Curriculum Map Grade 5 Explorers Unit with technology/online learning tool/resources

Develop a curriculum map for a specific learner population -- primary, secondary, or postsecondary learners that covers a month in the academic year that demonstrates how you would use some of the relevant tools from the inventory developed in activity 1. Your curriculum map should:

Learner Profile

Grade 5 students in a small school setting, set in Germany. English language is the instructional target language. English Language Learner population as follows:

- One male student from Poland, new to school speaks English, but is still learning and in English Language Acquisition (ELA) low Level 2. Needs support emotionally adjusting to new friend groups and being comfortable with speaking. Listening and reading are doing well, but writing needs more support.
- Two male students with at least two years in the same school whose home language is Korean, in ELA Level 3, fairly fluent. Have been learning in English or about English since before they arrived at our school. Academically engaged and need assistance with mechanics of writing and pronunciations.
- One female student from Ukraine, speaking English for only two and a half years, arrived at our school with very little English, ELA Level 3. Needs support with productive language skills.
- Another female student from the Netherlands, also arrived at our school two and a half years ago speaking very little English - nearly ELA Level 3 currently. Needs support with productive language skills.
- One male from the Netherlands who has been learning in English at our school since pre-primary (age 4), tested out of ELA, receives extra instructional time in his home language of Dutch by a school contracted Dutch teacher to supplement his learning in school. Needs motivating tasks to stay engaged and on task.
- Other students speak English at home, several are new this year to our school, but they have not needed as much support to integrate into the school environment. Many have been attending our school since grade 2 or even before. Varying levels within grade level range of capabilities regarding reading and writing. Speaking and listening goals are on par with the grade level Rubrics for presentations.
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How the Technology Will Expedite Learning

The tech tools that I have chosen will enhance the learner experience throughout the six week PYP (Primary Years Program) Unit called Where We Are in Place and Time. In grade 5 we have an Explorers unit that talks about different discovery journeys of multiple historical explorers. We work with the school math coach in order to incorporate math skills into and vocabulary in order to solidify the language of academics. Our English Language Acquisition (ELA) teacher comes in twice a week to support students in class as well as pull-out small group or individual sessions to support outside of the classroom to increase understanding and project work help.The tools I have chosen below will increase the level of understanding for ELL students by giving them various stepping stones to success. There are various opportunities for individual work time where students can choose their own learning path of how and what they want to learn about. There are built in activities where students can interact with each other to support group collaboration in small groups so that it is more intimate and gives an opportunity to have each child have their voice heard.

- ○ Before we Begin, students will fill out the padlet to determine what they already know about explorers. FISW Padlet Explorers Before and After What do I know about… Then at the end of the unit, we will fill it in again. Students can add explorers that they have heard about before the unit started. At the end, they will write things they learned about explorers.
- ○ At the beginning of the unit I will use Edpuzzle to introduce the Word Web concept so that they can use it in their research for their end of unit projects. ELL students will be able to use a dictionary in their home language if they need to (which we would have to find on the internet).
- ○ As a class we will practice taking notes using the Word Web concept with this John Green Video.
- ○ Students will be given a series of book suggestions on the Epic! Where we are in Place & Time- Exploration Collection. There are many books about explorers of history, and this will give students choices of what to read and at what level. They can read whatever book they want or try any book they want really easily. Here is a sample of the
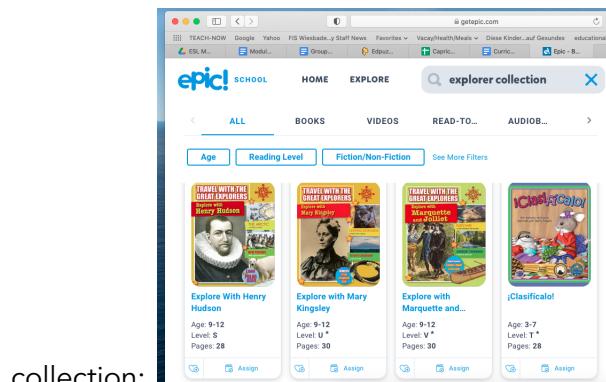
collection:

