

## UNIT 1

<b>Course:</b> Language Arts/Social Sciences/SEL		<b>Grade Level:</b> 6th Grade	
<b>Unit Title:</b> Beginnings Shape Who We Are		<b>Length of Unit:</b> Approximately 5 weeks	
<b>Unit Summary:</b> In this unit, students will study the important role that human/environment interaction played in shaping early human societies, and explore the push/pull factors of early human migration. Students will read a wide range of texts and write daily to build stamina. Students will cite textual evidence to support their analysis about the main idea and/or theme of a text. Students will evaluate the impact of the author’s choices (i.e. use of literary elements, organization, word choice, etc.) on a text’s theme. Students will write well-structured and detailed narrative pieces.			
<b>SEL</b> Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to set and achieve short-term goals.			
Stage 1- Desired Results			
<b>STANDARDS</b>  <b>Priority:</b> <b>Social Sciences:</b> SS.G.2.6-8.LC: Explain how humans and their environment affect one another.  SS.G.3.6-8.LC: Explain how environmental characteristics impact human migration and settlement.  <b>Language Arts:</b> RL/RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a	Transfer		
	<i>Students will be able to independently use their learning to...</i>		
	<b>TG1: Analyze the effect that geographic features have had on settlement patterns and how they affected the way people adapted to their environment in order to consider the impact of geography on modern day situations.</b>		
	<b>TG2: Read and analyze a wide range of texts and draw on key details from the text that demonstrate an understanding of the central idea/theme.</b>		
	<b>TG3: Write a well-structured and detailed narrative about a real or imagined experience or event.</b>		
	Meaning		
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i>	

<p>summary of the text distinct from personal opinions or judgments.</p> <p><b>RI.6.2:</b> 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> <p><b>W.6.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>A.</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>B.</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><b>C.</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>D.</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>E.</b> Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>SEL:</b> Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p>	<p><b>EU1:</b> People migrate to places that have resources to meet their basic needs.</p> <p><b>EU2:</b> People shape their region to meet their needs based on the geography around them.</p> <p><b>EU3:</b> Effective readers determine central ideas, identify appropriate text evidence, and explain the connection to draw conclusions.</p> <p><b>EU4:</b> Authors make their writing more interesting to their readers through the use of author’s craft, dialogue, and vivid details.</p> <p><b>EU5:</b> Clear communication, disagreeing respectfully, applying empathy, considering perspectives, and being assertive are tools to interact with others productively.</p> <p><b>EU6:</b> Setting goals creates direction and focus towards achieving a desired result.</p>	<p><b>EQ1:</b> How do geographic factors influence where civilizations develop?</p> <p><b>EQ2:</b> How does geography influence the way people live?</p> <p><b>EQ3:</b> How do readers use text evidence to support the analysis of a text?</p> <p><b>EQ4:</b> How do writers make their writing more interesting to readers?</p> <p><b>EQ5:</b> How do people interact to get along?</p> <p><b>EQ6:</b> How does setting goals lead to success?</p>
Acquisition		
	<p><i>Students will know...</i></p> <p><b>K1:</b> <a href="#">Academic Vocabulary</a></p>	<p><a href="#">Year-Long English/Spanish “I Can” Statements</a></p> <p><i>Students will be skilled at...</i></p>

<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <p><b>Supporting:</b> Social Sciences: SS.G.1-6.LC: Use geographic representations to explain the relationships between the locations and changes in their environment.</p> <p>SS.H.4-6.LC: Explain multiple causes and effects of historical events.</p> <p>SS.CV.1-6.LC: Identify roles played by citizens.</p> <p>Language Arts: RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <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><b>Social Sciences</b> <b>K2:</b> People settle where natural resources meet their needs</p> <p><b>K3:</b> Factors that lead to economic vitality</p> <p><b>K4:</b> Features that aid in transportation</p> <p><b>K5:</b> Features that provide natural barriers for protection</p> <p><b>K6:</b> Ways people change the environment</p> <p><b>Language Arts/Digital Literacy</b> <b>K7:</b> Inferences are made from background knowledge plus clues from the text</p> <p><b>K8:</b> What a central idea is</p> <p><b>K9:</b> What a summary is</p> <p><b>K10:</b> The structure of narrative writing</p> <p><b>K11:</b> Narrative writing techniques</p> <p><b>SEL</b> <b>K12:</b> Factors that lead to successful choices</p>	<p><b>Social Sciences</b> <b>S1:</b> I can explain how the environment impacts settlement.</p> <p><b>S2:</b> I can use a variety of geographic representations to explain locations in an environment.</p> <p><b>S3:</b> I can explain how people change their environment to meet their needs.</p> <p><b>Language Arts/Digital Literacy</b> <b>S4:</b> I can analyze what the text says explicitly and cite textual evidence to support my belief. (RI/RL.1)</p> <p><b>S5:</b> I can infer what the text says and cite textual evidence as support. (RI/RL.1)</p> <p><b>S6:</b> I can determine how the theme or central idea is conveyed through specific details in a text. (RL/RI.2)</p> <p><b>S7:</b> I can provide an objective summary. (RL/RI.2)</p> <p><b>S8:</b> I can write a narrative piece about a real or imagined experience or event. (W.3)</p> <ul style="list-style-type: none"> <li>I can use appropriate methods and story structures that will draw in the reader and clarify what is happening, who is involved, and the point of view from which the story is told.</li> <li>I can arrange events into authentic</li> </ul>
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		<p>sequences that are believable.</p> <ul style="list-style-type: none"><li>• I can add dialogue, pacing, reflection, and description to bring the story and its characters alive.</li><li>• I can use various transitional words that will signal shifts in time or setting and how events and experiences are related to each other.</li><li>• I can choose words and phrases that provide sensory details and emotions necessary to convey the action, experiences, or events being described.</li><li>• I can give the story an ending that makes sense and provides a satisfying conclusion.</li></ul> <p><b>S9:</b> I can communicate appropriately and ethically with others across media platforms. (Info/Dig Lit Goal 1)</p> <p><b>S10:</b> I can handle situations or online behavior positively. (Info/Dig Lit Goal 1)</p> <p><b>S11:</b> I can understand what a digital footprint is and how to create a positive one. (Info/Dig Lit Goal 1)</p> <p><b>S12:</b> I can self-select appropriate materials according to my purpose and respect others' choices. (Info/Dig Lit Goal 2)</p> <p><b>SEL</b></p>
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Updated 7/2021

		<p><b>S13:</b> I can collaboratively identify factors that lead to successful choices.</p> <p><b>S14:</b> I can set academic/social goals and make plans to achieve them.</p>