

ELA/ Literacy Unit Map Template

Title of Unit	The Bill of Rights: Citizenship
Grade Level	3 rd grade
Suggested Timeline	two weeks (10 school days)
Key Components	
Summative Performance Assessment/ Authentic Audience	<p>Students will complete constructed written responses to the following questions:</p> <ol style="list-style-type: none"> 1. Why are rules and laws necessary? 2. How are rules and laws made? 3. How do diverse populations determine what laws are to be? 4. Hypothesize what would happen if a community didn't have any laws? 5. Name one law from our class's Bill of Rights, and explain why you think it is necessary.
Targeted ELA/ Literacy CCSS	<p>ELA.R1.3.2 Determine the main idea and key details.</p> <p>ELA.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 20px;">SL 3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p style="padding-left: 20px;">SL 3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.)</p> <p>ELA.W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>ELA.W3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)	<p>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <ol style="list-style-type: none"> 1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.

<p>Targeted ELD Standards</p>	<p>Grade 3 Part 1 A.1. Exchanging information and ideas (Emerging, Expanding, and Bridging) B.3. Demonstrate active listening (Emerging) B.4. Expand noun phrases (Expanding) B.5. Expand sentences with adverbials (Bridging)</p>
<p>Big Ideas</p>	<ul style="list-style-type: none"> • Manners and positive class behavior. • Rules, Laws, and the United States Bill of Rights. • What we want our classroom to look like. • Forming our own Bill of Rights. • Choosing appropriate print media.
<p>Essential Questions</p>	<ul style="list-style-type: none"> • Why is good behavior in class necessary? • How do we want all of us to behave? • Why are rules and laws necessary? • How do these things relate to the Bill of Rights?
<p>Content</p>	<ul style="list-style-type: none"> • Lessons from SS Unit 4 (expository text) • <u>George, Paul, John, and Ben</u> by Lane Smith (narrative text) • Model previously written class “Bill of Rights” • Song, “The Bill of Rights”
<p>Skills</p>	<ul style="list-style-type: none"> • Collaborating and cooperating to come to consensus • Writing a structured, coherent response to an open-ended question • Creating a rough-draft document format with correct conventions • Copying from the board • Identifying key ideas and details in an information text • Making connections from text to life (classroom)
<p>Vocabulary (Academic and Content)</p>	<ul style="list-style-type: none"> • Conflict • Compromise • Law • Right • Privilege • Bill of Rights • Government
<p>Activities</p>	<ul style="list-style-type: none"> • Write down one rule important to you and then brainstorm with classmates. Share orally with the class. • Read, discuss, sing, and learn the song, “Bill of Rights” • Come up with 4-5 rules to live by in a class meeting. • Fashion a rough draft classroom “Bill of Rights” after the U.S. Preamble. Write your own either with a quill pen and Indian Ink or on the computer.

Formative Assessments	Students will select a classroom rule meaningful to them, write it down, and then collaborate with everyone in class to determine four to five most important rules to live by, articulating why they think specific laws are important.
21st Century Skills Targeted (E- Encouraged; T- Directly taught)	___T__ Communication ___T__ Collaboration ___E__ Creativity ___E__ Critical Thinking ___E__ Research ___E__ Technology ___E__ Multimedia
Reflection on Learning	___/___ Self-Assessment _____ Peer Assessment
Resources (print and multimedia)	<ul style="list-style-type: none"> • HSS textbook (district adoption) • Bill of Rights song • Picture book: <u>John, Paul, George and Ben</u> • The Bill of Rights (online)