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** | Energy |
| **Grade Level** | 6th |
| **Time** |  |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Students, in groups, will create a short (2-5 min) video of daily activities that illustrate all the types of energy. For example, students playing 4 square would show kinetic and potential energy, students using an air popcorn popper would show convection, etc..During the presentation of their video to the class, the students would point out the energy used at each point.  |
| **Targeted ELA/ Literacy CCSS** |  |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | **Heat (Thermal Energy) (Physical Sciences)**3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:a. *Students know* energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.b. *Students know* that when fuel is consumed, most of the energy released becomes heat energy.c. *Students know* heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).d. *Students know* heat energy is also transferred between objects by radiation (radia­tion can travel through space).**Energy in the Earth System**4. Many phenomena on Earth’s surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:a. *Students know* the sun is the major source of energy for phenomena on Earth’s surface; it powers winds, ocean currents, and the water cycle.b. *Students know* solar energy reaches Earth through radiation, mostly in the form of visible light.c. *Students know* heat from Earth’s interior reaches the surface primarily through convection.d. *Students know* convection currents distribute heat in the atmosphere and oceans. e. *Students know* differences in pressure, heat, air movement, and humidity result in changes of weather.     |
| **Targeted ELD Standards** |  |
| **Big Ideas** |  |
| **Essential Questions** |  |
| **Content** |  |
| **Skills** |  |
| **Vocabulary** **(Academic and Content)** |  |
| **Activities** |  |
| **Formative Assessments** | Create written scenarios in which students will need to explain what kind of energy is occurring at each point.  |
| **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)** |  |