



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	ELA		Grade:	6 TH
Unit Number:	5	Unit Name:	COMMUNITY	
Unit Length	Days: 18 – 25 days + 5 buffer days		Mins / Day: 40 min./day	
Unit Synopsis	After exploring the ideologies of individual and society's values, students will create their own "Rules to Live By" in Power Point presentation, poster, song/poem, or essay format.			
Priority Standards	ELA CCSS			
	<p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>			
Supporting Standards	<p>RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p> <p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>			
	<p>RI.6.7 Interpretive</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>SL.6.1 Collaborative</p> <p>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Interpretive</p> <p>5. Listening actively to spoken English in a range of social and academic context</p> <p>L.6.1 Collaborative</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>Interpretive</p> <p>5. Listening actively to spoken English in a range of social and academic context</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Productive</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</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> <p>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p> <p>W.6.2 Productive</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p>			

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)
RI.6.7 Integrate develop	information presented in different media or formats (e.g., visually, quantitatively) as well as in words develop a coherent understanding of a topic or issue.	Level 3 Analyze	Level 4 Extended Thinking
SL.6.1 Engage Build Express	in a range of collaborative discussions on <i>grade 6 topics, texts, and issues</i> on others’ ideas their own clearly	Level 4 Create	Level 3 Strategic Thinking and Reasoning
L.6.1 Demonstrate	command of the conventions of standard English grammar and usage when writing or speaking.	Level 2 Apply	Level 3 Strategic Thinking and Reasoning
W.6.2 Write Examine Convey	informative/explanatory texts a topic ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Level 4 Create	Level 4 Extended Thinking

Learning Progressions of Skills and Concepts

Anchor Standard	Reading Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	
Previous Grade	Current Grade	Next Grade	
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (P)	
Anchor Standard	Speaking and Listening Comprehension and Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
Previous Grade	Current Grade	Next Grade	
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and</i>	Engage effectively in a range of Collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics,</i>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics,</i>	







<i>texts, building on others' ideas and expressing their own clearly.</i>		<i>texts, and issues, building on others' ideas and expressing their own clearly.</i>	<i>texts, and issues, building on others' ideas and expressing their own clearly.</i> (P)
Anchor Standard	L.language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
Previous Grade	Current Grade	Next Grade	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (P)	
Anchor Standard	Writing Text Type and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Previous Grade	Current Grade	Next Grade	
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (P)	































Essential Questions	Corresponding Big Ideas
<i>(SL 1) Why do we collaborate?</i>	<i>(SL 1) Collaborative discussions allow us to expand on each other's ideas.</i>
<i>(L 1) How do I become an effective writer and speaker?</i>	<i>(L 1) Conventional grammar is essential in effective writing and speaking.</i>
<i>(RI 7) Why do we use multiple sources to study a topic?</i>	<i>(RI 7) Integrating multiple sources develops a coherent understanding of a topic.</i>
<i>(W 2) How do we convey ideas in informative/explanatory texts?</i>	<i>(W 2) Informative/explanatory texts use relevant content to convey ideas.</i>



Unit Vocabulary Words

Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
Values, belief, code, destiny, karma, dogma, intuition, collaborate, sources, integrate, coherent, relevant, convey	Informative, explanatory, source

Resources for Vocabulary Development (Strategies, Routines and Activities)

