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** | **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 displaysPresenting Supporting Facts |
| **Skills** | Interviewing, researching, writing, and presenting. |
| **Vocabulary** **(Academic and Content)** | gridgeographylocationlabelinterviewcommunitycountrycontinentstate |
| **Activities** | Using a map gridStudy 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)** |  |