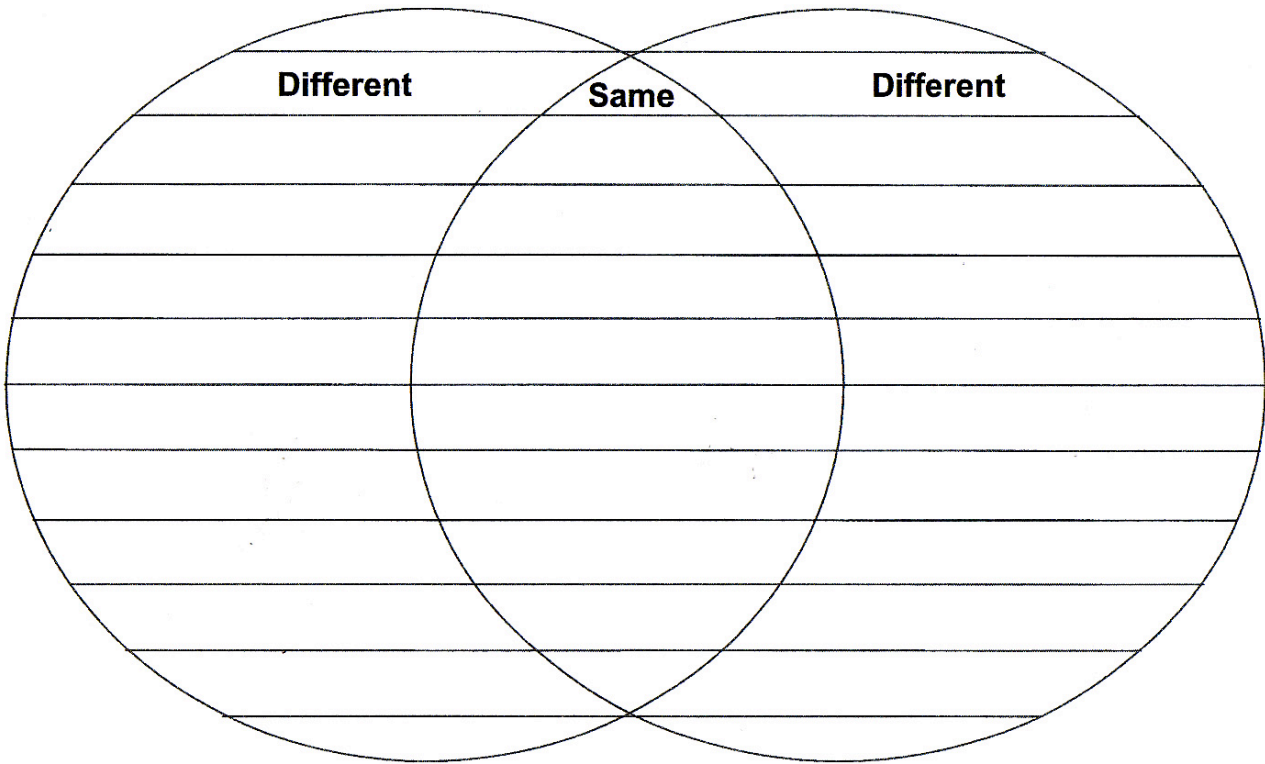
RESOURCES	
Rubrics (2)	4 point rubric attached at the end of this lesson
Copy Ready Handouts	See handouts at end of lesson.

COPYRIGHT				
Primary	**Image**	**Description**	**Citation**	**URL**
		National anthem sung in Navajo	Interview of Jesus Escobedo who is a Mexican that has lived in America for 11 years. He discusses his personal experiences and the aspects of communication in the Mexican culture.	**http://www.youtube.com/watch?v=6NUj_w38FNM**
		Mexican American Communication	This is the lyrics, in the Navajo language, to our nation's National Anthem, "The Star-Spangled Banner." It was originally a poem by Francis Scott Key written in 1814. It was later set to music by John Stafford Smith. The song presented here is sung by Radmilla A. Cody, former Miss Navajo Nation (1997-1998) and recording artist. This song is available on her album entitled "Within the Four Directions."	http://www.youtube.com/watch?v=bcdxZQ7WJ4c
Secondary	**Image**	**Description**	**Citation**	**URL**

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Venn Diagram

Topic: _____

Different   Same   Different

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Rubric for Evaluating Self on the Iowa Teaching Standards 2 and 3
Source: Mt. Pleasant CSD