 SWAT vocabulary.doc	 Vocabutoons.pdf	 vocabulary graphic organizer.docx	 Taboo vocabulary game.doc	 cornellsystem.pdf	 Vocabulary +Cube.pdf
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ACHIEVE 3000 ARTICLES						
 A FIELD OF DREAMS 980.pdf	 A FIELD OF DREAMS 1080.pdf	 A FIELD OF DREAMS 1180.pdf	 A FIELD OF DREAMS AK.pdf	 A FIELD OF DREAMS AK STRETCH.pdf	 A NEW WAY TO MAKE MONEY 980.pdf	 A NEW WAY TO MAKE MONEY 1080.pdf
 A NEW WAY TO MAKE MONEY 1180.pdf	 A NEW WAY TO MAKE MONEY AK STRMAKE MONEY AK.pdf	 A NEW WAY TO MAKE MONEY AK.pdf	 ANCIENT GREECE 980.pdf	 ANCIENT GREECE 1080.pdf	 ANCIENT GREECE 1180.pdf	 ANCIENT GREECE AK.pdf
 ANCIENT GREECE AK STRETCH.pdf	 PLAYER MISTAKE 980.pdf	 PLAYER MISTAKE 1080.pdf	 PLAYER MISTAKE 1180.pdf	 PLAYER MISTAKE AK STRETCH.pdf	 PLAYER MISTAKE AK.pdf	 SECRET FRIEND 980.pdf
 SECRET FRIEND 1080.pdf	 SECRET FRIEND 1180.pdf	 SECRET FRIEND AK STRETCH.pdf	 SECRET FRIEND AK.pdf	 TRAPPED UNDERGROUND 980.pdf	 TRAPPED UNDERGROUND 1080.pdf	 TRAPPED UNDERGROUND 1180.pdf
		 TRAPPED UNDERGROUND AK.pdf	 TRAPPED UNDERGROUND AK S			

Unit Assessments	
Pre-Assessment	Post-Assessment
Please see www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.	Please see www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.
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)	
Description: After exploring the ideologies of individual and societal values, students will create their own “Rules to Live By” in Power Point presentation, poster, or essay format.	Days: 18 – 25 days Mins/Day: 40
Engaging Learning Experiences Synopsis of Authentic Performance Tasks	

Authentic Performance Tasks	Description	Suggested Length of Time
Task 1: Quote Quest (Paraphrase a quote)	Teacher explains the engaging scenario so that the students can begin to focus on their beliefs and values. With teacher’s guidance, students explore various videos and/or texts to identify “Rules to Live By.” Students engage in Quote Quest to paraphrase a quote.	Days: 2-3 Mins/Day: 40
Task 2: Cornell notes Annotated documents	Students explore various expository texts in printed and audio form to analyze the beliefs and the values of people and society.	Days: 2-3 Mins/Day: 40
Task 3: Analyzing primary/ secondary documents	Students evaluate the beliefs and the values of a society through DBQ: Spartan Education.	Days: 6 – 7 Mins/Day: 40
Task 4: DBQ Informative Writing or One-Pager	After analyzing the primary/secondary source documents, students present their findings in a multi-paragraph essay or on a One-Pager poster.	Days: 5 – 7 Mins/Day: 40

Interdisciplinary Connections	History, current events, technology
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Scoring Rubric	 One-Pager for AVID.docx  6-12_Informational-E xplanatory_CCSS_Ru  Annotations Rubric (1).pdf  cornell note rubric.doc  GRAPHIC ORGANIZER RUBRIC.
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21st Century Skills

<ul style="list-style-type: none"> ✓ Creativity and Innovation ✓ Critical Thinking and Problem Solving ✓ Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate ✓ Information and Media Literacy 	<ul style="list-style-type: none"> ✓ Initiative and Self-Direction ✓ Social and Cross-Cultural Skills ✓ Productivity and Accountability ✓ Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____
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Connections between 21st Century Skills, CCCSS, and Unit Overview:

Creativity: Students create a Power Point presentation, poster, song/poem, or essay to present their “Rules to Live By.”

Critical Thinking: Students analyze a variety of expository texts to determine the values and beliefs of individuals and society.

Communication and Collaboration: With their peers, students discuss and rank the importance of certain values in their lives.

Information and Media Literacy: Students analyze expository essays in a variety of formats and media.

Initiative and Self-Direction: Students must determine their own core set of values and beliefs.

Social and Cross-Cultural Skills: Students work in collaborative groups and examine social beliefs and values.

Productivity and Accountability: Students produce a product representing their beliefs.


Leadership and Responsibility: Students are given the opportunity to influence the focus of peer values.












