Social Science UNIT BLUEPRINT with Integrated Literacy Development

Topic________________________________

Content Standard: Ask questions and seek answers by collecting and analyzing data, images and other literary and non-literary sources. (based on ILS16)

Core Concepts: These are some core concepts that apply to many social science topics.
__ choices __ challenges __ cause-effect relations __ change __ legacy
__ interdependence __ values __ community __ determination __ justice __ rights
__ responsibilities __ leadership __ collaboration __ ________________________

<table>
<thead>
<tr>
<th>BIG Ideas</th>
<th>BIG/COMPELLING Questions</th>
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<tbody>
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Read to Learn: Common Core Reading Anchor Standards
1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Write to Learn More: Common Core Writing Anchor Standards
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.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Literacy Outcomes: Students will increase ability to...
__ comprehend: summarize
__ read analytically: locate classify compare contrast sequence infer with logic/support
__ read strategically, focusing on big question(s)
__ interpret visuals, relate to text
__ cite evidence to support an idea or justify a conclusion
__ synthesize from different sources
__ write and/or illustrate to communicate ideas
__ _____________________________ __ _________________________________

Content Outcomes: Students will expand knowledge of core concepts they can transfer to analyze a situation.

Summative Assessment: __ presentation __ exhibit __ debate __ booklet

CIVICS/LITERACY UNIT BLUEPRINT

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CIVICS UNIT BLUEPRINT

Unit Focus: _____________________________

Content Standard: Ask questions and seek answers by collecting and analyzing data, images and other literary and non-literary sources. (based on ILS16)

Core Concepts: These are some core concepts that apply to many social science topics.

__ choices  __ challenges  __ cause-effect relations  __ change  __ legacy

__ interdependence  __ values  __ community  __ determination  __ justice  __ rights

__ responsibilities  __ values  __ community  __ determination  __ justice  __ rights

BIG Ideas

A community depends on the participation of its members.

Rules/laws affect everyone in a community.

BIG/COMPELLING Questions

Why do people take an active part in their community?

What kinds of laws are part of every community?

Read to Learn: Common Core Reading Anchor Standards

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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Write to Learn More: Common Core Writing Anchor Standards

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

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

Literacy Outcomes: Students will increase ability to...

__ comprehend: summarize

__ read analytically: locate, classify, compare, contrast, sequence, infer, with logic/support

__ read strategically, focusing on big question(s)

__ interpret visuals, relate to text

__ cite evidence to support an idea or justify a conclusion

__ synthesize from different sources

__ write and/or illustrate to communicate ideas

Content Outcomes: Students will expand knowledge of core concepts they can transfer to analyze a situation.

Summative Assessment:  __ presentation  __ exhibit  __ debate  __ booklet

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After the Fire

I can sequence and summarize. CCSSR3 then CCSSR2

Long ago, there was a very big fire in Chicago. All the houses were made of wood. The streets were wood, too. Wood burns easily. It was hard to put out the fire. The fire burned for more than 30 hours. People could not stop it. Then it started to rain. Then people were safe.

After the fire, many blocks had burned. Many houses were gone. People needed to move the burned things out of the way. They wanted to build new homes.

A leader had a plan: he said they should put the burned things in the lake. Then they would have more land. Some people said that was a waste of time. They should build houses first. But other people said they could do both. They could move the burned things, and they could build, too.

So they did. It was hard work. They put old wood from the fire into the lake and some trash, too. They piled dirt on top, and then they planted grass and trees.

Leaders said the land could be a special place. It would be a park. It was next to downtown, so many people would be able to go there. They made it a park you can see today. It is Grant Park where many people go to enjoy concerts.

That was one way that people changed Chicago after the fire. Five years after the fire, Chicago looked new. People had rebuilt offices downtown and new homes. The city was as big as it had been. They used stones and bricks instead of wood to build streets. They were bumpy but the streets could not catch fire.

Some people complained. They said that wood did not cost as much as bricks. They wanted to use wood. Other people said that was foolish, and they made it a law. The city had to be protected. The leaders did not want to have another big fire.

Each year, more people moved to Chicago. They came to find jobs. They came to live in a great city.

Sequence Events
Make a timeline showing what happened. Then write a summary. A summary is a few sentences that tell what is important. Start your summary with an idea you learned. For example, government makes rules to protect a community.
HISTORY/LITERACY BLUEPRINT

Unit Focus: ____________________________________________________________________________________________

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__ ________________________

<table>
<thead>
<tr>
<th>BIG Ideas (also called &quot;enduring understandings&quot;)</th>
<th>Essential Questions</th>
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</table>

**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.

**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 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.

**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 _________________ __

________________________________________________________________________________________
### NEXT LEVEL: THE WEEK

**Week Overview—add a row for each week.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus question of the week</th>
<th>Learning Plan</th>
<th>assessments</th>
</tr>
</thead>
</table>
| 1    | Vocabulary:                 | Reading Skill/Strategy | _make glossary  
 dail daily learning report  
 _weekly summary  
 _graphic organizer  
 with  
 analysis  
 _illustrate text  
 _respond to Focus question with text-based evidence  
 _write  
 ______________  
 ______________ |
| 2    | Vocabulary:                 | Reading Skill/Strategy | _make glossary  
 dail daily learning report  
 _weekly summary  
 _graphic organizer  
 with  
 analysis  
 _illustrate text  
 _respond to big question with text-based evidence  
 _write  
 ______________  
 ______________ |
| 3    | Vocabulary:                 | Reading Skill/Strategy | _make glossary  
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 _weekly summary  
 _graphic organizer  
 with  
 analysis  
 _illustrate text  
 _respond to big question with text-based evidence  
 _write  
 ______________  
 ______________ |
Next Step: Sequence the Learning Progress