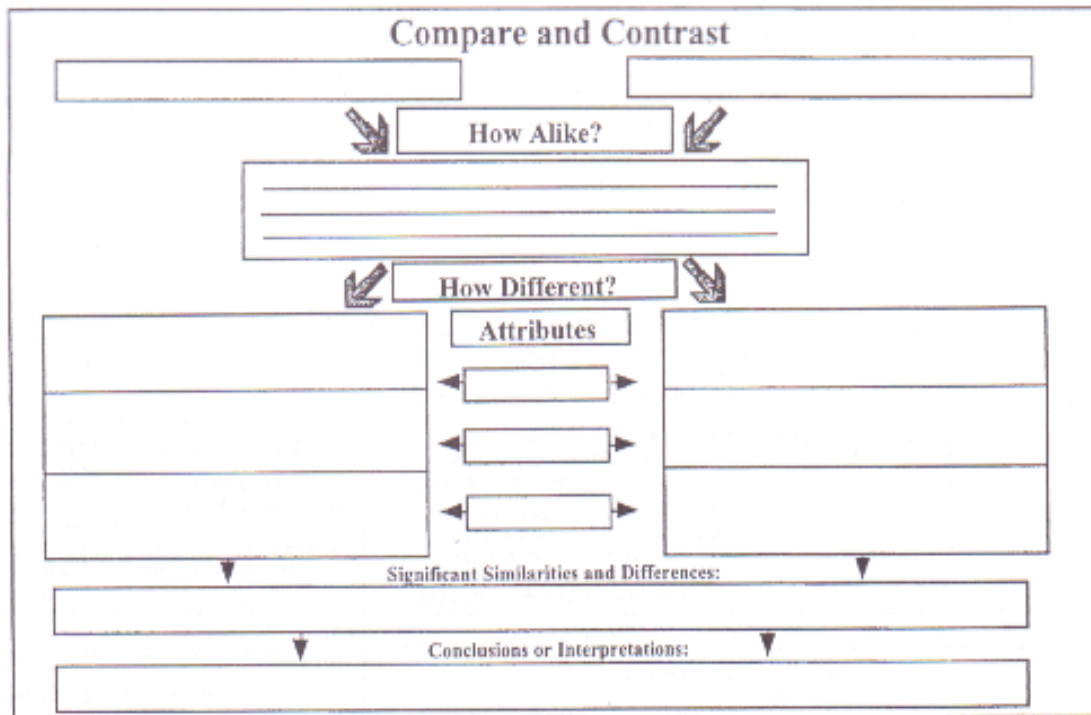| Standard 2: Demonstrates competence in <u>content knowledge</u> appropriate to the teaching position.				
CRITERIA	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**
Understands and uses underlying themes, relationships, and different perspectives related to the content area.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	The teacher makes content errors or does not correct content errors students make.
Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.	Teacher displays knowledge of student development to make learning experiences meaningful for every student.	Teacher displays knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays some knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays little uses of knowledge of student development in making learning experiences meaningful and accessible for every student.
Relates ideas and information within and across content areas.	Teacher actively builds on knowledge and understanding of prerequisite relationships when describing instruction or seeking causes for student understanding.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts important for student learning of the content.	Teacher indicates some awareness of prerequisite learning although such knowledge may be incomplete or inaccurate for student learning of the content.	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.
Understands and uses instructional strategies that are appropriate to the content area.	Teacher displays continuing search for best practices and anticipates student misconceptions.	Instructional practices reflect current research on best strategies within the discipline but without anticipating student misconceptions.	The teacher displays basic understanding of instructional strategies but does not anticipate student misconceptions.	The teacher displays little understanding of current instructional strategies appropriate for student learning.
Standard 3: Demonstrates competence in planning and preparing for instruction.				
Uses student achievement data, local standards, and the district curriculum in planning for instruction.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process. Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of them. Students are aware of how they are meeting the standards and criteria.	All of the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others. Assessment criteria and standards are clear and have been communicated to students. Teacher uses assessment results to plan for individual and groups of students.	Some of the instructional goals are assessed though the proposed approach, but many are not. Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students. Teacher uses assessment results to plan for the class as a whole.	Content and methods of assessment lack congruence with instructional goals. The proposed approach contains no clear criteria or standards. The assessment results affect planning for these students only minimally.
Sets and communicates high expectations for social, behavioral, and academic success of all students.	Standards of conduct are clear to all students and appear to have been developed with student participation. The classroom environment, established with student input, conveys high expectations for all students to learn.	Standards of conduct are clear to all students. The classroom environment conveys high expectations for all students to learn.	Standards of conduct appear to have been established for most situations, and most students seem to understand them. The classroom environment conveys an inconsistent expectation for all	No standards of conduct appear to have been established, or students are confused as to what the standards are. The classroom environment conveys only modest expectations for all students to learn.

				students to learn.
Uses student's developmental needs, backgrounds, and interests in planning for instruction.	Teacher displays knowledge of typical developmental characteristics of age groups, exceptions to general patterns, and the extent to which each student follows patterns.	Teacher displays thorough understanding of the developmental characteristics of age groups as well as expectations to general patterns.	Teacher displays generally accurate knowledge of the developmental characteristics of age groups.	Teacher displays minimal knowledge of developmental characteristics of age groups.
Selects strategies to engage all students in learning.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Most activities and assignments are inappropriate for students in terms of their age or backgrounds. Almost all students are cognitively engaged in them.	Some activities and assignments are appropriate for students and engage them mentally, but others to not.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
Uses available resources, including technologies, in the development and sequencing of instruction.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own learning.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or student's level of mental engagement is moderate.	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.