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

Authentic Performance Task 1







Task Description	With teacher’s guidance, students explore various videos and/or texts to identify “Rules to Live By.” Students engage in Quote Quest to paraphrase a quote.	Suggested Length	Days: 2 - 4 Mins/Day: 40
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L P S A D P	Priority Standard(s)
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	<p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>	
Supporting Standard(s)		
	<p>RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	
Target ELD Standard(s)		
	<p>RI.6.7 Interpretive</p> <p>7. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>SL.6.1 Collaborative</p> <p>2. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p>7. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Interpretative</p> <p>5. Listening actively to spoken English in a range of social and academic context</p>	
<p>Essential Question(s)</p>	<p><i>(SL 1) Why do we collaborate?</i> <i>((RI 7) Why do we use multiple sources to study a topic?</i></p>	
<p>Big Idea(s)</p>	<p><i>(SL 1) Collaborative discussions allow us to expand on each other’s ideas.</i> <i>(RI 7) Integrating multiple sources develops a coherent understanding of a topic.</i></p>	
Bloom’s	DOK	Scoring Rubric
<p>Level 3 Analyze Level 4 Create</p>	<p>Level 4 Extended Thinking Level 3 Strategic Thinking and Reasoning</p>	 <p>GRAPHIC ORGANIZER RUBRIC.</p>
Teaching and Learning Sequence	<ul style="list-style-type: none"> - Teacher explains the Engaging Scenario. After exploring the ideologies of individual and societal values, students will create their own “Rules to Live By” in Power Point presentation, poster, or essay format. - Play the video: Steve Jobs’ Stanford University commencement speech, - http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die (See Resources for three video clips that are already formatted. Teacher may choose to read articles or watch other videos in the Resource folder.) - As students are watching, students listen for Steve Jobs’ beliefs and values based on his speech. Students write these down on Cornell Notes. - Teacher posts Steve Job’s Rules to Live By (Resource) and the focus question: Which of <i>Steve Jobs’ Rules to Live By</i> resonates with you? Why? - Teacher gives students a couple of minutes to think about the question. Students engage in Bracketology (see Resources). - Teacher explains how in Unit 5, the class will be researching and close-reading articles and documents involving different beliefs and values of other people and society. - Students should begin focusing on which beliefs and values they think are important in guiding their lives. 	


Resources and Materials	 school cancels graduation.pdf  american teens lie.pdf  10 Attitudes.pdf  Steve Job.docx  Bracketolog direction.pdf  Bracketology Blank.pdf
	 compcon_chart.pdf  venn2.pdf  venn-diagram-compare-contrast-chart-but  Quote Quest.docx  Rules to Happiness Posters.docx
	<p>https://www.youtube.com/watch?v=36m1o-tM05g Sam Berns</p> <p>https://www.youtube.com/watch?v=dP7gkKXTs8 Despicable Me</p> <p>https://www.youtube.com/watch?v=bPa0TiCuvR4 Mulan</p>


















Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Students work in cooperative groups to rank values.	<p>Reference IEP Accommodations</p>  Differentiated Instruction Strategies Kit.pdf	<p>Emerging</p>  EL STRATEGIES WITH SENTENCE FRA	<p>Write an IVF summary that explains the author’s ideology.</p> <p>Play “Guess My Rules” to engage students.</p>  Guess My Rules Activities.docx
		<p>Expanding</p>  EL STRATEGIES WITH SENTENCE FRA	
		<p>Bridging</p>  EL STRATEGIES WITH SENTENCE FRA	
	<p>Modifications</p>  Differentiated Instruction Strategies Kit.pdf		<p>Students read an essay about Steve Jobs to extend their understanding of his beliefs and values.</p> <p>http://www.businessinsider.com/best-articles-about-steve-jobs-2011-8</p>

Scoring Rubric	 GRAPHIC ORGANIZER RUBRIC.
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Authentic Performance Task 2

Task Description	Students explore various expository texts in printed and audio form to analyze the beliefs and the values of people and society.	Suggested Length	2 – 4 Days: Mins/Day: 40
Standards Addressed	Priority Standard(s)		
	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		
	Supporting Standard(s)		
	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.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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.		
	Target ELD Standard(s)		
	RI.6.7 Interpretive 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>(RI 7) Why do we use multiple sources to study a topic?</i>		
Big Idea(s)	<i>(RI 7) Integrating multiple sources develops a coherent understanding of a topic.</i>		
Bloom's		DOK	Scoring Rubric
Level 3 Analyze		Level 4 Extended Thinking	 cornell note rubric.doc

