



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	English Language Arts		Grade:	6
Unit Number:	4	Unit Name:	GREAT THINKERS	
Unit Length	Days: 25 Days + 5 Buffer Days		Mins / Day: 40	
Unit Synopsis	After reading various nonfiction texts that show opposing claims on a given topic, students will write an argumentative essay that defend their claim.			
ELA CCSS				
Priority Standards	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
	SL.6.4	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA		
	W.6.1	Write arguments to support claims with clear reasons and relevant evidence.		
Supporting Standards	RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		
	SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)		
	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
	L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
RI.6.1	Interpretative	6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language		
RI.6.2	Interpretative	6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language		
SL.6.4	Collaborative	3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges		
	Productive			

Target ELD Standards	<p>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>W.6.1 Collaborative</p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Productive</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11. Justifying own arguments and evaluating others' arguments in writing</p>
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Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
<p>RI.6.1</p> <p>Cite</p> <p>Support analysis</p> <p>Support analysis</p>	<p>Textual evidence</p> <p>Of what the text says explicitly</p> <p>Inferences drawn from the text</p>	Understand	Level 3
<p>RI.6.2</p> <p>Determine</p> <p>Determine</p> <p>Provide</p>	<p>central idea of a text</p> <p>how it is conveyed through particular details</p> <p>a summary of the text distinct from personal opinions or judgments.</p>	Understand	Level 2
<p>SL.6.4</p> <p>Present</p> <p>Sequence</p> <p>Use</p> <p>Accentuate use</p>	<p>claims and findings</p> <p>ideas</p> <p>pertinent descriptions, facts, and details and nonverbal elements</p> <p>main ideas or themes</p> <p>appropriate eye contact, adequate volume, and clear pronunciation</p>	Create	Level 4
<p>W.6.1</p> <p>Write</p> <p>Support</p>	<p>Arguments</p> <p>claims with clear reasons and relevant evidence</p>	Create	Level 4




Learning Progressions of Skills and Concepts













Anchor Standard	RI 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		
Previous Grade	Current Grade	Next Grade	
Quote accurately from a text when explaining what the text says explicitly	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text	

and when drawing inferences from the text		says explicitly as well as inferences drawn from the text
Anchor Standard	RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Previous Grade	Current Grade	Next Grade
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
Anchor Standard	SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
Previous Grade	Current Grade	Next Grade
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA	Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA
Anchor Standard	W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Previous Grade	Current Grade	Next Grade
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented

Essential Questions	Corresponding Big Ideas
<p>(RI1) How do we support claims and inferences drawn from a text?</p> <p>(RI 2) How do I convey the central idea or theme? (RI 2) How do I write an accurate summary?</p> <p>(SL 4) How do I effectively deliver presentations?</p> <p>(W 1) How do I support my arguments?</p>	<p>(RI 1) Textual evidence supports claims and inferences.</p> <p>(RI 2) Central idea is conveyed through particular details. (RI 2) An accurate summary is unbiased.</p> <p>(SL 4) Effective oral presentations communicate logically sequenced claims using professional demeanor.</p> <p>(W 1) Arguments are supported with clear reasons and relevant evidence.</p>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
<p>argument, presentation, convey, central idea, accurate, relevant, evidence, effective, claims, support, persuade, compare, contrast, inference</p>	<p>Theme, presentation, connotation, denotation, demeanor, sequence, inference, argue, evidence</p>



Resources for Vocabulary Development (Strategies, Routines and Activities)	
 Make a Vocabatootn Flash Card.docx	 frayers model.docx
	 SWAT vocabulary.doc

