**SHS ELL Department Unit Planning Template 2015-2016**

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| **Essential Questions**   * What does a Globe show? * What does a Map show? * What is a timeline? * What natural features are shown on Earth? * What are some geographic features of North America? * What was life like for the early Native Americans? | |
| **WIDA and Common Core Connections**   * Students will learn about People, Places and Environments. * Students will learn about Time, Continuity and Change. * Students will learn about Culture, Science, Technology and Society. | |
| **Unit Language Objectives**  *?*   * Develop vocabulary related to understanding globes and use it in context * Develop vocabulary related to timelines and use it in context * Develop vocabulary related to physical geography and use it in context * Understand word origins * Study and apply academic vocabulary * Write a paragraph describing the physical geography of a local setting. * Compare photographs. * Develop vocabulary related to the geography of North America and use it in context. * Distinguish between nouns and verbs * Write a paragraph that makes a prediction * Read a physical map * Develop vocabulary related to early Native Americans and use it in context * Interpret a photograph | **Unit Content Objectives**   * SWBAT describe what a globe shows * SWBAT locate features on the globe * SWBAT identify main features shown on maps * SWBAT derive information from maps * SWBAT explain what a timeline is * SWBAT recognize the difference between a decade and a century * SWBAT understand what b.c.e. and c.e. stand for * SWBAT list some natural features found on Earth * SWBAT understand interactions between water and land. * SWBAT describe some geographic features of North America * SWBAT distinguish between the 3 types of climate in NA * SWBAT discuss the early settlement of North America * SWBAT describe what life was like for the early Native Americans * Describe the living conditions of the Native Americans of the Pacific Northwest, the Arctic, the Plains and the Southwest * Explain how the Native Americans of the Northeast and Southeast lived. |
| **Resources**  **(Culturally-appropriate)**   * Textbook * Video * Social media (Internet, newspapers, etc.) | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Internet |
| **Description of Teaching and Learning Activities**   * Students will do reading, speaking, writing and working in groups * Classes will be student centered with students reading or watching a video to look for information * All information will be shared orally and/or visually | |
| **Assessments**  **(Formative & Summative)**   * Informal assessments happen every class * Students receive entry and exit slips to assess learning * Vocabulary quizzes * Guided worksheets * Unit test on Maps and Geography | **Opportunities for Differentiation for Special Populations**   * Students with special needs will receive differentiated materials. * Students will work at their own pace, pairing up with same level peers. |
| **Major Unit Assessment I (Curriculum-Based Projects)**   * Creating maps * Primary Source Diary entries * North American Holiday * Research Paragraph * Native Americans diorama   *Attach Rubrics, MPIs* | |