



Questing Curriculum Overview

<p>Curriculum Context Questing provides students with an opportunity to investigate a place. Place provides opportunities for interdisciplinary learning and critical thinking. By following the inquiry process, they make observations, ask questions, gather information, construct new knowledge, share their work with authentic audiences, and reflect.</p>		
<p><i>Content standards will vary depending on the nature of the inquiry and curriculum connection.</i></p>		
<p>Vermont Standards Vermont Standards </p> <p><u>Understanding Place 4.6</u> Students demonstrate understanding of the relationship between their local environment and community heritage and how each shapes their lives.</p> <p><u>Geographical Knowledge 6.7.a</u> Identify location and patterns of local areas.</p>		
<p>New Hampshire Standards New Hampshire Standards </p> <p><u>Geography SS:GE:6:1.2</u> Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States.</p>		
<p>Common Core State Standards Common Core Standards </p>		
<p>Reading Standards <u>CCSS.ELA-LITERACY.RI.5.3</u> 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. <u>CCSS.ELA-LITERACY.RI.5.5</u> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. <u>CCSS.ELA-LITERACY.RI.5.7</u> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>Writing Standards <u>CCSS.ELA-LITERACY.W.5.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <u>CCSS.ELA-LITERACY.W.5.7</u> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Listening Standards <u>CCSS.ELA-LITERACY.SL.5.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
<p>Enduring Understanding</p>		
<p>Everything is connected—our economy, our society, our culture and our environment are linked in ways that impact</p>		

everyone.	
Texts/Resources	
Background Knowledge For Teachers: Rebecca Brown, ed., <i>Where the Great River Rises</i> ; other resources might include field guides such as Tom Wessels, <i>Forest Forensics</i> . For Students: Lynne Cherry, <i>A River Ran Wild</i> ; Bruce Hiscock, <i>The Big Tree</i> ; Thomas Locker, <i>Where the River Begins</i> or Donald Silver's <i>One Small Square</i> books.	Community Sources Maps, Gravestones, Architecture, Natural Resources such as ponds, forests, streams, or fields. Secondary Sources Town history, nature guide, atlas
Vocabulary	
<i>What academic vocabulary is essential for this lesson?</i> primary source, secondary source, research, inquiry, evidence, map, compass rose, map coordinates	<i>What vocabulary is needed for a close-read of the texts?</i> environment
Assessment Evidence	
Formative Assessments List of evidence gathered from research with quotes	Summative Assessment Informative/Descriptive Writing: Write a paragraph describing your topic using evidence from research
Instructional Process	
Gaining Background Knowledge Students: This document assumes you will be connecting Questing to an area in your science or social studies curriculum and will have reviewed the background needed to investigate a particular scientific topic or historical era/theme. Teacher: Choosing a place that is within walking distance to school, connects to your curriculum, and offers rich resources requires some pre-visits and meetings with community members who might support your students' investigations. Session 1: Introduction to Place-Based Stories <i>Picture books introduce students to the idea that places change and the people, flora, and fauna residing there are deeply interconnected.</i> Short Focused Research You may have your own methods for asking good questions, taking notes, and summarizing information. Session 2: Connecting to Place and Asking Questions <i>What do we see? What do we hear? What questions do we have?</i> Session 3: Asking Questions <i>Finding bigger questions and making a research plan</i> Session 4: Taking Notes <i>Conducting research and taking notes</i> Formative Assessment: After researching your topic, create list of at least three details you will share with the class about your topic. For each detail, provide a quote from your research and record where you found your information.	

Presenting New Knowledge

Session 5: Writing our Quest

How can we share what we've learned with others?

Summative Performance Task:

After researching your topic, write a brief paragraph informing your class about it. Support your description with evidence from your research—the details you listed in the previous assignment.

Session 6: Completing our Quest

What do we need to do to complete our Quest?

Grade: 4 - 8

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