Take the Gradual INCREASE—of independent competence—Across the Week

_The Teaching/Learning Path_

_This sequence can structure a learning week._

<table>
<thead>
<tr>
<th>Preview Model Interest</th>
<th>Model and GUIDE</th>
<th>GUIDE and go farther</th>
<th>ASSESS and Clarify</th>
<th>Fix Go Deeper Finish well</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Models</td>
<td>Teacher Leads</td>
<td>Teacher guides</td>
<td>Students demonstrate/apply</td>
<td>Teacher guides students needing additional development.</td>
</tr>
<tr>
<td>Students begin.</td>
<td>Students go farther.</td>
<td>Students get clearer</td>
<td>Teacher clarifies and extends</td>
<td>Students complete with independence.</td>
</tr>
</tbody>
</table>
OPEN CONTENT PLAN

Topic: _______________________________________________

BIG Question: _______________________________________________________

How will students develop vocabulary? _______________________________

Vocabulary: _______________________________________________

What will students read? (May include video.)

What will students write? _______________________________________ 

How will I assess? ________________________________________

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<td>P, Q</td>
<td>R</td>
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<td>T</td>
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<td>T:</td>
<td>T:</td>
<td>T:</td>
<td>S:</td>
<td>S: “Meet“ students</td>
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<tr>
<td>S:</td>
<td>S:</td>
<td>S:</td>
<td></td>
<td>For students needing added guidance:</td>
</tr>
<tr>
<td>Daily learning journal.</td>
<td>Daily Learning Journal</td>
<td>Daily Learning Journal</td>
<td>T: Clarify.</td>
<td>ALL students:</td>
</tr>
</tbody>
</table>

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**Example of a Week-Long CONTENT LITERACIES PLAN**

**Topic:** __________________________________________

**BIG Question:** ____________________________________

**Vocabulary:** ______________________________________

**What will students read?** (May include videos.)

____________________________________________________

**What will students write?** ____________________________

**How will I assess?** __________________________________

<table>
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<th>Preview Model Interest</th>
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</thead>
<tbody>
<tr>
<td><strong>T:</strong> Ask the <strong>FOCUS</strong> question.</td>
<td><strong>T:</strong> Read one paragraph, demonstrate how to figure out the main idea of the paragraph. Ask students to identify facts that support it.</td>
<td><strong>T:</strong> Show how to use an organizer to clarify this week’s ideas. <strong>compare/contrast</strong> timeline <strong>web</strong> cause-effect</td>
<td>S: Organize information and ideas to respond to the week’s <strong>FOCUS</strong> question.</td>
<td>S: “Meet” students Complete the response to the <strong>BIG</strong> question. For students needing added guidance: Compose collaborative response</td>
</tr>
<tr>
<td><strong>Preview, Pique Interest.</strong></td>
<td><strong>S:</strong> Read more and make idea</td>
<td>facts</td>
<td><strong>S:</strong> Complete the graphic organizer</td>
<td><strong>T:</strong> Clarify and guide adjustments.</td>
</tr>
<tr>
<td><strong>Demonstrate how to identify important information in a text.</strong></td>
<td><strong>Daily learning journal.</strong></td>
<td></td>
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<tr>
<td><strong>S:</strong> Start glossary—write and draw pictures to show word meaning.</td>
<td></td>
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<tr>
<td><strong>Daily Learning Journal</strong>—include words from your glossary in what you write today.</td>
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Social Studies/Literacy Learning Week Example

**Topic:** Countries of the World

**FOCUS Question:** How are countries different; how are they alike?

**Vocabulary:** country, traditions, values, resources, event, geography

**What will students read?** Chapter books about different countries

**What will students organize?** Chart of parts of a country.

**What will students write?** Daily learning journal; country booklets.

**How will I assess?** Glossary; response to BIG Question; booklets.

<table>
<thead>
<tr>
<th>Preview</th>
<th>Model and GUIDE</th>
<th>GUIDE and go farther</th>
<th>ASSESS and Clarify</th>
<th>Fix</th>
</tr>
</thead>
</table>
| **T:** Preview, what makes a country special? **List current answers.** Read aloud and students identify key facts about the United States. **Ask the BIG question.**  
**S:** Start glossary—write and draw pictures to show word meaning.  
**Daily learning journal.**  

**Daily Learning Journal**—include words from your glossary in what you write today.  
| **T:** Read one paragraph, about another country. Clarify/demonstrate how to figure out the main idea of a paragraph. Ask students to identify key facts that support it.  
**S:** Read more and make an idea chart.  
Add words to glossary.  
| **T:** model how to ORGANIZE—Chart parts of a country. Geography Resources History Traditions  
| **S:** Make chart about the country they have explored.  
Add words to glossary.  
| **S:** Answer the question—how are countries different; how are countries alike? First, complete a Venn diagram of what you will include. Then write an explanation including examples about two countries—the US and another.  
| **S:** “Meet” students make country book with illustrations and glossary.  
**Students needing added guidance:**  
**T:** model and guide to clarify Venn diagram and organize collaborative response to the BIG question.  
**ALL students:** contribute to a class exhibit about countries.