

## ELA/ Literacy Unit Map Template

This is a Template. To make a copy that you can edit, please go to the **File Menu** and choose: **Make a Copy**. Please share your unit map with: [ci@sccoe.org](mailto:ci@sccoe.org) and your group members.

<b>Title of Unit</b>	Me and the World, The World and Me
<b>Grade Level</b>	Kindergarten
<b>Suggested Timeline</b>	4-6 weeks beginning of year through September
<b>Key Components</b>	
<b>Summative Performance Assessment/ Authentic Audience</b>	<p>Autobiography; create and present "all about me" which includes topics such as Introduce self, if I had a pet/my pet, My most important school norm, Where I live (map skills), etc.</p> <p>Class quilt with students drawing a picture of one thing we learned in class about being a good citizen. Draw another picture of somewhere else where you'd use what you learned.</p> <p>Final draft of writing</p>
<b>Targeted ELA/ Literacy CCSS</b>	<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>
<b>Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)</b>	HSS: K.1 Students understand that being a good citizen involves acting in certain ways.
<b>Targeted ELD Standards</b>	<p>Kindergarten.Part 1</p> <p>A 1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topic</p> <p>A.2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p>B.5. Listening actively to spoken English in a range of social and academic contexts (Expanding Level)</p> <p>Kindergarten.Part 1</p> <p>C.9. Expressing information and ideas in formal oral presentations on academic topics (Expanding Level)</p>

	<p>C.10. Composing/Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (Expanding Level)  Kindergarten. Part 2  C.6. Connecting ideas</p>
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Our actions and behaviors affect others around us.</li> <li>• Citizenship is different at home, at school, in my neighborhood, and the world.</li> </ul>
<b>Essential Questions</b>	How do our actions affect others in the world?
<b>Content</b>	<ul style="list-style-type: none"> <li>•Single event/several loosely linked events in sequential order</li> <li>•Sequencing</li> <li>•Effective communication about norms, relationships between me and the world, and asking questions</li> <li>•Respond to questions</li> <li>•Rights and responsibilities of self and others</li> <li>•Classroom, School, Neighborhood, World rules and norms</li> <li>•Map skills</li> <li>•Map symbols</li> <li>•Science vocabulary</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>•Draw/dictate/write about a single event or linked events</li> <li>•Describe the event in order, written an/or oral</li> <li>•Discuss why the events happened</li> <li>•Take turns, share, find similarities and differences with 2 environments</li> <li>•Compare and contrast personal likes/dislikes</li> <li>•Show respect, praise people, notice and speak up, right wrongs, help others, build peace</li> <li>•Describe what plants and animals need to survive</li> <li>•distinguish between water/land on a map</li> </ul>
<b>Vocabulary (Academic and Content)</b>	<p>Academic: discussion, conversation, reply, create, narratvie, project, graph, active listening, presentation  Content: Citizen, citizenship, world, community, neighborhood, norms, rules, friendship, playground, recess, environment, procedures</p>
<b>Activities</b>	<ul style="list-style-type: none"> <li>•Create school norms where it is needed (ball games)-service to the school. Then broadcast/share it with school community. Students are given options how to present; poster, slideshow, etc. Project done with guidance and support, using parent volunteers, Buddy class, etc.</li> <li>•Bring in a guest speaker to talk about school norms (Principal). Prepare ahead of time the questions to be asked, critiquing comments.</li> <li>•Go on a "nature walk" around school/neighborhood. Make observations about nature and environment (needs, changes).</li> <li>•Skype/Google + zoos, wildlife foundations to discuss animals and their</li> </ul>

	<p>environments</p> <ul style="list-style-type: none"> <li>•Skype with parents who are traveling, "Skype-pal" with another classrooms, in America or around the world.</li> <li>•Graphing: members in family, # pets</li> <li>•Discuss, sequence the various norms needed for procedures; lining up, getting ready for recess/lunch, preparing for a project. Bring in cause and effect "What if you went the other way on the monkey bars?"</li> <li>•Create a class book of norms with student pictures demonstrating them</li> </ul>
<b>Formative Assessments</b>	Writing process in stages, classroom and individual discussions
<b>21st Century Skills Targeted (E- Encouraged; T- Directly taught)</b>	<input type="checkbox"/> T Communication <input type="checkbox"/> E Collaboration <input type="checkbox"/> E Creativity <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Research <input type="checkbox"/> E Technology <input type="checkbox"/> E Multimedia
<b>Reflection on Learning</b>	<input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment
<b>Resources (print and multimedia)</b>	<p>Me On the Map by Joan Sweeney  Chrysanthemum- Kevin Henkes  <a href="#">Songs &amp; Finger Plays</a>  Google Earth  (add Curriki link)</p>