- ○ Students can create their own quiz or choose an explorer pre-made quiz on Quizizz explorers focus. They will give their quiz to a small group of students to share their learning with them. This will hopefully be a fun activity, with low expectations that the peer taking the quiz will need to get the answers correct. As it is more of an opportunity to show how much the student who made or gives the quiz has learned during the past weeks.
- ○ As part of their presentations, students can choose to create a comic to accompany their journal entries on their chosen explorer. We will show them how to use Pixton Comic Builder, and then they can make a comic strip about their explorer. It can be serious or funny, with words or without words.
- ○ As a way to give an example for them to show their learning, we will explore the TEDEd video about Madam Jung (the most successful pirate in the world). Which shows a different perspective than the typical European explorer idea, and also shows women as explorers.
- ○ In order to help students understand how to build a timeline, we will build a timeline together with vikings and talk about their voyages. BrainPOP! Vikings will help us get a general idea of who the Vikings were. Then we will play the time zone game individually on their devices to try to place where events lie on a timeline. BrainPOP! Vikings Time Zone Game
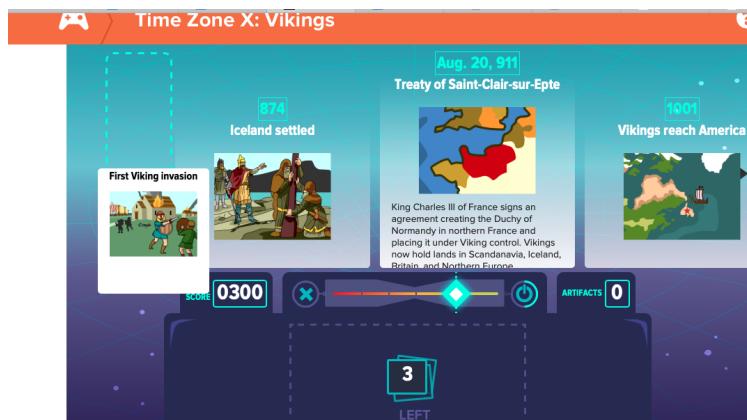
 Students who need more time and don't have the skills yet to complete a timeline on their own may want to use this timeline to explain their understanding. They will have to produce their own words and timeline, but they can use this as a basis.

- ○ Finally students can use Book Creator to make their journal entries. They can use a template that looks like it's from the time period, or they can make it more fun and have it be in a modern format.
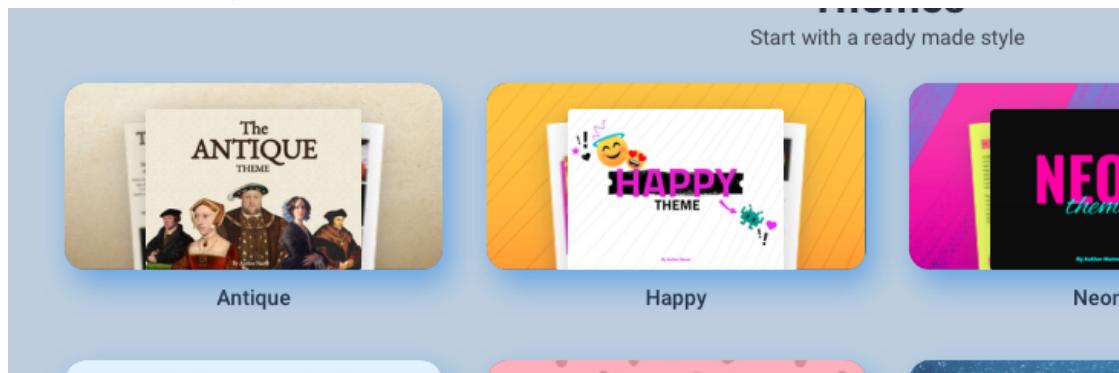
Standards Addressed:

Earth in the universe

ESS1.C: The History of Planet Earth

Social Studies: Change, continuity and context
-D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.
D2.His.2.3-5. Compare life in specific historical time periods to life today.
D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.14.3-5. Explain probable causes and effects of events and developments.
D2.His.15.3-5. Begins in grades 6-8, but skim the ideas in this unit
D2.His.16.3-5. Use evidence to develop a claim about the past.
D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.

Language Objectives: Students will present their projects through an oral presentation to a small group and share their

explorer's writing journal with two peers. Students will use academic language to discuss time and measurements (distance) to create their timelines and other artifacts for presentation. Students will use sequencing and descriptive verbs to explain cause and effect.						
Unit	Prerequisite Skills	Proficiencies in Content and Skills	Formative and / or Summative Assessments	Projects and Activities	Resources Technology/Online Tools and Resources	Next Steps

| Week 1-4 Where We Are in Place and Time: Explorer's Unit | CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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. | Note-taking: Students will gather resources and take notes on different explorers (different colored post-its for different countries to construct a visual) Explorer's name Nationality What did they explore? During what time were they exploring? Use this information to construct a timeline on an open timeline. Where were explorers most active? Overlapping? Which countries were most | Choose what you would like to share about your explorer it could be any of the following: -Show your explorer using Math (number of kms traveled, year born/died, number of years exploring) -Timeline -Explorer Interview -Model of the ship/vessel -Diary entry | Students will choose an explorer (either from their home country or place of their choice), write a diary entry about what their life was like (or label it for ELA learners), and create a timeline. | Edpuzzle

John Green Video

Epic! Where we are in Place & Time - Exploration Collection

FISW Padlet Explorers Before and After What do I know about…

Quizizz explorers focus

Pixton Comic Builder

TEDEd video about Madam Jung (the most successful pirate in the world) | Connecting back to our formative assessment, which students need differentiation and how? How can students practice skills they were lacking in the next unit? How can students apply concepts they learned to different situations? |

		actively exploring when?			BrainPOP! Vikings video BrainPOP! Vikings Time Zone Game Book Creator	