

## HISTORY/LITERACY BLUEPRINT

**Unit Topic:** \_\_\_\_\_

**Content Standard: 16.A.2c** Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.

**Core Concepts:** \_\_\_ choices \_\_\_ challenges \_\_\_ cause-effect relations \_\_\_ change \_\_\_ legacy \_\_\_ interdependence \_\_\_ values \_\_\_ community \_\_\_ determination \_\_\_ justice \_\_\_ rights \_\_\_ responsibilities \_\_\_ leadership \_\_\_ collaboration \_\_\_ \_\_\_\_\_

**Unit Theme:** \_\_\_\_\_

BIG Ideas (also called "enduring understandings")	Compelling Questions

### Read to Learn

**Anchor Reading Standards:** *Specify reading standards for your grade level,*

CCSSR1 cite specific textual evidence when writing or speaking to support conclusions.

CCSSR2. Determine central ideas of a text and analyze their development; summarize the key supporting details and ideas.

CCSSR3: Analyze relationships.

CCSSR7: Integrate ideas and information from different sources.

**Grade level specific standards** [K](#) [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9-10](#) [11-12](#)

*Standards-Aligned Reading Skills Development: Students will increase ability to...*

\_\_\_ summarize \_\_\_ synthesize \_\_\_ infer \_\_\_ report learning \_\_\_ construct response

\_\_\_ compare and contrast \_\_\_ identify and cite evidence to support an idea or position

\_\_\_ interpret and create visuals \_\_\_ identify and use text structure \_\_\_ analyze/infer causes/effects

### Write to Learn More

**Anchor Writing Standard 2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the through the selection, organization, and analysis of relevant content

**Anchor Writing Standard 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

*Click here for CCSS Writing Standards for your grade:*

[K](#) [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9-10](#) [11-12](#)

### Performance Assessment for the Unit:

\_\_\_ make a presentation \_\_\_ make a display \_\_\_ dramatize historic event \_\_\_ make collage

\_\_\_ illustrate the history text \_\_\_ write history for younger students \_\_\_ debate an Issue

\_\_\_ constructed response \_\_\_ Write a \_\_\_\_\_