

AMERICAN  
EMERGENT  
CURRICULUM

<p>LANGUAGE</p> <p>Biographies</p> <p>Read-Aloud: <i>Darwin: A Simple Introduction.</i></p>	<p>1R1: Ask and answer questions about key ideas and details in a text (RI &amp; RL).</p> <p>1R2: Identify the main idea or central idea in a text and retell important details.</p> <p>1R3: Describe characters, settings, and major events in a story.</p> <p>1R5: Identify a variety of genres and explain major differences between literary and informational texts.</p> <p>2R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.</p> <p>L.F.2.1.1: Make inferences/draw conclusions based on text analysis.</p> <p>L.F.2.1.2: Cite textual evidence to support generalizations.</p> <p>L.F.2.2: Analyze how literary forms relate to meaning (e.g. differentiate fiction).</p> <p>3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.</p> <p>3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details.</p> <p>3R4: Determine the meaning of words, phrases, and figurative language (e.g.,</p>	<p><b>A. BIOGRAPHIES: AN INTRODUCTION</b></p> <ol style="list-style-type: none"><li>1. Invite Learners to brainstorm everything they already know about biographies. Write their responses on the board or a piece of chart paper.</li><li>2. Provide Learners with a large collection of short biographies in the middle of the circle. Ask Learners to choose ONE and read during the morning after material time.</li></ol> <p>Gather again: What else do they notice? How are biographies typically laid out? What text structure do they typically follow? Chronological? Can they find any biographies that don't follow the chronological text structure?</p> <ol style="list-style-type: none"><li>3. Add the Learners' findings to your written list as well as those they ascertain from your daily post-recess Read-Aloud of Darwin.</li><li>4. Invite Learners to brainstorm a list of people who were key figures in modern American history. Add to this key figures in the history of India and Japan.</li><li>5. Ask each Learner to choose one. Learners will be reading and writing about this person over the next 6 weeks, so make sure they are very interested in the person they will be studying. <i>Note: You may want to provide Learners a few days to preview the texts or seek out resources before making their final decision.</i></li></ol> <p><b>B. GIVE THEM AN OUTLINE OF BIOGRAPHIES:</b></p> <ol style="list-style-type: none"><li>1. Authors Define their Purpose. What do they want to know and why?</li><li>2. Written to inform the reader, but also teach us more than just a set of facts about a single person.</li></ol>
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	<p>idioms, personification), and analyze their effect on meaning, tone, mood.</p> <p>3R9: Analyze texts using knowledge of literary forms, elements, and devices.</p>	<ol style="list-style-type: none"> <li>3. The timeline is usually chronological.</li> <li>4. Often investigates the character of the person.</li> <li>5. Often speak to the influence the person had on the community, country, or world.</li> <li>6. Include: Learning Lessons       <ul style="list-style-type: none"> <li>• What lessons can we learn from another person's life?</li> <li>• How can we apply those lessons to our own life?</li> <li>• Have Learners compare and contrast the lessons between biographies. How can different biographies teach us the same lessons?</li> </ul> </li> <li>7. Include: Accomplishments       <ul style="list-style-type: none"> <li>• What accomplishments is your person known for? Give specific details.</li> <li>• Did your person have difficulties becoming what they are known for?</li> </ul> </li> </ol> <p>C. LEARNER WORK OF NECESSITY: Choose the most compelling character you can find in Asian history or in Modern American history.</p> <p>You will craft your BIOGRAPHY of this person. Your final work will take the majority of this Session and should be 1-2 pages long. Some will be short paragraphs and drawings depending on the child.</p>
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LANGUAGE  Biographical Writing	<p>1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.</p> <p>2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.</p> <p>2W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience.</p> <p>3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>3W3a: Establish a situation and introduce a narrator/characters</p> <p>3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events</p> <p>3W3c: Use temporal words and phrases to signal event order</p> <p>3W3d: Provide a conclusion</p> <p>3W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or</p>	<p><b>A. RESEARCH</b></p> <p>Learners are already conducting their research project in biographies, but they need to go through a process called EDITING which refines their work and gives the Educator a wonderful opportunity to observe and work through grammar, spelling and capitalization.</p> <p><b>B. DRAFTING</b></p> <p>Once Learners have collected an adequate amount of information, they can begin the drafting process. Their rough draft should include:</p> <ul style="list-style-type: none"><li>• Introduction: Teach Learners to hook the reader by starting with a fun fact, interesting story, or question. This is especially important for the Podcast.</li><li>• Be SURE that they are pressing their vocabulary skills. Editing will give an opportunity to use new words for expression.</li><li>• This is an excellent time to use alliteration, metaphors and other devices to which they've been introduced.</li><li>• Make sure Learners have a clear thesis so readers (and podcast listeners) know what to expect.</li></ul> <p>-Introduction -Body Paragraph 1 -Body Paragraph 2 -Body Paragraph 3 -Conclusion</p> <p><b>C. EDITING/PUBLISHING</b></p> <ol style="list-style-type: none"><li>1. Start with Educator-to-Learner editing and work up to pairing editors based on skill level.</li></ol>
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