ACHIEVE 3000 ARTICLES						
 AGE OF REVOLUTION 980.pdf	 AGE OF REVOLUTION 1080.pdf	 AGE OF REVOLUTION AK STR	 AGE OF REVOLUTION 1180.pdf	 AGE OF REVOLUTION AK STR WITHOUT COMPUTE	 causeeffectlp FUN	 CHINA AND JAPAN 980.pdf
 CHINA AND JAPAN 1080.pdf	 CHINA AND JAPAN 1180.pdf	 CHINA AND JAPAN AK.pdf	 CHINA AND JAPAN AK STRETCH.pdf	 CompareContrast_LP CHINA AND JAPAN.pdf	 CONTEXTUAL ANALYSIS RENAISSA	 Fun Without Computers 980.pdf
 Fun Without Computers 1080.pdf	 Fun Without Computers 1180.pdf	 Fun Without Computers AK STRET	 Fun Without Computers AK.pdf	 RENAISSANCE 980.pdf	 RENAISSANCE 1080.pdf	 RENAISSANCE 1180.pdf
		 RENAISSANCE AK STRETCH.pdf	 RENAISSANCE AK.pdf			

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Please see www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.</p>	<p>Please see www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.</p>





Scoring Guides and Answer Keys	

Assessment Differentiation

Students with Disabilities	Reference IEP Accommodations  DifferentiatedInstructionStrategiesKit.pdf
	Modifications  DifferentiatedInstructionStrategiesKit.pdf

Engaging Scenario Overview

(Situation, challenge, role, audience, product or performance)

Students write an argumentative essay that supports a claim with clear reasons and relevant evidence.	5 days	
Engaging Learning Experiences		
Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1: Annotated articles or Nonfiction Cornell Notes	Students read and annotate two or more articles that present opposing claims.	Days: 3-6 Mins/Day: 40
Task 2: Graphic Organizer	Using the articles in Task 1, students complete a graphic organizer that clearly presents authors' claims and supporting evidence.	Days: 3- 6 Mins/Day: 40
Task 3: AVID: Modified DBQ Poster	Using the articles in Task 1, students work in like-minded groups to create Modified DBQ Poster analyzing the provided evidence to support the claim that students choose.	Days: 2- 4 Mins/Day: 40
Task 4: Debate	Using their Modified DBQ Posters, students participate in a debate.	Days: 2 -4 Mins/Day: 40
Interdisciplinary Connections	Current events	
Scoring Rubric	 6_ARGUMENT_RUBRIC.docx  Annotations Rubric (1).pdf  Notes-TakingRubric.doc  GRAPHIC ORGANIZER RUBRIC.	

21st Century Skills

<input checked="" type="checkbox"/> Creativity and Innovation	<input type="checkbox"/> Initiative and Self-Direction
<input checked="" type="checkbox"/> Critical Thinking and Problem Solving	<input type="checkbox"/> Social and Cross-Cultural Skills
<input checked="" type="checkbox"/> Communication and Collaboration	<input type="checkbox"/> Productivity and Accountability
<input checked="" type="checkbox"/> Flexibility and Adaptability	<input checked="" type="checkbox"/> Leadership and Responsibility
<input type="checkbox"/> Globally and Financially Literate	<input type="checkbox"/> _____
<input checked="" type="checkbox"/> Information and Media Literacy	<input type="checkbox"/> _____

Connections between 21st Century Skills, CCCSS, and Unit Overview:

Creativity and Innovation: Students create posters representing argumentative claim.

Critical Thinking and Problem Solving: Students must analyze evidence and prepare an argument to support their chosen claim.

Communication and Collaboration: Students are given the opportunity to work with like-minded students to prepare evidence to support a claim. They will also communicate that evidence through a visual, a debate, and an essay.

Information and Media Literacy: Students analyze the information in multiple resources to find enough evidence to support their claim.

Initiative and Self-Direction: Students must use initiative to effectively argue personal opinions and points of view with relevant evidence.















Productivity and Accountability: Students will produce visual representation of an effective argument in the form of a poster or one-pager.




