



Integrated Content Instruction Unit

Target Content Standard- 4th Grade Social Studies 4.4.2 The Transformation of California

Length of unit- 20 days of instruction

Guiding Question

How did the Gold Rush transform California's economy and towns?

Expected Learning Outcomes (demonstration of knowledge)

Students will know how the Gold Rush transformed California's economy and towns and be able to share this knowledge in Learning Evaluation Tasks which include a print, a product, and a performance measure.

Learning Evaluation Tasks

Print	Product	Performance
<p>Students will write research report about the Gold Rush and how it transformed California's economy and towns.</p> <p>CCCS Writing 4th Grade</p>	<p>Students will create a Keynote presentation that includes information about the Gold Rush and its impact on California. Students will use the Keynote presentation as part of their explanation of what happened in California as a result of the Gold Rush (in the Interactive Gallery).</p> <p>CCSS</p>	<p>Students will relate, summarize, and explain their learning in an Interactive Gallery which includes parents, administrators, teachers, and students.</p> <p>CCCS Speaking 4th Grade Listening 4th Grade</p>

Supporting Questions

1. What is the Gold Rush?
2. When did the Gold Rush occur?
3. Who was living in California prior to the Gold Rush?
4. Who came to California because of the Gold Rush?
5. What types of jobs were created as a result of the Gold Rush?

Content Input

Supporting Question	Source of Information	Delivery method	Reading Comprehension Focus or Language Acquisition Focus	Notes
1. What is the Gold Rush?				

Additional knowledge needed to meet Expected Learning Outcomes:

Vocabulary- entrepreneur

Interactive Gallery (includes the Learning Outcome Evaluation) will be held on November 21, 2013.

Integrated Content Instruction

	Monday	Tuesday	Wednesday	Thursday	Friday
Language Arts Reading- Writing- Social Studies/Science					
Language Arts Reading- Writing- Social Studies/Science					
Language Arts Reading- Writing- Social Studies/Science					
Language Arts Reading- Writing- Social Studies/Science				Create and answer questions for the Interactive Gallery PRODUCT OUTCOME	Practice asking and answering questions Interactive Gallery (Learning Outcome Evaluation) PERFORMANCE OUTCOME

The Impact of the Gold Rush on California's Economy and Towns
 (research report planning sample)

life in California prior to the Gold Rush	the Gold Rush	financial impact of the Gold Rush	booming towns
people <ul style="list-style-type: none"> ▪ ▪ finances <ul style="list-style-type: none"> ▪ ▪ jobs <ul style="list-style-type: none"> ▪ ▪ ▪ 	who came <ul style="list-style-type: none"> ▪ ▪ ▪ why they came what they did	income needs entrepreneurship <ul style="list-style-type: none"> ▪ ▪ 	lifestyle changes in towns

Print Evaluation Task Scoring Guide

Proficient

Structure

- Writes to the prompt (topic and sub-topics address the prompt)
- Includes a main idea in each paragraph (could be done as a heading)
- At least 4 supporting details in each paragraph
- Uses at least 3 authoritative sources (provided by your teacher/with teacher help)
- Response is multiple paragraphs

Descriptive Language

- At least 6 adjectives
- At least 2 appositives
- At least 3 linking words are used to connect ideas in a category (another, for example, also, because)
- At least 2 domain-specific vocabulary words are used

Sentences

- At least 3 complex sentences
- At least 1 compound sentence
- No more than two sentences start with the same word
- Topic sentence establishes purpose
- Concluding statement (or section) is presented
- Each paragraph has a topic sentence
- Includes at least 1 quote from text
- At least 1 definition is included
- Key words from prompt are in the writing

Mechanics, Spelling, Production

- All sentences are punctuated
- Each compound sentence and/or complex sentence has an appropriate comma
- All necessary capital letters are in place
- All paragraphs are indented
- All grade-level appropriate words are spelled correctly
- Product is legible
- Illustrations and/or multimedia are included if helpful

My thoughts:

Product Evaluation Task Scoring Guide

Proficient

Product

- Created a Keynote presentation
- The presentation has at least one video clip
- Each Keynote slide moves to the next automatically
- Used the presentation in the performance task (Interactive Gallery)

Process

- Project journal includes at least 15 entries (short, constructed responses)
- Storyboard completed
- Reflective template completed
- Sent at least one invitation to the Interactive Gallery

Technology/Science

- Developed and shared solutions to problems with others

Effort

- All work is neat and legible
- Effort was consistently strong and positive

My thoughts:

Performance Evaluation Task Scoring Guide

Proficient

Performance

- Participated in the Interactive Gallery
- Stayed focused on answer to the question asked
- Reflected and shared information learned during the unit
- Used notes, the Reflective Template, or the project journal to aid presentation
- Used the Keynote presentation in the performance task (Interactive Gallery)
- Spoke clearly

Process

- Created questions to be asked during the Interactive Gallery
- Wrote answers to the questions
- Practiced asking the questions
- Practiced answering the questions

Social Studies

- Shared at least two transformations that occurred in California as a result of the Gold Rush
- Explained how the economy of California changed
- Explained why certain jobs were created

Effort

- Effort was consistently strong and positive

My thoughts: