

NYSED Curriculum Modules Pre K-Grade 5

IES Team

Erie 2-Chautauqua-Cattaraugus BOCES

September 26, 2012



Curriculum Modules Roll-out

- Week long training in August
- Additional training in November and February
- Grades 6-12 Modules to be rolled out in November

E2CCB Ambassadors (Pre K – 5)

Pre-K – 5 Math

- Kim Oar, Iroquois (Principal)
- Paula Eastman, Lake Shore (Principal)
- Stephanie Crabtree, Southwestern
- Kimberly Crowley, East Aurora

Pre K – 2 ELA

- Erin Clarke, Fredonia

Grades 3-5 ELA

- Nicole Lauer, Eden

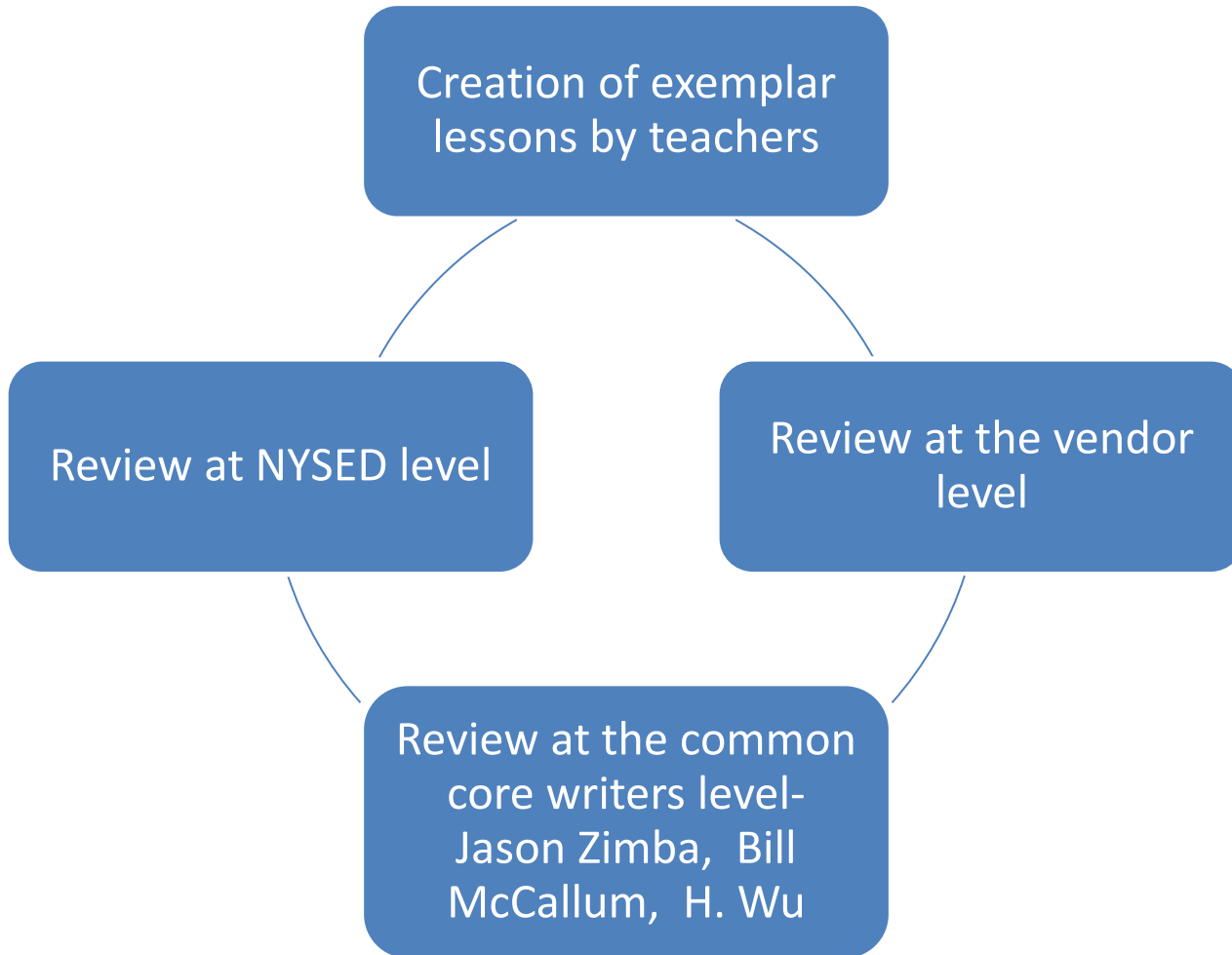


**Pre-K to Grade 5
Mathematics Curriculum Modules**

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- Materials will be made available on the Engageny website

Producing the Modules for NY



COMMON CORE CURRICULUM MAPS IN MATHEMATICS *A Story of Units • PreK-5*
Year-Long Curriculum Map PK-5 Academic Year Distribution: Draft

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
9/6	Module 1: Analyze, Sort, Classify and Count to 5 (45 days) 20 days	M1: Classify and Count Numbers to 10 (43 days)	M1: Addition and Subtraction of Numbers to 10 with Fluency (45 days)	M1: (10 days)*	M1: Multiplication and Division w/ Factors 2-5 & 10 (25 days)	M1: Place Value, Rounding +/- Algorithms (25 days)	M1: Whole Number/Decimal Fraction Place Value to the 1/1000 (20 days)	20 days
10/10				M2: Add/ Subtract Measurements (20 days)				M2: Problem Solving w/ Mass, Time and Capacity (25 days)
11/8	Module 2: Shapes (15 days) 20 days	M2: (7 days)*	M2: Place Value, Comparison, Addition and Subtraction of Numbers to 20 (35 days)	M3: Place Value, Counting and Comparison of Numbers to 1000 (30 days)	M3: Multiplication and Division w/ Factors 6-9. (25 days)	M3: Multiplication and Division of up to a 4 Digit by 1 Digit using Place Value (43 days)	M3: Add/ Subtract, Multiply/Divide Fractions (35 days)	20 days
12/11	Module 3: Count and Answer "How many?" Questions up to 10 (50 days) 20 days	M3: Comparison with Length, Weight and Numbers to 10 (30 days)		M4: Addition and Subtraction of Numbers to 1000 (30 days)				M4: Multiplication and Area (20 days)
1/17		20 days	M3... Length Measurement as Numbers (15 days)	M5: Preparation for Multiplication and Division Facts (40 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Order and Operations with Fractions (45 days)	M5: Addition and Multiplication with Volume and Area (25 days)	20 days
2/15	20 days	M4: Number Pairs, Addition and Subtraction of Numbers to 10 (40 days)	M4: Place Value, Comparison, Addition and Subtraction of Numbers to 40 (35 days)					M6: (10 days)*
3/22	Module 4: Describe and Compare Length, Weight, and Capacity (35 days) 20 days	M5: Numbers 10-20, Counting to 100 by 1 and 10 (30 days)	M5: ... Compose and Partition Shapes (15 days)	M6: Comparison, Add and Subtract w/ Length and Money, Graphing (30 days)	M7: Quadrilaterals and Word Problems (40 days)	M7: Exploring Multiplication (20 days)		20 days
4/29				20 days				M6: Place Value, Comparison, Addition and Subtraction of Numbers to 100 (35 days)
5/28	Module 5: Write Numerals to 5, Addition and Subtraction Stories, Count to 20 (35 days) 20 days	M6: (10 days)*						20 days
6/26								

Approx. test date for grades 3-5.

