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: elaunitmaps@gmail.com and your group members.

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| **Title of Unit** | Advances Made During the Renaissance |
| **Grade Level** | 7 |
| **Time** | 4-5 days |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Group presentation and self reflection |
| **Targeted ELA/ Literacy CCSS** | RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**Literacy for Social Studies:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | **Content Standards:** *Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).*  |
| **Targeted ELD Standards** | 7.6a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade‐level texts and viewing of multimedia with light support.Or… 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language |
| **Big Ideas** | Students explore advances made in literature, the arts, science, mathematics, cartography, and the understanding of human anatomy and astronomy and analyze the development of these advances over the course of the text. |
| **Essential Questions** | How have the advances made during the Renaissance affected your life? |
| **Content** | Read primary sources written by or about a Renaissance thinker. |
| **Skills** | Reading informational text, collaboration in groups, determining a central idea and the supporting details that help to develop it, summarizing informational text |
| **Vocabulary** **(Academic and Content)** | central idea, summaryprinting press, Johannes Gutenberg, Michelangelo, Titian, Albrecht Durer, Nicolaus Copernicus, Andreas Vesalius, Isabella I, Elizabeth I, William Shakespeare, Miguel Cervantes, *Don Quixote*, Leonardo da Vinci, pamphlets, chapel, proportion, engraving, woodcut, axis, dissect, New World, subject, playwright, armada, comedy, tragedy, satire |
| **Activities** | Students will work in groups that are assigned different topics (math, art, literature, etc.)Each group will share a Google Drive document that emphasizes literacy. For example: reading an excerpt from Don Quixote. The students will highlight the central idea of the document and be able to use supporting details. They will then create a summary of the excerpt and discuss why it is the central idea.Groups will prepare a 4-5 minute presentation on their topics.After the presentations, students will write a reflection piece in which they determine how advances made during the Renaissance.  |
| **Formative Assessments** | Rough draft of summary shared with teacher |
| **21st Century Skills Targeted** **(E- Encouraged; T- Directly taught)** | E Communication E Collaboration E CreativityE Critical ThinkingT, E ResearchT, E TechnologyE Multimedia |
| **Reflection on Learning** | Yes - Self-AssessmentYes - Peer Assessment |
| **Resources****(print and multimedia)** | Primary sources. Google Drive. Laptops. |