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](mailto:elaunitmaps@gmail.com) and your group members.

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| **Title of Unit** | **Where in the World: People and Places** |
| **Grade Level** | 2 |
| **Time** | 4 to 6 weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Students will create a map that shows where their ancestors live(d) and explain when the family moved to the local community and how and why they made the trip. Students will interview a older family member to learn about their family history. They will describe the customs, clothing, and geographical information of one of the places from which their ancestors came using a multimedia presentation, poster, or oral report. |
| **Targeted ELA/ Literacy CCSS** | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | **Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.** **Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.** |
| **Targeted ELD Standards** | Plan and deliver brief oral presentations. |
| **Big Ideas** | People use a variety of listening and speaking strategies to comprehend, evaluate, and respond to others in diverse and collaborative conversations.  Multimedia presentations can be used to present information clearly and logically to a variety of audiences.  Effective readers use informational text features and structures to navigate, comprehend, and extract information.  Through the dynamic writing process, writers are able to research a topic, synthesize and connect ideas, and clearly document their understanding of the content. |
| **Essential Questions** | Why do families move to new locations?  How do you find a location on a map?  How do people move from distant locations?  What are the customs of people from other place?  How can I demonstrate my comprehension of concepts communicated to me by others or through a variety media?  How can I best present my research and ideas to others, using a variety of media, technology, and techniques for diverse audiences?  How can I objectively communicate my ideas that are based on relevant and credible information?  How can the writing process and use of technology enhance the quality of informative writing?  How can I best present my research and ideas to others, using a variety of media, technology, and techniques for diverse audiences? |
| **Content** | visual displays  Presenting  Supporting Facts |
| **Skills** | Interviewing, researching, writing, and presenting. |
| **Vocabulary**  **(Academic and Content)** | grid  geography  location  label  interview  community  country  continent  state |
| **Activities** | Using a map grid  Study North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.  Read about families immigrating to the U.S.  Read about customs and customs, clothing and environment of other lands.  Locate countries and continents |
| **Formative Assessments** | From memory identify the countries of North America and major rivers, mountain ranges, Great Lakes  Identify countries and continents. |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_\_\_\_ Communication  \_\_\_\_\_ Collaboration  \_\_\_\_\_ Creativity  \_\_\_\_\_ Critical Thinking  \_\_\_\_\_ Research  \_\_\_\_\_ Technology  \_\_\_\_\_ Multimedia |
| **Reflection on Learning** | \_\_\_\_\_ Self-Assessment  \_\_\_\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** |  |