Notes: Time approximations are based on a first student day of 9/6/12, a winter holiday from 12/24/12 returning 1/2/13, a break of 5 days in April and last day 6/26/13.

*Please use this map in conjunction with "Year-Long CCLS aligned to "A Story of Units" to identify unlabeled modules and the standards corresponding to modules.

What to Expect

- Each module is based on a cluster of standards
- Overview of the module- purpose of instruction/coherence
- Modules broken down into topics : Topic A, Topic B, Topic C... etc.
- Topics- broken down into concepts
- 1 example lesson per topic
 - If Module 1 has 9 topics- it would have 9 exemplar lessons
 - Not a script- example to see the structure
 - Not a textbook

Connection to the Modules

Grade 1/2: Module 1: Lesson Demonstration

Concept: Number Bonds within 10 and Adding/Subtracting Across 10
3 Part Lesson

Part 1: Fluency Work	(8 minutes)
Part 2: Problem Solving	(12 minutes)
Part 3: Content Lesson with Debrief	(30 minutes)

Fluency

Deep Understanding
of Concepts

Application

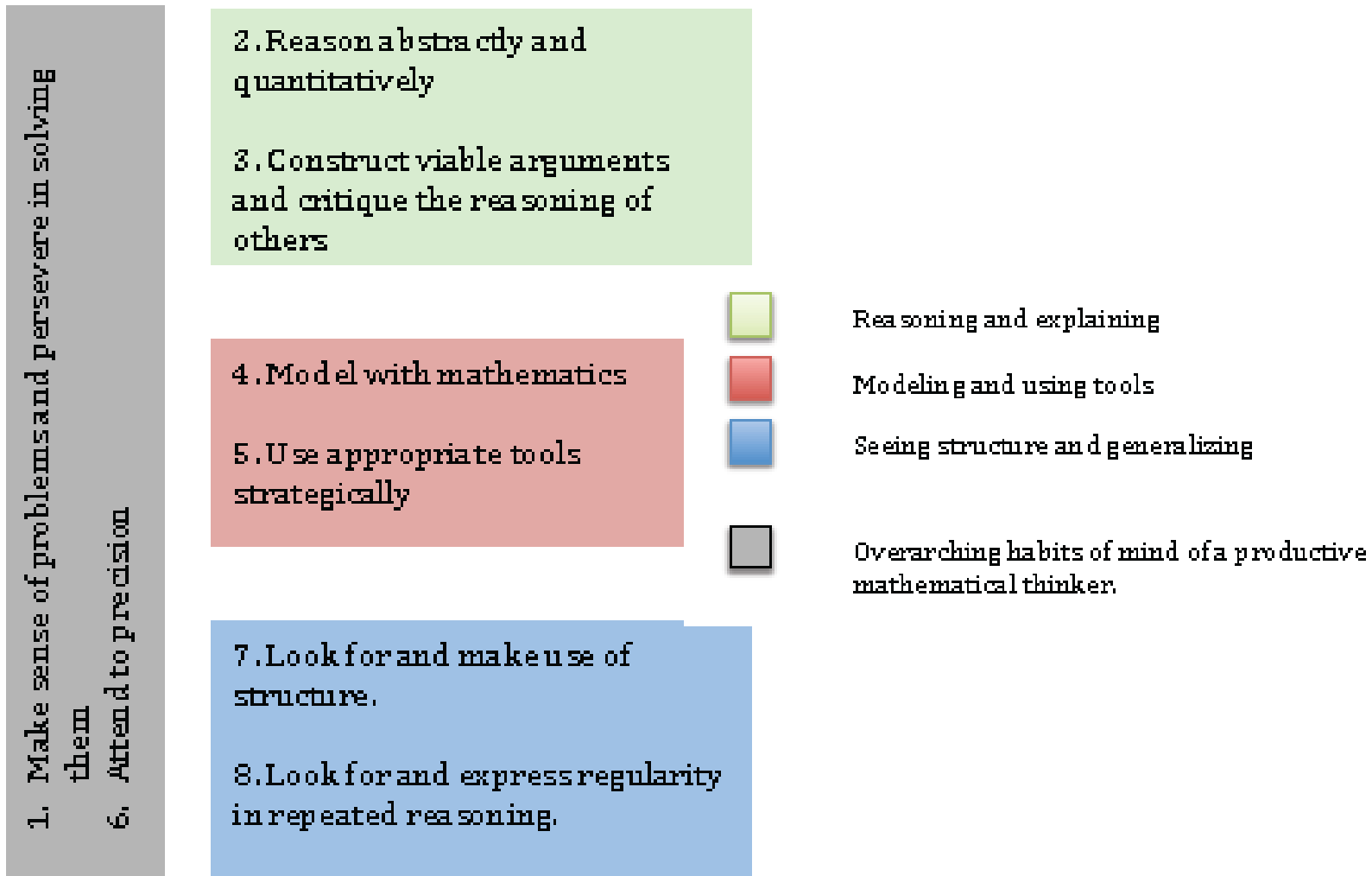
What is included in a lesson
and the sequence of the parts
depends upon the concept
being taught.

Math Sprints!

