

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 and your group members.

Title of Unit	Influences of Local Native American Traditions
Grade Level	3rd Grade
Suggested Timeline	4-6 weeks
Key Components	
Summative Performance Assessment/ Authentic Audience	Written products with rubric, performance with rubric, multiple/short answer test, and peer and self evaluation.
Targeted ELA/ Literacy CCSS	<p>Reading Literature 2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Reading Literature 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>Reading Informational Text 3: Describe the relationship between a serie of historical events, using language that pertains to time, sequence and cause/effect.</p>
Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)	Social Studies: 3.2 & 3.3 Students describe the American Indian Nations in their local region long ago and in the recent past.
Targeted ELD Standards	<p>Grade 3: Offering and supporting opinions and negotiating with others in communicative exchanges , Supporting own opinions and evaluating others' opinions in speaking and writing, Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>ELD writing 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>ELD writing 4: Produce writing with support and guidance from adults, with development and organization appropriate to task and purpose.</p> <p>ELD writing 5: Plan, revise, and edit.</p>
Big Ideas	Students are able to understand that the influence of local Native Americans is long lasting and can be felt today.
Essential Questions	How have local Native American traditions influenced us today?
Content	fables, folktales, and myths; local Native American history, writing to entertain and inform

Skills	Students will be able to write in a journal or write an essay using resources and research
Vocabulary (Academic and Content)	Academic: compare, fable, folktale, myth, Content: resources, artifacts, collaboration
Activities	Students will reflect on the influences of local Native Americans by creating a script for a folktale/myth or write a folktale/myth with a slide show/storyboard/ poster board.
Formative Assessments	Quizzes/tests, critical friends, rough drafts.
21st Century Skills Targeted (E- Encouraged; T- Directly taught)	<input type="checkbox"/> E Communication <input type="checkbox"/> T Collaboration <input type="checkbox"/> E Creativity <input type="checkbox"/> E Critical Thinking <input type="checkbox"/> T Research <input type="checkbox"/> T Technology <input type="checkbox"/> E Multimedia
Reflection on Learning	<input checked="" type="checkbox"/> Self-Assessment <input checked="" type="checkbox"/> Peer Assessment
Resources (print and multimedia)	Computer/tablet Picture books and pictures Videos on Ohlone Indians