Timeline of Explorers – Research Questions

ELC-5097

Common Core State Standards (ELA)

- **CCSS.ELA-LITERACY.RI.4.3 (Reading Informational Text, Grade 4):** Students explain events or concepts in a historical or scientific text. The exploration curriculum has students read historical narratives (e.g. expedition timelines) and answer questions about what happened and why. For example, pupils explain causes and effects of a voyage or discovery, directly practicing RI.4.3's "explain events … including what happened and why" in historical texts.
- **CCSS.ELA-LITERACY.RI.5.3 (Reading Informational Text, Grade 5):** Students "explain the relationships or interactions between two or more individuals, events, ideas, or concepts" in a historical text. The course's open-ended questions require students to analyze how explorers, routes, and discoveries connect (e.g. how trade networks linked regions, or how one expedition built on another). This aligns with RI.5.3 by asking pupils to identify and explain relationships among people and events from the explorers' timeline.
- **CCSS.ELA-LITERACY.RI.6.3 (Reading Informational Text, Grade 6):** Students analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. In this curriculum, grade-6 students examine explorer accounts (for example, detailed narratives of polar or space exploration) and identify how the text presents the expedition's context, purpose, and outcome. By dissecting an explorer's story or mission within the text, students meet RI.6.3's requirement to analyze how an event or person is developed in a historical passage.
- **CCSS.ELA-LITERACY.RI.5.7 (Reading Informational Text, Grade 5):** Students "draw on information from multiple print or digital sources" to answer questions efficiently. The exploration course encourages research using diverse sources (e.g. timeline entries, maps, biographies, online data) to investigate each question. For instance, answering "How did exploration affect trade?" might require synthesizing book excerpts, charts, and articles, which matches RI.5.7's focus on integrating multiple sources.
- **CCSS.ELA-LITERACY.W.5.2 (Writing, Grade 5):** Students write informative/explanatory texts on a topic, conveying ideas clearly. Learners in the course write reports or essays about explorers and expeditions. For example, after researching Magellan's voyage, a student might compose an explanatory piece on its significance, organizing facts and details logically. This fulfills W.5.2's requirement to "examine a topic and convey ideas and information clearly".
- **CCSS.ELA-LITERACY.W.6.2 (Writing, Grade 6):** Students write informative texts to examine a topic through selection, organization, and analysis of content. Grade-6 students

in this curriculum might write explanatory essays about historical exploration questions (e.g. "How did technology change exploration?"), using appropriate headings, facts, and domain-specific vocabulary. This aligns with W.6.2's focus on well-structured, analytical writing about a subject.

- **CCSS.ELA-LITERACY.W.5.7 (Writing, Grade 5):** Students conduct short research projects using several sources to build knowledge of different aspects of a topic. The exploration course's open-ended questions (e.g. "What challenges did settlers face in Antarctica?") function as research prompts. Students gather information from atlas entries, explorers' journals, and science texts, exactly as W.5.7 calls for "several sources" in a short investigation.
- **CCSS.ELA-LITERACY.W.6.7 (Writing, Grade 6):** Students conduct short research projects to answer a question, drawing on multiple sources and refocusing inquiry when appropriate. Similarly, in upper elementary the curriculum's big questions drive students to gather data (maps, timelines, reference texts) and refine their inquiry. For instance, researching "Why did ships freeze in Arctic exploration?" might lead students to incorporate additional climate data, satisfying W.6.7's expectations.
- **CCSS.ELA-LITERACY.W.5.9 (Writing, Grade 5):** Students draw evidence from literary or informational texts to support analysis and research. When answering the cross-disciplinary questions, students cite facts from the timeline and historical accounts (e.g. quoting a diary of an explorer) to support their conclusions. This practice of using textual evidence to back up analysis meets W.5.9's requirement to "draw evidence from informational texts" in written work.
- **CCSS.ELA-LITERACY.SL.4.1 (Speaking & Listening, Grade 4):** Students engage effectively in collaborative discussions on grade-level topics, building on others' ideas and expressing their own clearly. The curriculum's classroom activities often involve group discussions about exploration questions. For example, students might debate possible routes of an expedition or share research findings, thereby practicing SL.4.1's focus on prepared, respectful discussion of social studies/science topics.
- **CCSS.ELA-LITERACY.SL.4.4 (Speaking & Listening, Grade 4):** Students report on a topic or text in an organized manner, using appropriate facts and descriptive details. In this course, students may present mini-reports on explorers or geographic regions (with charts or images). Such presentations – speaking clearly at a measured pace and including relevant details (maps, dates) – fulfill SL.4.4's requirement for organized oral delivery of information.