<http://ramosgroup.squarespace.com/sprints/>



8 Mathematical Practices



Must Have's

- Grade Level Fluencies
- Sprints
- Modeling of word problems

Materials

- Priorities
- Sprints
- Word Problems
- Table 1 and 2
- Glossary

**Pre-K to Grade 2
ELA Curriculum Modules**

Scope and Sequence for K-2

Kindergarten

1. Nursery Rhymes and Fables (18 instructional days)
2. Five Senses (16 instructional days)
3. Stories (15 instructional days)
4. Plants (16 instructional days)
5. Farms (14 instructional days)
6. Kings and Queens (14 instructional days)
7. Seasons and Weather (14 instructional days)
8. Colonial Towns (17 instructional days)
9. Taking Care of the Earth (15 instructional days)

Grade 1

1. Different Lands, Similar Stories* (11 instructional days)
2. Fables and Stories* (16 instructional days)
3. The Human Body (14 instructional days)
4. Early World Civilizations (21 days)
5. Early American Civilizations (19 instructional days)
6. Astronomy (14 instructional days)
7. Animals and Habitats (20 instructional days)
8. Fairy Tales (16 instructional days)
9. History of the Earth (16 instructional days)

Grade 2

1. Fighting for a Cause* (18 instructional days)
2. Fairy Tales and Tall Tales* (12 instructional days)
3. Cycles of Nature* (17 instructional days)
4. Insects* (14 instructional days)
5. Ancient Greek Civilizations (16 instructional days)
6. Greek Myths (15 instructional days)
7. Charlotte's Web, Part I *(15 instructional days)
8. Charlottes' Web, Part II* (15 instructional days)
9. Immigration (15 instructional days)

Resources on Engageny.org

Grade: Kindergarten

Domain 1: Nursery Rhymes and Fables

[Tell It Again! Read-Aloud Anthology](#)

[Tell It Again! Flip Book](#)

[Image Cards](#)

[Posters](#)

Domain: Plants

[Tell It Again! Read-Aloud Anthology](#)

[Tell It Again! Flip Book](#)

[Image Cards](#)

Domain: Stories

[Tell It Again! Read-Aloud Anthology](#)

[Tell It Again! Flip Book](#)

[Image Cards](#)

Grade: 1

Domain 1: Different Lands, Similar Stories

[Anthology](#)

[Flip Book](#)

[Image Cards](#)

Domain: Fables and Stories

[Anthology](#)

[Flip Book](#)

[Image Cards](#)

Domain: Fairy Tales

[Anthology](#)

[Flip Book](#)

[Image Cards](#)

Grade: 2

Domain 1: Fighting for a Cause

[Anthology](#)

[Image Cards](#)

Domain: Fairy Tales and Tall Tales

[Anthology](#)

[Image Cards](#)

Domain: Cycles in Nature

[Anthology](#)

[Image Cards](#)

[Posters](#)

Domain: Greek Myths

[Anthology](#)

[Flip Book](#)

[Image Cards](#)

[Posters](#)

Domain: Insects

[Anthology](#)

[Image Cards](#)

[Posters](#)

Domain: Charlotte's Web I

[Anthology](#)

[Image Cards](#)

Domain: Charlotte's Web II

[Anthology](#)

[Image Cards](#)

Listening and Learning

Presenting the Read-Aloud

10 minutes



Momotaro: Peach Boy

← Show image 6A-2: The old man and his wife

Once upon a time, in a small village in the country of Japan, there lived a kind old man and his good, honest wife.

One fine morning, the old man went to the hills to cut firewood, while his wife went down to the river to wash clothes. The old woman was scrub, scrub, scrubbing the clothes on a stone, when something strange came floating down the river. It was a peach—a very big, round peach!¹ She picked it up—oof!—and carried it home with her, thinking to give it to her husband to eat when he returned.

- 1 (Point to the peach floating down the river.) Have you ever seen a peach that big?

- 2 Do you think something is inside the peach? What do you think it could be?

The old man soon came down from the hills, and the good wife set the peach before him. She lifted a knife and brought it close to the big peach when suddenly a little voiced cried out, “Stop! Don’t hurt me.”² And, as the old man and woman looked on in amazement, the peach split apart, and out came a baby boy.



← Show image 6A-3: Momotaro breaking out of the peach

The old man and woman took care of the baby. They were kind to him and raised him as their own son. They called him Momotaro, a fine name, as it means “Peach Boy.”

Momotaro grew up to be strong and brave—which was a good thing for the village, because for many years the villagers had been attacked and robbed by the *oni*, who were mean and greedy monsters.³ Everyone in the village was afraid of the *oni*.

- 3 Are monsters real?

One day, when Momotaro had grown to be a young man, he said to his parents, “I am going to the **island** of the *oni* monsters who steal from our village. I will bring back what they have stolen,

- 4 An island is a piece of land completely surrounded by water.

- 5 Millet cakes are cakes made from a type of seed called millet.

and stop them from harming us ever again.”⁴ Please make some millet cakes for me to take along on my journey.



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(63 of 151)



Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Who are all of the characters in this story? (old man, old woman, Momotaro, pheasant, monkey, dog, *oni* monsters, etc.)
2. What does the name Momotaro mean? (peach boy) Why is Momotaro a good name for this character? (He was born or came out of a peach.)
3. Who are the *oni* monsters, and why are the townspeople afraid of them? (monsters that live on an island not far from Momotaro's village; they steal things from the village.) Are they real or make-believe? (make-believe)
4. How do the pheasant, the dog, and the monkey act like humans? (talk, eat people food, etc.) How does the pheasant act like a real bird? (flies, pecks, etc.)
5. What does Momotaro give to each of these animal characters in return for their help? (a millet cake)
6. If Momotaro hadn't given the animals the millet cakes, do you think the animals would have agreed to help him? Why or why not? (Answers may vary.)
7. How does Momotaro help the people in his village? (He defeats the *oni* monsters and returns all of the things they stole from the village.)
8. *Think Pair Share:* Do you think Momotaro would have been able to defeat the *oni* monsters without the animals' help? Why or why not? (Answers may vary.)

Core Vocabulary

island, n. A piece of land completely surrounded by water

Example: We had to take the boat to get out to the island.

Variation(s): islands

millet cakes, n. Cakes made of millet seed

Example: Susan prepared millet cakes for the long journey.

Variation(s): millet cake

pheasant, n. A type of bird that normally has a long tail

Example: James spotted a colorful pheasant on a high branch of a tree.

Variation(s): pheasants

prisoner, n. Someone who is kept in a place where s/he can't get out

Example: They kept the prisoner in the jail cell.

Variation(s): prisoners

swooped, v. Moved downward quickly through the air in a curving movement

Example: The stunt plane swooped down out of the sky.

Variation(s): swoop, swoops, swooping

Core Knowledge Listening & Learning

Pros

- Research Based Program
- Free materials
- Focus on the 6 Instructional Shifts
- Everything is in the Creative Commons

Cons

- Cost to print (Hundreds of pages, images and cards)
- Only have a portion of the program at this point. Missing the phonics (skills strand), grammar and writing.
- CCLS alignment will depend on the individual teachers extension activities.
- Purchase trade books

Still to Come...

