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.

|  |  |
| --- | --- |
| **Title of Unit** | Dynamic Earth: Plate Tectonics |
| **Grade Level** | High School |
| **Time** |  |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Create plate boundary tour guide. |
| **Targeted ELA/ Literacy CCSS** | [CCSS.ELA-Literacy.RST.9-10.1](http://www.corestandards.org/ELA-Literacy/RST/9-10/1/) Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  [CCSS.ELA-Literacy.WHST.9-10.2a](http://www.corestandards.org/ELA-Literacy/WHST/9-10/2/a/) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | **Earth Science 3. b.** *Students know* the principal structures that form at the three different kinds of plate boundaries. |
| **Targeted ELD Standards** | ***2. Understanding cohesion***  a) Apply knowledge of a variety of language resources for referring to make texts more cohesive to comprehending grade‐level texts and to writing clear and cohesive grade‐level texts for specific purposes and audiences. |
| **Big Ideas** | The theory of Plate Tectonics is a driving force that shapes Earth’s surface. |
| **Essential Questions** | What landforms occur at plate boundaries? |
| **Content** | - theory of plate tectonics  - three types of plate boundaries  - convention current and its effect |
| **Skills** | - Summarize the theory of plate tectonics  - Describe the three types of plate boundaries  - Explain convention current and its effect  - Paraphrase main idea  - Cite evidence  - Research (find reliable sources)  - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions  - Formatting, graphic, and multimedia when useful to aiding comprehension. |
| **Vocabulary**  **(Academic and Content)** | Process  Cite  Evidence  Structure  Boundary  Crust  Mantle  Core  Lithosphere  Asthenosphere  Mesosphere  Plate tectonics  Lithosphere  Asthenosphere  Divergent boundary  Convergent boundary  Transform boundary  Subduction zone |
| **Activities** | - Direct whole-class instruction  - Read text with reading guide / notebook  - Videos  - Research online  - Foldables  - Note taking  - Hands-on activities  - Visual  - Graphic organizer  - Simulations |
| **Formative Assessments** | Plate boundary quiz, plate boundary foldable, etc. |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_T\_\_\_ Communication  \_\_E\_\_\_ Collaboration  \_\_E\_\_\_ Creativity  \_\_E\_\_\_ Critical Thinking  \_\_T\_\_\_ Research  \_\_T\_\_\_ Technology  \_\_E\_\_\_ Multimedia |
| **Reflection on Learning** | \_\_T\_\_\_ Self-Assessment  \_\_T/E\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** |  |