Leadership and Responsibility: Through debate, students are given the opportunity to assume a leadership role in supporting their group's point of view.

from P21 and Costa & Kallick, 2008, <http://www.p21.org/about-us/p21-framework>

Authentic Performance Task 1












Task Description	Students read and annotate two or more articles that present opposing claims.	Suggested Length	Days: 3-6 Mins/Day: 40
Standards Addressed	Priority Standard(s)		
	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
	Supporting Standard(s)		
	RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		
Essential Questio	Target ELD Standard(s)		
	RI.6.1 Interpretative	6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	
	RI.6.2 Interpretative	6. Reading closely literary and informational texts and viewing multimedia to determine how meaning conveyed explicitly and implicitly through language	
Essential Questio	(RI1) How do we support claims and inferences drawn from a text? (RI 2) How do I convey the central idea or theme?		

n(s)	(RI 2) How do I write an accurate summary		
Big Idea(s)	(RI 1) Textual evidence supports claims and inferences. (RI 2) Central idea is conveyed through particular details. (RI 2) An accurate summary is unbiased.		
Bloom's		DOK	Scoring Rubric
Understand		Level 2 and Level 3	 Annotations Rubric (1).pdf
Teaching and Learning Sequence	<ul style="list-style-type: none"> - Teacher introduces the Engaging Scenario. - Students read and annotate two or more articles that present opposing claims. <p style="text-align: center;"> Graffiti: Art or Vandalism? Cell Phones: Beneficial or Harmful? Minimum Wage: Enough or Not Enough? Video Games: Beneficial or Harmful? Social Media: Should Parents Have a Say in How their Teens Use Social Media? </p>		
Resources and Materials	<p> http://iml.jou.ufl.edu/projects/fall07/sanchez/index.html (Graffiti) http://iml.jou.ufl.edu/projects/fall07/sanchez/index.html (Graffiti) http://www.raisesmartkid.com/3-to-6-years-old/4-articles/34-the-good-and-bad-effects-of-video-games http://www.rootsofaction.com/video-games-for-kids-more-good-than-bad-for-development/ http://health.usnews.com/health-news/health-wellness/articles/2014/10/07/to-play-or-not-to-play-the-great-debate-about-video-games http://www.timeforkids.com/news/debate/47056 http://public.psych.iastate.edu/caa/abstracts/2010-2014/12pmag.pdf http://www.hamiltonproject.org/papers/the_ripple_effect_of_the_minimum_wage_on_american_workers/ http://www.forbes.com/sites/realspin/2014/09/03/raising-the-minimum-wage-will-reduce-opportunities-for-the-most-vulnerable/ http://www.nytimes.com/roomfordebate/2014/06/04/can-the-minimum-wage-be-too-high/higher-minimum-wage-hurts-low-skill-workers-in-the-long-run </p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> 53 Facts About Teen Mobile Usage Every H</div> <div style="text-align: center;"> articles.docx</div> <div style="text-align: center;"> Colleges Watching Social Media.pdf</div> <div style="text-align: center;"> Cell Phones at School.docx</div> <div style="text-align: center;"> pro-con healthy foods in schools.pdf</div> <div style="text-align: center;"> Should workers in fast food make more</div> <div style="text-align: center;"> states will vote on higher minimum wage</div> <div style="text-align: center;"> video games in school.pdf</div> <div style="text-align: center;"> How to Annotate.docx</div> <div style="text-align: center;"> Annotations Rubric (1).pdf</div> </div>		
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
Provide cloze annotation. Use highlighters.	<p>Reference IEP Accommodations</p> <div style="text-align: center;"> DifferentiatedInstructionStrategiesKit.p</div> <p>Modifications</p> <div style="text-align: center;"> DifferentiatedInstructionStrategiesKit.p</div>	<p style="text-align: center;">Emerging</p> <div style="text-align: center;"> DifferentiatedInstructionStrategiesKit.p <p style="text-align: center;">Provide videos that are related to the topic.</p> <p style="text-align: center;">Pair reading.</p> <p style="text-align: center;">Scaffold by providing simple choices</p> </div>	<p style="text-align: center;">Students conduct further research to attain better understanding of the topic.</p>


		with claims and evidence.	
		Expanding  DifferentiatedInstructionStrategiesKit.pdf	
		Bridging  DifferentiatedInstructionStrategiesKit.pdf	
Scoring Rubric	 Annotations Rubric (1).pdf		