- The other pieces of the program, phonics, grammar, writing and assessments will be rolled out next summer.

Grades 3 to 5
ELA Curriculum Modules

Expeditionary Learning & the Shifts

The Shifts

Balancing Informational and Literary Text
(NYS CCLS Shift 1)

Building Content Knowledge
(NYS CCLS Shift 2)

Staircase of Complexity
(NYS CCLS Shift 3)

What you will see in the Curriculum Modules

Expeditionary Learning's approach emphasizes effective literacy instruction through the use of compelling topics which engage students in informational and literary texts.

Expeditionary Learning's approach emphasizes students building expertise about a topic and often sharing that expertise with classmates or a wider audience.

Expeditionary Learning's approach emphasizes getting students curious so they have purpose for reading, then supporting and challenging students with increasingly complex texts.

Expeditionary Learning & the Shifts

The Shifts

What you will see in the Curriculum Modules

Text-based Answers

(NYS CCLS Shift
4)

Expeditionary Learning's approach emphasizes working with evidence, including students self-assessing, learning to ask strong text-dependent strategic questions as they read, and doing research for a real purpose.

Writing from Sources

(NYS CCLS Shift
5)


Expeditionary Learning's approach emphasizes performance tasks that require students to cite textual evidence, to revise their writing and critique their peers' writing, and share their writing with a real audience.

Academic Vocabulary

(NYS CCLS Shift
6)

Expeditionary Learning's approach exposes students to a wide range of increasingly complex texts to build background knowledge and interest.

Curriculum: “Zooming in” on levels of detail



Yearlong
curriculum
map / scope
and sequence

Curriculum
module
structure

Assessment
overview

Unit
overview

Lesson
overview

Yearlong Curriculum Plan



- There are four modules per grade in a year
- Each module is aligned to the CCLS and addresses the six instructional shifts



EXPEDITIONARY
LEARNING

EXPEDITIONARY LEARNING: GRADES 3-5 ELA CURRICULUM PLAN (DRAFT AUGUST 7, 2012)

	GRADE 3	GRADE 4	GRADE 5
MODULE 1 (8 WEEKS)	Becoming a Close Reader and Writing to Learn: The Power of Reading Around the World.	Becoming a Close Reader and Writing to Learn: Native Americans in New York	Becoming a Close Reader and Writing to Learn: Stories of Human Rights
FINAL PERFORMANCE TASK	Informative Writing: Accessing Books around the World Bookmark	Informative Writing: A Constitution for Our School Community	Narrative Writing: Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i>
MODULE 2A (8 WEEKS)	Researching to Build Knowledge and Teaching Others: Adaptations and the Wide World of Frogs	Researching to Build Knowledge and Teaching Others: The Hardship of Colonial Times and How Electricity Has Changed our Lives	Researching to Build Knowledge and Teaching Others: Field Guides to the Amazon
FINAL PERFORMANCE TASK	Informative Writing: Freaky Frog Trading Cards (compare/contrast)	Informative Writing: Artifact Over Time (using VoiceThread)	Informative Writing: Field Guide to the Amazon
MODULE 2B (8 WEEKS)	Researching to Build Knowledge and Teaching Others: Explorers and Countries around the World	Researching to Build Knowledge and Teaching Others: Interdependent Roles in Colonial Times	Researching to Build Knowledge and Teaching Others: Inventors and Inventions
FINAL PERFORMANCE TASK	Informative Writing: Audio Report about a Country (using VoiceThread)	Narrative Writing: Historically-Accurate First Person Account	Informative and Narrative Writing: Graphic Novel-style Frames about an Inventor

Curriculum Module Structure



- Each module spans eight weeks of instruction and is comprised of three units
- Modules are designed to integrate reading and writing and to build content knowledge



EXPEDITIONARY
LEARNING

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FINAL PERFORMANCE TASK	Informative Writing: Freaky Frog Trading Cards (compare/contrast)	Informative Writing: Artifact Over Time (using VoiceThread)	Informative Writing: Field Guide to the Amazon
MODULE 2B (8 WEEKS)	Researching to Build Knowledge and Teaching Others: Explorers and Countries around the World	Researching to Build Knowledge and Teaching Others: Interdependent Roles in Colonial Times	Researching to Build Knowledge and Teaching Others: Inventors and Inventions
FINAL PERFORMANCE TASK	Informative Writing: Audio Report about a Country (using VoiceThread)	Narrative Writing: Historically-Accurate First Person Account	Informative and Narrative Writing: Graphic Novel-style Frames about an Inventor

Curriculum Module Structure



MODULE 4.1: OVERVIEW

MODULE 1 INTRODUCTION: Becoming a Close Reader and Writing to Learn: Native Americans in New York

This module supplements the Social Studies content many fourth-grade teachers introduce at the start of the year. It ensures that students read, write, listen and speak to learn the history and contributions of Native Americans in New York State, particularly the Iroquois Confederacy. Module 1 focuses on reading and listening to primary and secondary sources to gather specific details and determine central ideas, and to increase reading fluency and paragraph writing. Students will

Each module overview starts with a summary paragraph that describes the content and instructional arc of the module.

that reinforces knowledge about the Iroquois culture and describes the importance of lessons from that society in the lives of New Yorkers today. At the end of Unit 2, students draw evidence from the literary text to support an analysis of the main character (W.4.9). In Unit 3, students connect the past with the present by studying data designed to help them think about places in their school where agreements like those found in the Iroquois Constitution would benefit the school community. They then develop their own constitution, drawing on their knowledge of original Iroquois Constitution, ideas from Eagle Song, and specific details from magazine articles about how to write problem/solution style paragraphs to the school community. As a final step, students will revisit data and then write a problem/solution style paragraph in which they explain how their constitution will resolve or prevent issues at school.

The summary also contains a list of Guiding Questions and “Big Ideas” that serve as entry points into the module content.