C3 Social Studies Standards (Grades 4–5)

- **D2.His.1.3-5 (History, Grades 3–5):** Create and use a chronological sequence of related events to compare simultaneous developments. The exploration curriculum is explicitly timeline-based (e.g. charting explorers from Leif Eriksson to Amundsen). Students sequence expeditions and often compare what was happening elsewhere at the same time, directly addressing D2.His.1.3-5's focus on chronology and comparison.
- **D2.His.3.3-5 (History, Grades 3–5):** Generate questions about individuals and groups who have shaped significant historical changes and continuities. This framework encourages asking why people mattered in history. The course's inquiry-driven questions

prompt students to investigate key explorers (e.g. “What motivated Columbus?” or “How did Cook’s voyages change maps?”), which fits D2.His.3.3-5 by having students formulate and explore questions about influential historical figures.

- **D2.Geo.6.3-5 (Geography, Grades 3–5):** Describe how environmental and cultural characteristics influence population distribution in places or regions. Many exploration questions involve geography and environment (for example, asking why certain lands were colonized first or how indigenous cultures impacted explorers). Students learn how climate, terrain, and culture affected where people lived and traveled. This meets D2.Geo.6.3-5 by examining how environment and culture drove human settlement and movement across regions.
- **D2.Geo.7.3-5 (Geography, Grades 3–5):** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. The curriculum explores trade routes, navigation paths, and migration patterns. For example, questions about how monsoon winds enabled Indian Ocean trade or how gold drove African exploration illustrate D2.Geo.7.3-5. Students explain why explorers and merchants moved goods and ideas along particular routes, fulfilling this standard.
- **D2.Geo.8.3-5 (Geography, Grades 3–5):** Explain how human settlements and movements relate to the locations and use of various natural resources. The inquiry questions often focus on resources (e.g. finding new spices, land, or trade goods). Students study how access to water, minerals, or arable land influenced where explorers landed or where colonies formed. By linking resource use to exploration routes and settlements, the course meets D2.Geo.8.3-5’s requirement to connect settlements and natural resources.
- **D2.Geo.9.3-5 (Geography, Grades 3–5):** Analyze the effects of catastrophic environmental and technological events on human settlements and migration. While the focus is on exploration history, the curriculum also addresses events like extreme weather or shipwrecks. Students might examine how storms influenced exploration failures or how the invention of new ships expanded migration. Such analysis of environmental or technological impacts on movement aligns with D2.Geo.9.3-5’s goal of examining how major events reshape where and how people live.

NGSS (Science) Standards (Grades 4–6)

- **NGSS 5-ESS2-1 (Earth’s Systems, Grade 5):** Develop a model using examples to describe how Earth’s geosphere, hydrosphere, atmosphere, and/or biosphere interact. Exploration questions often involve earth systems (e.g. how ocean currents, landforms, and climate affected voyages). Students model these interactions – for instance, linking ocean routes with weather patterns – which directly addresses 5-ESS2-1’s focus on Earth system components and their interactions.
- **NGSS 5-ESS3-1 (Earth and Human Activity, Grade 5):** Obtain and combine information about ways individual communities use science ideas to protect Earth’s resources and environment. Historical exploration inherently deals with resource use and human impacts. The curriculum encourages students to investigate, for example, how settlers in new lands affected ecosystems or how navigators mitigated hazards. By

researching how people adapted to and protected environments during exploration, students meet ESS3-1's emphasis on human-environment interactions.

- **NGSS MS-ESS1-1 (Earth's Place in the Universe, Grade 6):** Develop and use a model of the Earth–sun–moon system to describe cyclic patterns of lunar phases, eclipses, and seasons. Space exploration topics (the "Space" region) and historical navigation tie into this: students study how understanding seasons and star positions guided explorers. By modeling Earth's relation to the sun and moon (e.g. using globes or diagrams to explain seasons affecting expeditions), the course addresses ESS1-1's requirement to explain celestial cycles.