Authentic Performance Task 2

Task Description	Using the articles in Task 1, students complete a graphic organizer that clearly presents authors' claims and supporting evidence.	Suggested Length	Days: 3-6 Mins/Day: 40
Standards Addressed	Priority Standard(s)		
	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
	Supporting Standard(s)		
	RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		
	Target ELD Standard(s)		
	RI.6.1 Interpretative 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language RI.6.2 Interpretative 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language		
Essential Question(s)	<i>(RI1) How do we support claims and inferences drawn from a text?</i> <i>(RI 2) How do I convey the central idea or theme?</i> <i>(RI 2) How do I write an accurate summary?</i>		
Big Idea(s)	<i>(RI 1) Textual evidence supports claims and inferences.</i> <i>(RI 2) Central idea is conveyed through particular details.</i> <i>(RI 2) An accurate summary is unbiased.</i>		
Bloom's	DOK		Scoring Rubric






<p>Understand</p>	<p>Level 2 and Level 3</p>		 GRAPHIC ORGANIZER RUBRIC.
<p>Teaching and Learning Sequence</p>	<p>- In groups or independently, students reread the articles to construct a graphic organizer that presents both sides of the issue.</p>		
<p>Resources and Materials</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Bracketology Blank.pdf </div> <div style="text-align: center;">  Bracketolog direction.pdf </div> <div style="text-align: center;">  persuasion map.pdf </div> <div style="text-align: center;">  venn-diagram-compare-contrast-chart-but </div> </div> <p style="text-align: center; margin-top: 10px;">T-chart</p>		
<p>Strategies for Differentiation</p>			
<p>All Students</p>	<p>SWD</p>	<p>ELs</p>	<p>Enrichment</p>
<p>Students work in groups to complete the graphic organizer.</p>	<p style="text-align: center;">Reference IEP</p> <p style="text-align: center;"><i>Accommodations</i></p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.p </div>	<p style="text-align: center;">Emerging</p> <p style="text-align: center;">Teacher provides partially completed graphic organizers.</p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div>	<p>Students create/decide on a graphic organizer to utilize.</p>
	<p style="text-align: center;"><i>Modifications</i></p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.p </div>	<p style="text-align: center;">Expanding</p> <p style="text-align: center;">Students highlight evidence while reading.</p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div>	
		<p style="text-align: center;">Bridging</p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div>	
<p>Scoring Rubric</p>	<div style="text-align: center;">  GRAPHIC ORGANIZER RUBRIC. </div>		


Authentic Performance Task 3

Task Description	Using the articles in Task 1, students create Modified DBQ Poster to analyze the provided evidence to support the claim that students choose.	Suggested Length	Days:2 - 4 Mins/Day: 40
Standards Addressed	Priority Standard(s)		
	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>		
	Supporting Standard(s)		
	<p>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>		
	Target ELD Standard(s)		
<p>RI.6.1 Interpretative 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>RI.6.2 Interpretative 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p>			
Essential Question(s)	<p><i>(RI1) How do we support claims and inferences drawn from a text?</i></p> <p><i>(RI 2) How do I convey the central idea or theme?</i></p> <p><i>(RI 2) How do I write an accurate summary?</i></p>		
Big Idea(s)	<p><i>(RI 1) Textual evidence supports claims and inferences.</i></p> <p><i>(RI 2) Central idea is conveyed through particular details.</i></p> <p><i>(RI 2) An accurate summary is unbiased.</i></p>		
Bloom's		DOK	Scoring Rubric
Understand		Level 2 and Level 3	 GRAPHIC ORGANIZER RUBRIC.