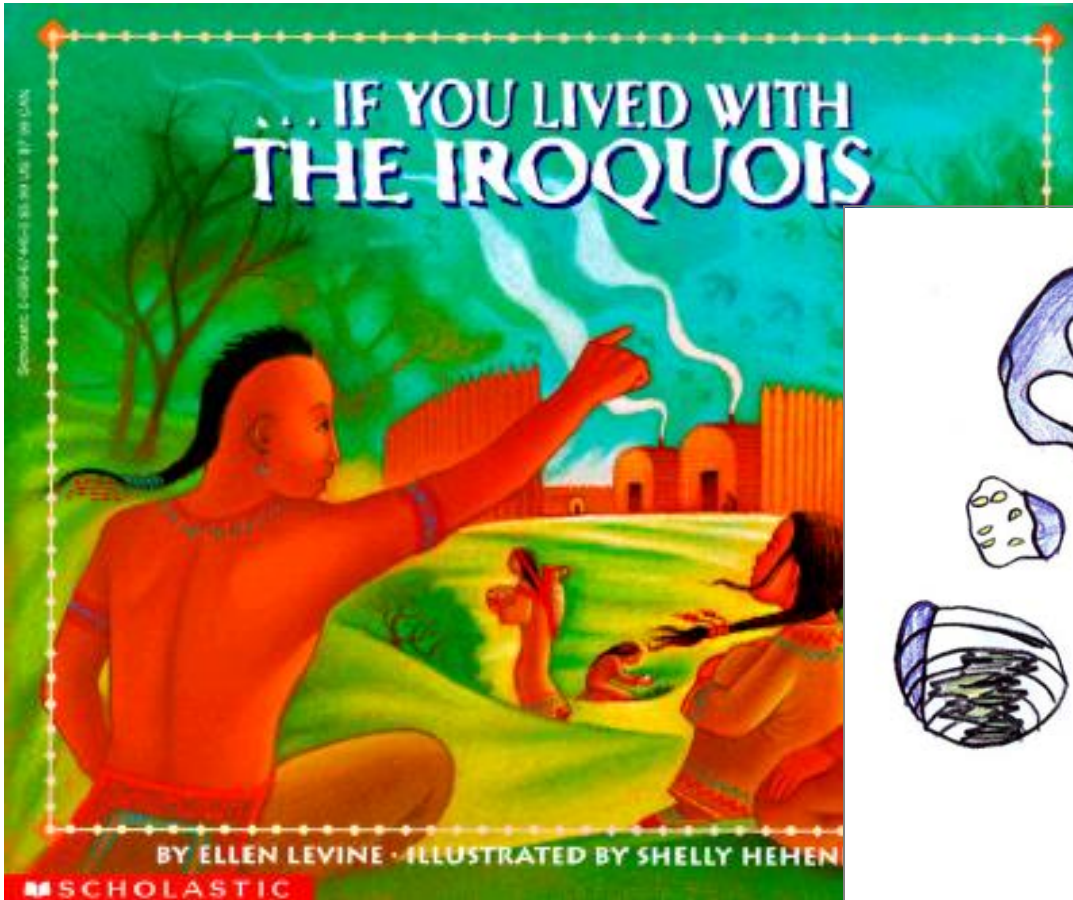
GUIDING QUESTIONS AND BIG IDEAS

- How can our school community benefit from the beliefs and agreements of the Iroquois?
- Peace can be created and sustained through agreements and actions.
- Clear communication improves communities.

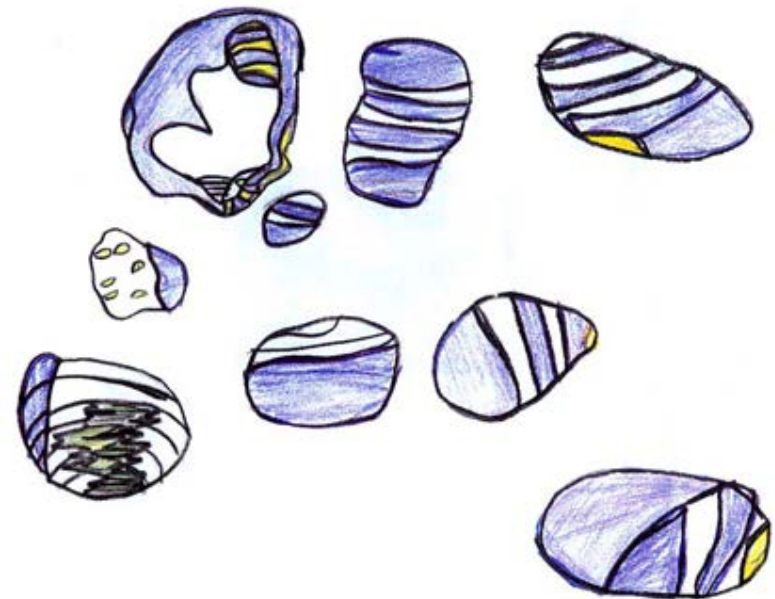
PERFORMANCE TASK

This performance task gives students a chance to apply their understanding about the beliefs and agreements made by the Iroquois people as evidenced in the Iroquois Constitution, and how those beliefs and actions could be maintained to benefit their school community. After reading texts regarding conflict resolution and data regarding school bullying, students complete two tasks. First, they collaborate with their peers to design a constitution that can help support peace in their school community. Then students independently write a paragraph in which they explain to others how their constitution will resolve or prevent issues at school. The two-part performance task centers on NYSP12 ELA Standards W.4.2, W.4.5, W.4.9, and L.4.3.

Curriculum Module Structure



The modules are a series of one-hour ELA blocks aligned with NYS Social Studies and Science Standards.



Today, the money we use is like the wampum Native Americans traded with. We buy things using paper money called dollars and coins. Today we don't trade to get what we need, we shop using money.

The Native Americans used wampum for trading, and for decorative jewelry. It had a beautiful purple color because it was made from shells of oysters and clams. These shells have a nice purple color on their insides.

Assessment Overview



EXPEDITIONARY
LEARNING

MODULE 4.1: OVERVIEW

MODULE 1 INTRODUCTION: Becoming a Close Reader and Writing to Learn: Native Americans in New York

This module supplements the Social Studies content many fourth-grade teachers introduce at the start of the year. It ensures that students read, write, listen and speak to learn the history and contributions of Native Americans in New York State, particularly the Iroquois Confederacy. Module 1 focuses on reading and listening to primary and secondary sources to gather specific details and determine central ideas, and to reinforce reading fluency and paragraph writing. Students will read literature to develop an understanding of setting, characterization and theme, and informational writing. In the first unit, students will read a recounting of the Native American story of *The Great Peacemaker*, read short sections of the Iroquois Constitution, or “Great Law of Peace,” and begin to focus on writing explanatory paragraphs. In Unit 2, students read additional informational text about Native Americans in New York with a focus on determining main ideas, and read and hear an extended

(Bruchac, 840L)

that reinforces knowledge about the Iroquois culture and describes the importance of lessons from that society in the lives of New Yorkers today. At the end of Unit 2, students draw evidence from the literary text to support an analysis of the main character (W.4.9). In Unit 3, students connect the past with the present by studying data designed to help them think about places in their school where agreements like those found in the Iroquois Constitution would benefit the school community. They then develop their own constitution, drawing on their knowledge of original Iroquois Constitution, ideas from *Eagle Song*, and specific details from magazine articles about conflict resolution. Students will write problem/solution style paragraphs to introduce their constitution to the school community. As a final on-demand assessment, students will revisit data and then write a problem/solution style paragraph in which they explain how their constitution could resolve or prevent issues at school.

