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** | 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)** | ProcessCiteEvidenceStructureBoundaryCrustMantleCoreLithosphereAsthenosphereMesospherePlate tectonicsLithosphereAsthenosphereDivergent boundaryConvergent boundaryTransform boundarySubduction 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)** |  |