Teaching and Learning Sequence	<ul style="list-style-type: none"> - Guide students to reexamine the graphic organizers from task 2. - Students consider the evidence to determine a claim to support. - Group students who have same claims. - Using the articles in Task 1, students create Modified DBQ Poster to analyze the provided evidence to support the claim that students choose. <ul style="list-style-type: none"> - Option: One-Pager
Resources and Materials	<p>Examples of Modified DBQ Posters http://wall.mrduez.com/2010/06/modified-dbq-examples-from-2010-dallas.html</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  GRAPHIC ORGANIZER RUBRIC. </div> <div style="text-align: center;">  Document-Based Question.ppt </div> <div style="text-align: center;">  One-Pager for AVID.docx </div> <div style="text-align: center;">  One-Pager Samples.pdf </div> </div>

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>Provide paragraph frames for analysis of evidence.</p>	<p style="text-align: center;">Reference IEP</p> <p style="text-align: center;"><i>Accommodations</i></p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div> <p style="text-align: center;"><i>Modifications</i></p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div>	<p style="text-align: center;">Emerging</p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div> <p style="text-align: center;">Provide sentence strips and evidence strips to be placed in proper categories.</p> <hr/> <p style="text-align: center;">Expanding</p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div> <hr/> <p style="text-align: center;">Bridging</p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div>	<p style="text-align: center;">Students create Modified DBQ Posters for both sides of the issue.</p>





Scoring Rubric	 GRAPHIC ORGANIZER RUBRIC.
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Authentic Performance Task 4

Task Description	Using their Modified DBQ Posters, students participate in a debate. After the debate, students can use their Modified DBQ Posters to create a graphic organizer for their argumentative essays.	Suggested Length	Days: 2- 4 Mins/Day: 40		
Standards Addressed	Priority Standard(s)				
	<p>SL.6.4 Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p>				
	Supporting Standard(s)				
	<p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>				
	Target ELD Standard(s)				
<p>SL.6.4 Collaborative 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges Productive 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas 9. Expressing information and ideas in formal oral presentations on academic topics</p>					
Essential Question(s)	<i>(SL 4) How do I effectively deliver presentations?</i>				
Big Idea(s)	<i>(SL 4) Effective oral presentations communicate logically sequenced claims using professional demeanor.</i>				
Bloom’s		DOK		Scoring Rubric	
Create		Level 4		 DEBATE RUBRIC.docx	
Teaching and Learning Sequence	<ul style="list-style-type: none"> - Using their Modified DBQ Posters, students participate in a debate. - Philosophical Chair, Socratic Seminar, or Debate - After the debate, students can use their Modified DBQ Posters to create a graphic organizer for their argumentative essays. 				

Resources and Materials	<p>Examples of Modified DBQ Posters http://wall.mrduetz.com/2010/06/modified-dbq-examples-from-2010-dallas.html</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  DEBATE RUBRIC.docx </div> <div style="text-align: center;">  PHILCHAIRS.pdf </div> <div style="text-align: center;">  Philosophical-Chairs.pdf </div> <div style="text-align: center;">  SocraticSeminar.pdf </div> </div>
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Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>Provide sentence frames for academic phrases.</p>	<p style="text-align: center;">Reference IEP</p> <p style="text-align: center;"><i>Accommodations</i></p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div>	<p style="text-align: center;">Emerging</p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div>	<p style="text-align: center;">Students debate on an opposing view.</p> <p style="text-align: center;">Students debate in character.</p>
		<p style="text-align: center;">Expanding</p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div>	
		<p style="text-align: center;">Modifications</p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div>	

Scoring Rubric	 DEBATE RUBRIC.docx
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Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)
After an extensive study of an issue, students write an argumentative essay that supports their claim with clear reasons and relevant evidence.

All Writing Standards are met. **W.6.1, W.6.5, W.6.10, L.6.6**








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Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>Students use Step-Up-to-Writing graphic organizers to organize their writing.</p>	<p>Reference IEP Accommodations</p>  <p>Differentiated Instruction Strategies Kit.pdf</p>	<p>Emerging</p>  <p>Differentiated Instruction Strategies Kit.pdf</p>	<p>Students role-play as reporters to create a video clip that support their claim.</p> <p>Students create political cartoons that present their claims.</p>
	<p>Modifications</p>  <p>Differentiated Instruction Strategies Kit.pdf</p>	<p>Expanding</p>  <p>Differentiated Instruction Strategies Kit.pdf</p>	
		<p>Bridging</p>  <p>Differentiated Instruction Strategies Kit.pdf</p>	

Feedback to Curriculum Team

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

Successes		Challenges	
Student Perspective			
Teacher Perspective			