GUIDING QUEST AND BIG IDEAS

Each module culminates with a text-based literacy performance task.

community benefit from the beliefs and agreements of the Iroquois? and sustained through agreements and actions.
1 improves communities.

PERFORMANCE TASK

This performance task gives students a chance to apply their understanding about the beliefs and agreements made by the Iroquois people as evidenced in the Iroquois Constitution, and how those beliefs and actions could be maintained to benefit their school community. After reading texts regarding conflict resolution and data regarding school bullying, students complete two tasks. First, they collaborate with their peers to design a constitution that can help support peace in their school community. Then students independently write a paragraph in which they explain to others how their constitution will resolve or prevent issues at school. The two-part performance task centers on NYSP12 ELA Standards W.4.2, W.4.5, W.4.9, and L.4.3.

Assessment Overview



EXPEDITIONARY
LEARNING

MODULE 4.1: OVERVIEW

UNIT 1: BUILDING BACKGROUND KNOWLEDGE ABOUT THE HAUDENOSAUNEE: THE GREAT PEACEMAKERS

In this first unit, students read, write, listen, and speak to begin to understand the founding and structure of the Haudenosaunee, or Iroquois, Confederacy. The unit begins with students discovering that a character in a video about the Iroquois Confederacy fails to explain the symbol on his T-shirt. This leads students to discover an honored symbol of the Iroquois Nation. Students will read about the creation of the Iroquois Confederacy through the actions of the Great Peacemaker. Students then will tackle challenging text as they hear and read sl... Haudenosaunee Great Law of Pe...

assessment, students will demonstrate their ability to read informational text by answering text-dependent questions. Then students will focus on learning how to create an effective paragraph as they write to the character in the video, providing him with the information he should use to explain the symbol on his T shirt. Students develop their explanations with details from the texts they read earlier in the unit. Students then complete an on-demand end of unit assessment in which they demonstrate an ability to appropriately use topic sentences and supporting details in a paragraph by explaining the symbolism on a flag of their own design.

Each unit contains two “on-demand” assessments, which ask students to do their best work on their own and are aligned to standards.

GUIDING QUESTIONS AND BIG IDEAS

benefit from the beliefs and agreements of the Iroquois?
and sustained through agreements and actions.
can help to improve communities.

MID-UNIT 1 ASSESSMENT:

- Answering Questions with Evidence from Text
- This assessment centers on NYSP12 ELA CCLS RI.4.1. In this assessment, students will read an unfamiliar text about Native Americans in New York and answer questions using evidence from the text.

END OF UNIT 1 ASSESSMENT:

Paragraph to Explain My Flag's Symbolism

This assessment centers on NYSP12 ELA CCLS W.4.2. After reading about the Iroquois flag, the Iroquois Confederacy, and the Iroquois Constitution, and learning the structure of an explanatory paragraph, students create a flag for their class that includes symbols representing the ideas of peace and unity. Then, as an on-demand writing assessment, students write a paragraph explaining the symbolism on their flags. Note: This is a writing assessment; students are not assessed on the artistic quality of their flag design.

Unit Overview



EXPEDITIONARY
LEARNING

MODULE 4.1: OVERVIEW

UNIT 1: BUILDING BACKGROUND KNOWLEDGE ABOUT THE HAUDENOSAUNEE: THE GREAT PEACEMAKERS

Each of the three units is structured similarly to the modules.

Students will speak to begin to understand the Great Law of Peace, or Iroquois Confederacy. They will meet a character in a video about the Great Law of Peace on his T-shirt. This leads to a video about the Iroquois Nation. Students will read a challenging text as they learn about the Great Law of Peace, or Iroquois Confederacy through the actions of the Great Peacemakers. In the on-demand mid-unit

assessment, students will demonstrate their ability to read informational text by answering text-dependent questions. Then students will focus on learning how to create an effective paragraph as they write to the character in the video, providing him with the information he should use to explain the symbol on his T shirt. Students develop their explanations with details from the texts they read earlier in the unit. Students then complete an on-demand end of unit assessment in which they demonstrate an ability to appropriately use topic sentences and supporting details in a paragraph by explaining the symbolism on a flag of their own design.

GUIDING QUESTIONS AND BIG IDEAS	<ul style="list-style-type: none">• How can our school benefit from the beliefs and agreements of the Iroquois?• Peace can be created and sustained through agreements and actions.• Clear communication can help to improve communities.
MID-UNIT 1 ASSESSMENT:	<ul style="list-style-type: none">• Answering Questions with Evidence from Text• This assessment centers on NYSP12 ELA CCLS RI.4.1. In this assessment, students will read an unfamiliar text about Native Americans in New York and answer questions using evidence from the text.
END OF UNIT 1 ASSESSMENT:	<p><i>Paragraph to Explain My Flag's Symbolism</i></p> <p>This assessment centers on NYSP12 ELA CCLS W.4.2. After reading about the Iroquois flag, the Iroquois Confederacy, and the Iroquois Constitution, and learning the structure of an explanatory paragraph, students create a flag for their class that includes symbols representing the ideas of peace and unity. Then, as an on-demand writing assessment, students write a paragraph explaining the symbolism on their flags. Note: This is a writing assessment; students are not assessed on the artistic quality of their flag design.</p>

Unit-at-a-Glance Calendar



For each unit, there's a calendar that shows how the 8 weeks is laid out.



