Performance Task Plan

Title	Native American Tribes Class Blog
Grade	Fourth Grade
Time Line	Two weeks (for final piece of PBL-after standards are addressed & taught in isolation for skill & fact knowledge)
Designer(s)	Mrs. A. Ghate

Project Sketch
(a short summary of the unit including expected/possible products)

Students will create a blog entry for a Native American tribe of their choice. The project will demonstrate an understanding of the Social Studies, Reading, and Writing standards. Students will focus on content, fact/opinion, non-fiction source reading, & writing with good grammar and perspectives/point of view.

Instructional Focus

Compelling Question:	How did the region (location) of the Native American tribes impact and influence their choices and ways of life?

Standards

Focus	*Complementary*	*NETS-s*
Social Studies SS4G2a – Describe how physical systems affect human systems. **Reading** ELACC4Ri7 – Interpret information presented visually, orally, or quantitatively & explain how the information contributes to an understanding of the text. **Writing & Speaking** ELACC4W3 – write narratives to develop real or imagined experience using effective technique, descriptive details, and sequence. ELACC4SL4 – Report on a topic in an organized manner using relevant facts & descriptive details to support main ideas of themes.	**Social Studies** SS4H1a,b – Locate Native Am. Tribes & describe how they used their environment. **Reading** ELACC4RI9 – Integrate information from two texts in order to write or speak about subject. ELACC4RF4 – Read with sufficient accuracy & fluency to support comprehension. **Writing & Speaking** ELACC4W7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic. ELACC4L1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Creativity & Innovation –** Students will think of how to create their 'entry' by constructing knowledge in a format to convey their thoughts using the blog, Wixie, or podcast forum. **Communication & Collaboration –** Students will use digital media and environments to communicate & work collaboratively together. **Research & Information Fluency –** Students use digital tools to gather, evaluate, and use information. **Critical Thinking/Decision Making-** Students use critical thinking skills to plan and manage projects, solve problems, and make informed decision about digital tools and resources.

Assessment (Milestones)

Diagnostic	*Formative*	*Summative*
S.S. – Research notes collected in a form of flip books on each tribe. **Reading & Writing** – Sequence & Authors Craft of voice graphic organizer & grammar checkpoints.	**Reading & Writing** – Writing process (focus on grammar & perspective) feedback during student-teacher conferences. **S.S.** – Cross checking of facts at various stages orally and in writing.	Edublog page completion (published stage)

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	Teacher Role	Student Role	Milestones	Resources/Materials
Instructional Plan				
Introduction	**1-** Explain project and objective of it. Reflect on standards addressed with students and clarify questions. Provide Rubric. **2-** Show sample blogs and discuss how writing informative narratives include not only facts/information but have a 'voice' to them. They are written from a specific point of view. **3-** Facilitate student writing process if necessary (i.e. ESOL learners, etc) & review copyright rules, etc.	**1-** Reflect on the timeline and tweak as needed. Ask questions or clarifications if needed. Gather their flipbooks, resources, etc. Ask questions regarding rubric. **2-** Take notes about sample blogs, ideas or evidence of "voice" in narrative writing (storytelling). **3-** Create a choice card with their top choices for tribes & type of writing they wish to do.	timelines posted in writer's notebooks lists of ideas on how to show or include 'voice'	*Timeline & rubric for students to have individual copies. *Sample blogs that are kid appropriate and demonstrate the use of 'voice' in writing. *Checklist of requirements for each type of writing that is a choice.
Instruction & Activities	**1-** Set standards and timeline for project. Explain the steps involved and what each step entails. Create a checklist/plan sheet with timeline and check off system to help students stay on task. **2-** Meet with students to discuss writing choices (diary, blog entry, dictionary resource). **3-** Work with students as needed through writing process & edit (conferencing). **4 -** Provide scaffolding support for students to acquire digital resources if needed to work through completion of writing up to blog publishing, podcast, or Wixie dictionary.	**1-** Familiarize with checklists to manage time and the project steps. **2-** Work through the writing process, to include peer editing and teacher editing, making revisions. **3-** Draft written piece and follow up with voice recording of self to listen & see if it has 'voice' as they want it to. **4-** Find digital images or use a document camera to obtain digital images following appropriate copyright laws. **5-** Work collaboratively in groups and communicate effectively to succeed & publish a group blog.	**1-** Evidence of each writing process step: Plan Draft Revise Draft Revise Final Draft **2-** Locate images **3-** Record & listen or have someone listen and reflect **4-** published blog	*Materials and/or devices for writing process. *Technology or devices for image gathering time. *Voice recording on devices or apps to practice fluency & check for "voice". *Document Camera for those that need to obtain images and save as picture files. *Computers/devices to access Edublog site in order to publish.
Closure & Reflection	**1-** Final conferences before students publish their work. Review the checklist and the rubric. **2-** Check copyright/credits for images, etc. **3-**Provide opportunities for peer editing and reflections. **4-**Invite parents, teachers within school, and family/relatives out of state/city to view blogs and leave comments. *Use "2 Stars & A Wish" to reflect on projects to see what worked, went well, did the job and what was one thing that could have been better.	**1-** Final check on the quality of the writing and copyright/citations. **3-** Participate as an audience for peers & offer constructive follow-up. *To complete a "2 Stars & A Wish" for themselves as well as at least two other peers.	Published products on EduBlog '2 Stars & A Wish' for self and peers. * Post comments on EduBlog site	**1-** Classroom blog for Native Americans (set up in EduBlogs) '2 Stars & A Wish' card for students to complete.

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Differentiation

(How will you differentiate content and process to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment?)

The Native American EduBlog will be differentiated and individualized with the offering of various options/degrees of writing & publishing.

*Students will choose from writing one of the following: 1-Narrative Storytelling Blog entry, 2-Narrative Diary entries in the perspective of a tribe member, or 3-Key Words Reference Guide to include definitions, reference pictures, & complete sentences using words appropriately (based on learning style/ability levels).

*Differentiation will be also put into practice with student choice for format and style to "publish" their writing. Whether a written blog entry, narrated podcast, or Wixie movie slideshow – all will be linked or placed on the EduBlog of their tribe at the end.

*Students will work in collaborative groups but also independently on their writing as well as across groups with peers working on the 'same type' of writing for respective tribes.

Teacher Reflection/Notes

(As you were implementing this project in the classroom, what worked well? What needed to be changed, adjusted? What would you do differently next time?)