CURR 5018 Group 2 Learning Design

Subject: ELA

Core Learning Outcome

Students will integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.

Common Core Standards

RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability locate an answer to a question quickly or to solve a problem efficiently.

W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly

ISTE Standard

1.3.a

Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Lesson Description

Students will select an innovation in communication (e.g., printing press, hearing aids, telephones, cochlear implants, email, Internet, etc.) and investigate the history of the innovation and its various evolutions over time. Students will gather relevant information from several sources and present their findings to the class in a multimedia presentation, demonstrating the use of the innovation for communication.

Activities
● Select innovation and gather relevant information from several sources via the Internet ● Write an explanatory essay using mind mapping software (Mindmeister) and Google Docs in response to the following questions: Describe and explain your selected innovation. How was it invented? How has it evolved and changed over time? How is it connected to or how did it lead to other communication innovations? ● Present your findings to the class in a formal multimedia presentation (video, podcast, slideshow, etc...) demonstrating the use of your innovation for communication
Assessment
The student will be assessed on both the explanatory essay, the presentation, and the use of technology using separate rubrics (see below).

Explanatory Essay Rubric:

The student response:

1. demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis;
2. addresses the prompt and provides effective development of the topic that is consistently appropriate to the task, purpose, and audience;
3. uses clear reasoning supported by relevant text-based evidence in the development of the topic;
4. is effectively organized with clear and coherent writing;
5. uses language effectively to clarify ideas.

Grades 4–5 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** of ideas stated explicitly and/or inferentially by providing an **accurate** analysis; • addresses the prompt and provides **effective** development of the topic that is **consistently appropriate** to the task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the topic; • is **effectively** organized with **clear and coherent** writing; • uses language **effectively** to clarify ideas.	The student response • demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; • addresses the prompt and provides **mostly effective** development of the topic that is **appropriate** to the task, purpose, and audience; • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the topic; • is organized with **mostly clear and coherent** writing; • uses language that is **mostly effective** to clarify ideas.	The student response • demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **some** development of the topic that is **somewhat appropriate** to the task, purpose, and audience; • uses **some** reasoning and text-based evidence in the development of the topic; • demonstrates **some** organization with **somewhat coherent** writing; • uses language to express ideas with **some** clarity.	The student response • demonstrates **limited comprehension** of ideas by providing a **minimally accurate** analysis; • addresses the prompt and provides **minimal** development of the topic that is **limited in its appropriateness** to the task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • uses language to express ideas with **limited** clarity.	The student response • demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes **little to no** text-based evidence; • lacks organization and coherence; • **does not** use language to express ideas with clarity.
Knowledge of Language and Conventions		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

Presentation Rubric: Four main components will be assessed.

1. Demonstration of Understanding: The presentation addressed all elements of the task and effectively demonstrated understanding of the topic, text(s), or findings.
2. Organization and Development of Presentation: The presentation is clearly and logically organized with appropriate and relevant facts or descriptive details that support the main ideas or message of the presentation.
3. Multimedia Components: The presentation effectively incorporates sound and/or visual displays to enhance the main ideas or message of the presentation.
4. Delivery of Presentation: Speaker speaks clearly at an understandable pace.

Extension Task Presentation Rubric

	3	2	1
Demonstration of understanding	The presentation addresses all elements of the task and effectively demonstrates understanding of the topic, text(s), or findings.	The presentation partially addresses the task and generally demonstrates understanding of the topic, text(s), or findings.	The presentation does not address the task or demonstrates a lack of understanding of the topic, text(s), or findings.
Organization and development of presentation	The presentation is clearly and logically organized with appropriate and relevant facts or descriptive details that support the main ideas or message of the presentation.	The presentation is organized and with a main idea or message and some facts or details.	The presentation is disorganized or lacks a main idea, message, and/or supporting facts/details.
Multimedia components	The presentation effectively incorporates sound and/or visual displays to enhance, the main ideas or message of the presentation.	The presentation incorporates some sound and/or visual displays.	The presentation either fails to incorporates sound and/or visual displays or the components are distracting and ineffective.
Delivery of presentation	Speaker speaks clearly at an understandable pace.	Speaker makes eye contact and can be generally heard and understood.	Speaker sometimes makes eye contact and is generally difficult to understand.

Technology Usage

 3- Student uses Mindmeister to brainstorm ideas, demonstrates knowledge of Google Docs, and chooses appropriate media to convey the message.

2- Student does not meet one of the following criteria: uses Mindmeister to brainstorm ideas, demonstrates knowledge of Google Docs, and chooses appropriate media to convey the message.

1- Student does not meet two or more of the following criteria: uses Mindmeister to brainstorm ideas, demonstrates knowledge of Google Docs, and chooses appropriate media to convey the message.