Unit 4 - Making History

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

In this unit, students explore the essential question "Why is the past important?" Student read to learn about people and events from the past. Through exploring a range of complex nonfiction, digital and multimedia texts, they identify the contributions of historical figures that influenced the communities, states and our nation. In writing, students create a personal narrative to detail a sequence of events that occurred in their lives. They explore and compose pieces that include the story elements of characters, setting, plot, problem and solution; students include temporal words to signal order and provide a sense of closure to the writing.

Enduring Understandings

Readers can use text structure to understand biographies and historical fiction.

Readers can learn about the present by studying people and events of the past.

Personal narratives have unique characteristics.

Essential Questions

Why is the past important?

How can a person’s actions change the world?

How do artists help us see the world?

Why do we read about people from the past?

Why is it important to learn about our past?

How do writers tell a personal story with a clear beginning, middle and end?

Learning Objectives

READING

Compare and contrast individuals, events, ideas, or pieces of information in a text

Identify basic similarities in and differences across two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

WRITING

Write a narrative detailing two or more appropriately sequenced events or experiences

include details about what happened or was experienced

use temporal words to signal order

provide some sense of closure.

LANGUAGE

Demonstrate command of the conventions of standard English capitalization, punctuation, spelling and grammar when writing

Students will know about ...

BIOGRAPHIES AND HISTORICAL FICTION

Using text structure to find information in informational texts

Lessons from past events and the lives of historical figures

Determining theme

Students will read a biography on Jackie Robinson (Amistad)

PERSONAL NARRATIVE

Elements of narrative writing: characters, setting, plot, problem and solution

Sequencing events

Career Exploration – Students will examine careers of their choice as related to their personal narrative.

Standards: Content

L.RF	Foundational Skills: Reading Language
L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed

	under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.1.4.A	Read grade-level text with purpose and understanding.
L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Sound-Letter Basics
L.WF.1.1.A	Write the upper and lowercase alphabets from memory.
L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.1.1.C	Orally segment the phonemes in any single syllable, spoken word.
L.WF.1.1.D	Recognize that each syllable is organized around a vowel sound.
L.WF.1.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
L.WF.1.2.A	Short vowels and single consonants.
L.WF.1.2.B	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
L.WF.1.2.C	Initial and final consonant blends (must, slab, plump).
L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
L.WF.1.3.A	Write sentences with increasing complexity.
L.WF.1.3.B	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

L.WF.1.3.C	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
L.WF.1.3.D	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
L.WF.1.3.E	Use commas in dates and to separate single words in a series.
L.WF.1.3.F	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
L.WF.1.3.G	Write statements in response to questions, and questions transformed from statements, using conventional word order.
L.WF.1.3.H	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
L.WF.1.3.I	Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.1.2	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
L.VL.1.2.A	Choose flexibly from an array of strategies to determine the meaning of words and phrases.
L.VL.1.2.B	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.VI.1.3	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.VI.1.3.A	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.VI.1.3.B	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.VI.1.3.C	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
L.VI.1.3.D	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.VI.1.3.E	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a

	wide reading of a range of text types.
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RL.PP.1.5	Identify who is telling the story at various points in a text.
RI.PP.1.5	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RL.CT.1.8	Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
RI.CT.1.8	Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
W.AW.1.1	With prompts and support, write opinion pieces on a topic or texts.
W.AW.1.1.A	Introduce an opinion.
W.AW.1.1.B	Support the opinion with facts or other information and examples related to the topic.
W.AW.1.1.C	Provide a conclusion.
W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
W.IW.1.2.A	Introduce a topic.
W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic.
W.IW.1.2.C	Provide a conclusion.
W.NW.1.3	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
W.NW.1.3.A	Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
W.NW.1.3.B	Provide dialogue and/or description and details of experiences, events, or characters.
W.NW.1.3.C	Use transitional words to manage the sequence of events.
W.NW.1.3.D	Provide a reaction to the experiences or events.
W.WP.1.4	With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
W.WP.1.4.A	With prompts and support, identify audience and purpose before writing.
W.WP.1.4.B	With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
W.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one

	at a time about the topics and texts under discussion).
SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.PE.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.

Standards: Interdisciplinary

2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
8.2.2.ITH.2	Explain the purpose of a product and its value.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Assessment Evidence

Formative	Class discussions, "my student interactive" workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA

Assessment Evidence Resource

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform, Through Georgia's Eyes, Jackie Robinson (Amistad), Before the Railroad Came, from What Is the Story of Our Flag? and The First American Flag, Eleanor Roosevelt, Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

X	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting

	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		