Culture of _____

Language

Food

Culture

Religion

Music

Homes
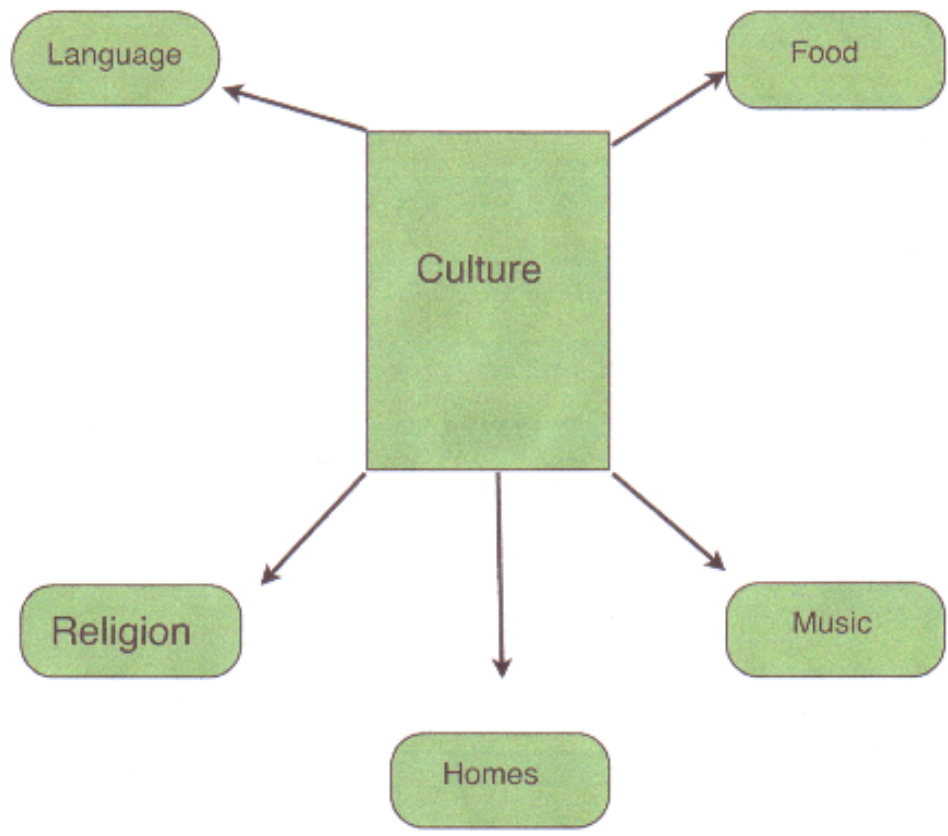
Southwest Regions Reading List

The Mexican Americans by Linda R. Wade, Mason Crest   Publishers, 2003
American Indian Cultures by Ann Weil and Charlotte Guillain, Heinemann Library, 2013
America's Latinos by Julie Amparano, The Child's World, 2003
Navajo by Richard M. Gaines, ABDO Publishing, 2000
The Navajos by Nancy Bonvillain, The Millbrook Press, 1995
The Hopis by Virginia Driving Hawk Sneve, Holiday House,1995
Indians of the Southwest by Lisa Sita, Courage House, 1997
The Pueblos by Suzanne Powell, Library of Congress, 1993
The Hopi by Elaine Landau, Library of Congress, 1994
Pueblo Indian by Steven Cory, Lerner Publications, 1996

Compare and Contrast

⬇️ **How Alike?** ⬇️

_____
_____
_____

⬇️ **How Different?** ⬇️

	Attributes	
	◀ ▶	
	◀ ▶	
	◀ ▶	

Significant Similarities and Differences:

Conclusions or Interpretations:

Source: Dimensions of Learning/McREL/R. Billmeyer, Adapted nll - AEA 7 Ed. Services 97-98 - Graphic Organizer - Barb Schroeder

Fourth Grade Opinion Writing Rubric

Components	4 Points	3 Points	2 Points	1 Point
Opinion/Idea	The writer clearly states an opening sentence, which captures the reader's attention and includes an opinion.	The writer has an opening sentence, which includes an opinion.	The writer has written an opinion.	The writer does not express an opinion.
Development	The writer clearly states at least three reasons with at least two supporting details for each reason.	The writer clearly states reasons with at least two supporting details for each reason.	The writer clearly states reasons with at least one supporting detail for each reason.	The writer states reasons but no details.
Organization	Reasons and details are expressed in a logical order with the usage of several appropriate transition words.	Reasons and details are expressed in a logical order with the usage of at least three appropriate transition words.	Reasons and details are expressed with the usage of at least two transition words.	Reasons are expressed without transition words.
Conclusion	The writer clearly paraphrases his/her opinion.	The writer restates his/her opinion.	The writer attempts to restate an opinion.	The writer does not restate an opinion.
Mechanics	The writer uses a variety of sentences, which flow smoothly. There are no errors in grammar, punctuation, capitalization and spelling.	The writer uses a variety of sentences. There are no more than three errors in grammar, punctuation, capitalization and spelling.	The writer uses little variety of sentences. There are no more than four errors in grammar, punctuation, capitalization, and spelling.	The writer does not use a variety of sentences. There are several errors in grammar, punctuation, capitalization and spelling.