MODULE 4.1: OVERVIEW

CALENDARED CURRICULUM MAP: *Week at a Glance*

WEEK	INSTRUCTIONAL FOCUS	LONG-TERM TARGETS	ASSESSMENTS
Unit 1: Haudenosaunee: The Great Peacemakers			
Weeks 1–2	<ul style="list-style-type: none"> Mystery Symbol: The Iroquois Flag Read “The (Really) Great Law of Peace” Hearing and reading short selections from the Iroquois Constitution. 	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. I can explain the main points in a historical text accurately. I can effectively participate in discussion with my peers and adults. 	Mid-Unit 1 Assessment: Independent reading about the Iroquois Confederacy; use specific details to answer questions about the text. (RI.4.1)
	<ul style="list-style-type: none"> Learn the structure of an explanatory paragraph. Write explanatory paragraphs on class flag to texts. 	<ul style="list-style-type: none"> Write explanatory paragraphs on class flag to texts. 	End of Unit 1 Assessment: Write explanatory paragraph about class flag and how it connects to the texts they have read so far in the module. (W.4.2)

The calendar also shows the standards in student-friendly language...

...and gives ideas for ongoing assessment.

Lesson Overview



EXPEDITIONARY
LEARNING

MODULE 4.1: UNIT 1

LESSON 1:

Launching the Mystery: What's That Symbol?

Note: This first lesson also serves as an exemplar with explicit scaffolds.

The lesson shows the long-term learning target...

LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA OOLs)

I can explain what a text says using specific details from the text. (RI.4.1)

I can engage effectively in a collaborative discussion. (SL.4.4)

SUPPORTING LEARNING TARGET

- I can notice new ideas and wonder about the lives of people long ago.
- I can answer questions using specific details from a text.
- I can demonstrate what I know by contributing to discussions.

ONGOING ASSESSMENT

I Notice/I Wonder note-catcher
Student-created graphic organizers

AGENDA

1. Opening: Engaging the Reader: Mystery Activity (20 minutes)
2. Work Time: Getting Started: Reading about the Iroquois (25 minutes)
3. Closing and Assessment: Debrief (5 minutes)

- In this lesson, students begin by reading only the first page (page 39) of the text, "The Iroquois Confederacy," a two-page article. In Lesson 1, they read page 39 for Lesson 2.
- This first lesson is designed to reinforce the idea that the symbol on the T-shirt worn by Tim, a featured expert who "reveals" the symbol, is NOT explain the symbol even if students ask about it, since students don't know. Let's find out!
- If you have Native American children, particularly Iroquois, in your class, it is extremely likely that he/she will know about the mystery symbol. Think about how to restructure this lesson to allow that student to be a featured expert who "reveals" the symbol.
- Preview the video: "The Iroquois Confederacy" <http://www.brainpop.com/socialstudies/culture/iroquoisconfederacy/>
- The video is only 6 minutes long. Plan to stop the video halfway through.
- Preview the graphic regarding the Iroquois flag (see Supporting Materials).
- This lesson introduces a simple routine of I Notice/I Wonder. Students practice this first with the video, and then with the text. This lays a strong foundation for students to build their close reading skills; help them pay close attention to the text and ask or answer questions that might assist in deepening their understanding.
- Review the Think-Pair-Share, Cold Call, and Fist to Five protocols (Appendix 1)

...and the supporting targets for this particular lesson.

Lesson Overview



EXPEDITIONARY
LEARNING

MODULE 4.1: UNIT 1

LESSON 1:

Launching the Mystery: What's That Symbol?

Note: This first lesson also serves as an exemplar with explicit scaffolds.

LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA OOLs)	
I can explain what a text says using specific details from the text. (RI.4.1)	
I can effectively participate in a collaborative discussion. (SL.4.1)	
<p>The agenda shows the lesson “at a glance...”</p>	<p>...and the teaching notes provide some coaching for teachers as they think about delivering the lesson.</p>
AGENDA	TEACHING NOTES
<ul style="list-style-type: none"> I can notice and describe details from a text. I can answer questions about what the details mean. I can demonstrate my understanding of the details. 	<ul style="list-style-type: none"> In this lesson, students begin reading “The (Really) Great Law of Peace,” a two-page article. In Lesson 1, they read only the first page (page 38). Distribute just page 38 today, saving page 39 for Lesson 2. This first lesson is designed to create a “need to know” for students by reinforcing the idea that the symbol on the T-shirt worn by Tim, a character in the video, is a “mystery.” Do NOT explain the symbol even if students ask about it, since students will be reading to answer that question. If they do ask, it’s a perfect time to say: “I don’t know. Let’s find out!” If you have Native American children, particularly Iroquois, in your class, it is extremely likely that he/she will know about the mystery symbol. Think about how to restructure this lesson to allow that student to be a featured expert who “reveals” the symbol. Preview the video: “The Iroquois Confederacy” http://www.brainpop.com/socialstudies/culture/iroquoisconfederacy/ The video is only 6 minutes long. Plan to stop the video halfway through. Preview the graphic regarding the Iroquois flag (see Supporting Materials). This lesson introduces a simple routine of I Notice/I Wonder. Students practice this first with the video, and then with the text. This lays a strong foundation for students to build their close reading skills; help them pay close attention to the text and ask or answer questions that might assist in deepening their understanding. Review the Think-Pair-Share, Cold Call, and Fist to Five protocols (Appendix 1)

Lesson Overview



EXPEDITIONARY
LEARNING

MODULE 4.1: UNIT 1

LESSON 1:

Launching the Mystery: What's That Symbol?

Note: This first lesson also serves as an exemplar with explicit scaffolds.

VOCABULARY	MATERIALS
Words to Teach Explicitly: details, contribute, discussion, notice, wonder, constitution, confederacy, rivals, miracle, "set about," warring, suspicious, vanished, wampum, Iroquois, nations, symbolized, Haudenosaunee	<ul style="list-style-type: none">• Video: "The Iroquois Confederacy"• www.brainpop.com/socialstudies/culture/iroquoisconfederacy/• I Notice/I Wonder note-catcher (one per student, and one to project on document camera)• Document camera• Page 38 of "The (Really) Great Law of Peace" by Cynthia O'Brien (one per student)• I Notice/I Wonder graphic organizer (optional)• 12" by 18" construction paper• Markers• Sticky notes

Each lesson calls out vocabulary that should be explicitly taught as well as other words that may arise in the course of teaching the content.

