

## Unit Focus

Students will transfer informational reading and research skills to this collaborative unit where they will research a time period and work with a group to create a presentation that teaches readers about the time period. Though students will be working in a group, they will be creating their own inquiry questions to research the obstacles and problems that people faced within the time period they choose. The group will work with a shared text set and discuss their findings as they work toward creating a presentation or performance that best shares their information with the intended audience.

Students will work collaboratively to create a rubric to measure the performances and then use the rubric to revise and refine their work.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Common Core</b> <i>English Language Arts: 4</i></p> <ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <i>(CCSS.ELA-LITERACY.W.4.2)</i> <ul style="list-style-type: none"> <li>○ Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <i>(CCSS.ELA-LITERACY.W.4.2.A)</i></li> <li>○ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <i>(CCSS.ELA-LITERACY.W.4.2.B)</i></li> <li>○ Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <i>(CCSS.ELA-LITERACY.W.4.2.C)</i></li> <li>○ Use precise language and domain-specific vocabulary to inform about or explain the topic. <i>(CCSS.ELA-LITERACY.W.4.2.D)</i></li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Engage in evidence-based discourse and consider multiple perspectives to achieve a common objective. (Collective Intelligence)</p> <p>T2 Research and present information to expand knowledge and understanding of a topic. (Presentation)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers and writers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers.</p> <p>U2 Effective presentations are supported with sound evidence and sufficient detail.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do we develop and communicate a common message?</p> <p>Q2 How do I make my ideas come alive through powerful descriptions, use of evidence, and appropriate techniques?</p> <p>Q3 How do I design research questions and identify credible resources to expand knowledge and understanding of a topic or issue using print and digital sources.</p> <p>Q4 Presentation Focus: What information am I contributing to build collective understanding about this time period?</p>	

## Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<ul style="list-style-type: none"> <li>○ Provide a concluding statement or section related to the information or explanation presented. <i>(CCSS.ELA-LITERACY.W.4.2.E)</i></li> <li>● Writing               <ul style="list-style-type: none"> <li>○ Conduct short research projects that build knowledge through investigation of different aspects of a topic. <i>(CCSS.ELA-LITERACY.W.4.7)</i></li> <li>○ Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <i>(CCSS.ELA-LITERACY.W.4.8)</i></li> <li>○ Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>(CCSS.ELA-LITERACY.W.4.9)</i></li> </ul> </li> <li>● Speaking &amp; Listening               <ul style="list-style-type: none"> <li>○ Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <i>(CCSS.ELA-LITERACY.SL.4.4)</i></li> </ul> </li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b>  <i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> <li>● Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. <i>MM.3.1</i></li> <li>● Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding. <i>MM.3.3</i></li> </ul>	<p><i>Students will know...</i></p> <p>K1 Readers use many tools and resources to design research questions.</p> <p>K2 Copyright date and author background reveal accuracy and bias.</p> <p>K3 Well written informational texts are cited.</p> <p>K4 Vocabulary: Timeline, map, historical context, power, oppressed, perspective, quotation, citation, references, transition, expository, persuasive, bias, collaboration, presentation, Comma usage: before but and after introductory phrase, Punctuating dialogue, Capitalization\complete sentences vs. fragments, Homophones, Order of adjectives</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Taking notes</p> <p>S2 Identifying important information</p> <p>S3 Creating timelines to sequence and prioritize information.</p> <p>S4 Using a plan to draft and revise.</p> <p>S5 Editing for spelling, sentence structure, and end punctuation.</p> <p>S6 Using text features and structures to present information to readers</p> <p>S7 Organizing information into paragraphs</p> <p>S8 Asking questions and using texts and digital sources to find answers</p> <p>S9 Using evidence to explain cause and effect and build a claim</p> <p>S10 Constructing arguments/developing claims</p> <p>S11 Constructing explanations</p>