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Teaching and Learning Sequence</p>	<ul style="list-style-type: none"> - Teacher posts the question: “What are the beliefs and the values of the author?” - Students to take Cornell notes. - <u>Left</u>: What are the beliefs and the values of the author? (Students fill out this column after analyzing the evidence in the right column.) - <u>Right</u>: Details/evidence from the essay that demonstrate the author’s beliefs and values. OR Teacher chooses an article from “The Article of the Week” or Achieve 3000 and teaches annotation 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources and Materials</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center; margin: 5px;">  How to Annotate.docx </div> <div style="text-align: center; margin: 5px;">  text-on-text.pdf </div> <div style="text-align: center; margin: 5px;">  text-on-text 2.pdf </div> <div style="text-align: center; margin: 5px;">  text-on-text 3.pdf </div> <div style="text-align: center; margin: 5px;">  text-on-text 4.pdf </div> <div style="text-align: center; margin: 5px;">  text-on-test 5.pdf </div> <div style="text-align: center; margin: 5px;">  Dinosaur 1010.doc </div> <div style="text-align: center; margin: 5px;">  Texting 1050.doc </div> <div style="text-align: center; margin: 5px;">  Video Game Books 1020.doc </div> <div style="text-align: center; margin: 5px;">  Constructed Response for AOW.d </div> </div>			
<p>Strategies for Differentiation</p>				
<p>All Students</p>	<p>SWD</p>	<p>ELs</p>	<p>Enrichment</p>	
<p>Students can read essays in whole group, small groups, pair, or independently.</p>	<p style="text-align: center;">Reference IEP</p> <p style="text-align: center;">Accommodations</p> <div style="text-align: center; margin: 10px;">  DifferentiatedInstructionStrategiesKit.pdf </div> <p style="text-align: center;">Modifications</p> <div style="text-align: center; margin: 10px;">  DifferentiatedInstructionStrategiesKit.pdf </div>	<p style="text-align: center;">Emerging</p> <div style="text-align: center; margin: 10px;">  EL STRATEGIES WITH SENTENCE FRA </div> <hr/> <p style="text-align: center;">Expanding</p> <div style="text-align: center; margin: 10px;">  EL STRATEGIES WITH SENTENCE FRA </div> <hr/> <p style="text-align: center;">Bridging</p> <div style="text-align: center; margin: 10px;">  EL STRATEGIES WITH SENTENCE FRA </div>	<p>Students write a summary that explains the beliefs and values of a person based on his/her “This I Believe” essay.</p> <p>http://thisibelieve.org/</p> <p>Students engage in Share the Last Word strategy to read more deeply into the</p> <div style="text-align: center; margin: 10px;">  Save+the+Last+Word+Strategy.pdf </div> <p>essay.</p>	
<p>Scoring Rubric</p>	<div style="display: flex; justify-content: center; align-items: center; gap: 20px;">  <p>cornell note rubric.doc</p> </div>			

Authentic Performance Task 3

Task Description	Students evaluate the beliefs and the values of a society through DBQ: Spartan Education.	Suggested Length	5 – 7 Days: Mins/Day: 40
Standards Addressed	Priority Standard(s)		
	<p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>		
	Supporting Standard(s)		
	<p>RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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</p>		
	Target ELD Standard(s)		
Essential Question(s)	<p><i>(SL 1) Why do we collaborate?</i></p> <p><i>(RI 7) Why do we use multiple sources to study a topic?</i></p>		
Big Idea(s)	<p><i>(SL 1) Collaborative discussions allow us to expand on each other’s ideas.</i></p> <p><i>(RI 7) Integrating multiple sources develops a coherent understanding of a topic.</i></p>		
Bloom’s		DOK	Scoring Rubric