Lesson Overview



EXPEDITIONARY
LEARNING

MODULE 4.1: UNIT 1

LESSON PLAN

OPENING		MEETING STUDENTS' NEEDS
<p>A. Opening: Engaging the Reader: Mystery Activity (20 minutes)</p> <ul style="list-style-type: none"> Share the learning targets: <ul style="list-style-type: none"> “I can notice new ideas and wonder about the lives of people.” “I can answer questions using specific details from the text.” “I can show what I know by contributing to discussions.” Talk with students about the importance of learning targets and what they will learn and do during a lesson. Help students understand the meaning of “I notice,” “I wonder,” “contributing,” and “discussions.” Tell students that at the end of the lesson they will share how they did moving toward the learning target. Tell students that today they will begin a new study about the lifestyles, values, and beliefs of the Native American group known as the Iroquois that began to settle in New York State more than 11,000 years ago. The Iroquois did and believed many things that still influence our lives today. To get started, let them know they will be watching a short video. Distribute the I Notice/I Wonder note-catcher to each student and project it on a document camera (or make a chart of it on chart paper or on your board). Model Notice and Wonder for students. <ul style="list-style-type: none"> I Notice: Simply observing something (i.e., “I notice the walls in our classroom are white.”) I Wonder: Questioning the meaning, history, or purpose of what they see (i.e., “I wonder why classrooms never seem to be painted different colors.”) Remember, the purpose of the video is to build students’ interest. Specifically, the goal is to get students intrigued about the symbol on the boy’s T-shirt. Therefore, it is crucial to NOT reveal the meaning of the symbol. The video is only 6 minutes long. Plan to stop the video halfway through. (If your students need more pause points, provide them). Show the first 3 minutes of the video “The Iroquois Confederacy.” Pause. Ask students to think, then talk with a partner, about something they “notice” and something they “wonder.” Be sure to give think time, and then just a minute for them to talk with a partner. Then Cold Call on a few students to share out. Chart students’ comments on the projected I Notice/I Wonder note-catcher. Do NOT explain the video at this point; simply elicit students’ comments. 	<p>Each lesson is broken down into sections: Opening, Work Time, and Closing.</p>	<ul style="list-style-type: none"> Consider providing nonlinguistic symbols (e.g., two people talking for <i>discuss</i>, a pen for <i>record</i>, a magnifying glass for <i>details</i>, a light bulb for <i>main idea</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, these can be used in directions and learning targets. Examples of possible nonlinguistic symbols for this lesson can be found at the end of this lesson. Modeling provides a clear vision of the expectation for students. Teacher may model by saying: “I notice white squares on the picture,” or “I wonder why the background is purple-blue.”

Lesson Overview



EXPEDITIONARY
LEARNING

MODULE 4.1: UNIT 1

LESSON PLAN

OPENING		MEETING STUDENTS' NEEDS
<p>A. Opening: Engaging the Reader: Mystery Activity (20 minutes)</p> <ul style="list-style-type: none">• Share the learning targets:• “I can notice new ideas and wonder about the lives of people long ago.”• “I can answer questions using specific details from the text.”• “I can show what I know by contributing to discussions.”• Talk with students about the importance of learning targets—to help learn and do during a lesson. Help students understand the meaning of “specific details,” “showing what they know,” “contributing,” and “discussions.” Tell students that at the end of the lesson they will share how they did moving toward the learning target.• Tell students that today they will begin a new study about the lifestyles, values, and beliefs of the Native American group known as the Iroquois that began to settle in New York State more than 11,000 years ago. The Iroquois did and believed many things that still influence our lives today. To get started, let them know they will be watching a short video.• Distribute the I Notice/I Wonder note-catcher to each student and project it on a document camera (or make a chart of it on chart paper or on your board).• Model Notice and Wonder for students.• I Notice: Simply observing something (i.e., “I notice the walls in our classroom are white.”)• I Wonder: Questioning the meaning, history, or purpose of what they see (i.e., “I wonder why classrooms never seem to be painted different colors.”)• Remember, the purpose of the video is to build students’ interest. Specifically, the goal is to get students intrigued about the symbol on the boy’s T-shirt. Therefore, it is crucial to NOT reveal the meaning of the symbol.• The video is only 6 minutes long. Plan to stop the video halfway through. (If your students need more pause points, provide them).• Show the first 3 minutes of the video “The Iroquois Confederacy.” Pause.• Ask students to think, then talk with a partner, about something they “notice” and something they “wonder.” Be sure to give think time, and then just a minute for them to talk with a partner. Then Cold Call on a few students to share out.• Chart students’ comments on the projected I Notice/I Wonder note-catcher. Do NOT explain the video at this point; simply elicit students’ comments.	<p>Each lesson offers recommendations for supporting all learners.</p>	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., two people talking for <i>discuss</i>, a pen for <i>record</i>, a magnifying glass for <i>details</i>, a light bulb for <i>main idea</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, these can be used in directions and learning targets. Examples of possible nonlinguistic symbols for this lesson can be found at the end of this lesson.• Modeling provides a clear vision of the expectation for students. Teacher may model by saying: “I notice white squares on the picture,” or “I wonder why the background is purple-blue.”

Resources

- NYS/EL is providing via engageNY.org
 - Module plans: 8 weeks of instruction – roll out over the course of next year. Each module ends in a performance task.
 - 3 unit plans (subsets of each module)
 - Central Texts – texts at the appropriate level of complexity and lessons designed to help kids grapple with them.
 - Recommended texts list – list of texts at, above, below = independent reading, guided reading, other instructional reading.
 - Daily Lesson Plans
 - Two “On-Demand” Assessments
 - SOME texts – anything they could use in the public domain, seeking permissions for articles but for now giving urls. These modules do require **some** purchase of reading materials for students.
-

Stay Updated

- New developments
- Resources
- Links to Modules

engageE2CCB.weebly.com

e2math.weebly.com

e2ela.wikispaces.com

Conversation Cafe



Implementation Plans

Agreements for a Great Conversation

- **Open-mindedness:** listen to and respect all points of view
- **Acceptance:** suspend judgment as best you can
- **Curiosity:** seek to understand rather than persuade
- **Discovery:** question old assumptions, look for new insights
- **Sincerity:** speak for yourself about what has personal heart and meaning
- **Brevity:** go for honesty and depth, but don't go on and on



K-2 Questions

- Math: What will *adopting or adapting* the K-2 Math Modules look like for my district?
- Math: If I *ignore* the NYSED Math Curriculum Modules, what are my next steps for implementation of CCLS?
- ELA: What will *adopting or adapting* the K-2 ELA Modules look like for my district?
- ELA: If I *ignore* the NYSED ELA Curriculum Modules, what are my next steps for implementation of CCLS?

Grades 3-5 Questions

- Math: What will *adopting or adapting* the 3-5 Math Modules look like for my district?
- Math: If I *ignore* the NYSED Math Curriculum Modules, what are my next steps for implementation of CCLS?
- ELA: What will *adopting or adapting* the 3-5 ELA Modules look like for my district?
- ELA: If I *ignore* the NYSED ELA Curriculum Modules, what are my next steps for implementation of CCLS?