<p>Level 3 Analyze</p> <p>Level 4 Create</p>	<p>Level 4 Extended Thinking</p>	 Annotations Rubric (1).pdf	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Teaching and Learning Sequence</p>	<p>Students evaluate the beliefs and the values of a society through DBQ: Spartan Education. Teacher may use teacher-gathered selection of primary and secondary source documents.</p> <p>The DBQ Project: “The DBQ Project is an effort to make good critical thinking exercises available to all students. The program takes its inspiration from the document based questions that is part of the history... The DBQ Project’s purpose is to democratize the document based questions, making it accessible to a wide range of students” (The DBQ Project, p. 339 – 391).</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources and Materials</p>	<p>The DBQ Project: Mini-Q’s World History Volume 1, Unit 1  mini q binder.jpg</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  How to Annotate.docx </div> <div style="text-align: center;">  text-on-text.pdf </div> <div style="text-align: center;">  text-on-text 2.pdf </div> <div style="text-align: center;">  text-on-text 3.pdf </div> </div> <div style="display: flex; justify-content: center; margin-top: 10px;"> <div style="text-align: center;">  text-on-text 4.pdf </div> <div style="text-align: center; margin-left: 20px;">  text-on-test 5.pdf </div> </div>		
<p>Strategies for Differentiation</p>			
<p>All Students</p>	<p>SWD</p>	<p>ELs</p>	<p>Enrichment</p>
<p>Teacher guide students to analyze the documents as whole group, small group, or independently.</p>	<p style="text-align: center;">Reference IEP</p> <p style="text-align: center;">Accommodations</p> <div style="text-align: center;">  DifferentiatedInstructionStrategiesKit.pdf </div> <p>Students receive partially annotated documents.</p> <p>Pair-share/annotate</p> <p style="text-align: center;">Modifications</p>	<p style="text-align: center;">Emerging</p> <div style="text-align: center;">  EL STRATEGIES WITH SENTENCE FRA </div> <p>Students receive partially annotated documents.</p> <hr/> <p style="text-align: center;">Expanding</p> <div style="text-align: center;">  EL STRATEGIES WITH SENTENCE FRA </div>	<p>Students analyze Clean Version</p>



DifferentiatedInstructionStrategiesKit.pdf

Students analyze fewer number of documents.

Bridging



EL STRATEGIES WITH SENTENCE FRA





Scoring Rubric










Annotations Rubric (1).pdf

Authentic Performance Task 4



Task Description	After analyzing the primary/secondary source documents, students present their findings in a multi-paragraph essay or on a One-Pager poster.	Suggested Length	Days: 5 -7 Mins/Day: 40
Standards Addressed	Priority Standard(s)		
	<p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>		
	Supporting Standard(s)		
	<p>RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p> <p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>		
	Target ELD Standard(s)		
<p>RI.6.7 Interpretive</p> <p>9. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>L.6.1 Collaborative</p> <p>9. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>Interpretive</p> <p>10. Listening actively to spoken English in a range of social and academic context</p> <p>11. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Productive</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</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> <p>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p> <p>W.6.2 Productive</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p>		
Essential Question(s)	<p><i>(RI 7) Why do we use multiple sources to study a topic?</i></p> <p><i>(L 1) How do I become an effective writer and speaker?</i></p> <p><i>(W 2) How do we convey ideas in informative/explanatory texts?</i></p>		
Big Idea(s)	<p><i>(RI 7) Integrating multiple sources develops a coherent understanding of a topic.</i></p> <p><i>(L 1) Conventional grammar is essential in effective writing and speaking.</i></p> <p><i>(W 2) Informative/explanatory texts use relevant content to convey ideas.</i></p>		
Bloom’s	DOK	Scoring Rubric	
<p>Level 3 Analyze</p> <p>Level 2 Apply</p> <p>Level 4 Create</p>	<p>Level 4 Extended Thinking</p> <p>Level 3 Strategic Thinking and Reasoning</p>	 <p>One-Pager for AVID.docx</p>  <p>6-12_Informational-Explanatory_CCSS_Ru</p>	
Teaching and Learning Sequence	<ul style="list-style-type: none"> - After analyzing the primary/secondary source documents, teacher guide students to write an informative/explanatory essay. - Teach self/peer editing process (see Resources). - Teacher may reference The DBQ Project Binder or Step-up-to-Writing Section 5 (Teacher’s Manual). - Students may complete One-Pager assignment in lieu of informative/explanatory essay (see Resources). 		
Resources and Materials	<p>The DBQ Project: Mini-Q’s World History Volume 1, Unit 1</p> <p>Step-up-to-Writing Section 5</p>  <p>One-Pager Samples.pdf</p>  <p>One-Pager for AVID.docx</p>		
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment

<p>Students may work in collaborative teams to create group One-Pager.</p>	<p>Reference IEP</p> <p>Accommodations</p>  <p>DifferentiatedInstructionStrategiesKit.pdf</p>	<p>Emerging</p>  <p>EL STRATEGIES WITH SENTENCE FRA</p>	<p>Students may turn their essays into speeches that they perform for a live audience, such as parents or younger students.</p>
	<p>Modifications</p>  <p>DifferentiatedInstructionStrategiesKit.pdf</p>	<p>Expanding</p>  <p>EL STRATEGIES WITH SENTENCE FRA</p>	
		<p>Bridging</p>  <p>EL STRATEGIES WITH SENTENCE FRA</p>	

<p>Scoring Rubric</p>	 <p>One-Pager for AVID.docx</p>  <p>6-12_Informational-Explanatory_CCSS_Ru</p>
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Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)
<p>Teacher plays one of the songs listed below. Students listen to the song to determine the main value/belief portrayed through the lyrics of the song.</p> <p><i>Imagine</i> (John Lennon) <i>I believe</i> (R-Kelly), <i>I believe</i> (Dolly Parton) , <i>Do You Believe in Magic</i> (Lovin’ Spoonful) , <i>Always Believe in Me</i> (All-American Girl, Sage movie), <i>Let It Be</i> (Beatles), <i>Let it Go</i> (Frozen), <i>Que Sera, Sera</i> (Doris Day), <i>The Climb</i> (Miley Cyrus)</p> <p>OR</p> <p>Teacher may use one of the following books in lieu of a song.</p> <ul style="list-style-type: none"> - <i>The Golden Rule</i> by Ilene Copper, <i>Giving Thanks</i> by Chief Jake Swamp, <i>The Giving Tree</i> BY Shel Silverstein - <i>The Ancestors are Watching</i> <p>Students consider the beliefs and values that are important in guiding their lives.</p> <ul style="list-style-type: none"> - Students list up to 8 rules to live by. - Students use Bracketology strategy to narrow down their “Rules to Live By” to top two. Students may work independently or in small groups. - Students engage in Philosophical Chair or Socratic Seminar for further clarification.   <p>Using_Philosophical_Chairs.pdf SocraticSeminar.pdf</p>

Students choose a form of presentation to complete their “Rules to Live By.”






- Options: Coat of arms, Power Point, poster, essay
- Students self/peer evaluate their presentations using Unit 5 Presentation Checklist.



Unit 5 Presentation Checklist.docx

- Teacher may choose to have students present their presentations in small groups, Gallery Walk, or oral presentation.

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>As students consider the idea of “rules to live by,” a number of options for experts are possible. Consider bringing in guests from a variety of walks of life to share their own life “rules” based on the experiences they have had. (It will be important to discuss the nature of the rules and experiences with each expert before he or she shares them with students.) Examples include: the school guidance counselor, family members of students, high school or college students who previously attended your school and have succeeded, local business owners, other teachers, etc.</p> <p>Students explore http://www.brainyquote.com/ to find quotes that express their beliefs and values.</p>	<p>Reference IEP Accommodations</p> <p> DifferentiatedInstructionStrategiesKit.pdf</p> <p>Modifications</p> <p> DifferentiatedInstructionStrategiesKit.pdf</p>	<p>Emerging</p> <p> EL STRATEGIES WITH SENTENCE FRA</p> <hr/> <p>Expanding</p> <p> EL STRATEGIES WITH SENTENCE FRA</p> <hr/> <p>Bridging</p> <p> EL STRATEGIES WITH SENTENCE FRA</p>	<p>Students can develop plans for service relating to their own “rules to live by.” For example, if a student’s rule relates to the environment, he or she can volunteer for a local litter pickup. If there is a common theme across the class, students may want to participate as a group.</p> <p>Students can share their “life lessons” with younger students.</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		