UNIT 2

Course: Language Arts/Science/SEL	Grade Level: 6th Grade
Unit Title: Relationships	Length of Unit: Until the end of the first trimester - Approximately 5 weeks

Unit Summary: In this unit, students will use the practice of modeling to develop a deeper understanding of energy transfer and how matter cycles through an ecosystem. Students will use modeling to explain how organisms obtain and use matter and energy. Students will construct scientific explanations about the role of photosynthesis in the transfer of energy and cycling of matter and how these processes relate to growth and survival of organisms as well as their interactions with other living and nonliving parts of the ecosystem. Students will read a wide range of text. Students continue to practice citing evidence from text to support thinking about the main idea and/or theme of a text, and evaluating how an author develops a topic or the plot of a text in order to deepen their understanding. Students will use the writing process to publish a well-structured narrative writing that uses effective technique and vivid relevant details.

SEL
Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to make successful choices by setting goals and self-monitoring progress toward those goals.

Stage 1- Desired Results	
STANDARDS	**Transfer**
Priority: Science: **MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.** **Language Arts:** **RL.6.2: Determine a theme or 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.**	*Students will be able to independently use their learning to…* **TG1: Apply an understanding of energy transfer within ecosystems by developing a model that represents this phenomena.** **TG2: Read and analyze a wide range of texts to explain how an author develops a topic or plot, and draw on key details that demonstrate an understanding of a text's central idea/theme.** **TG3: Write a well-structured and detailed narrative about a real or imagined experience or event.**

	Meaning	
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. **RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.** **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).** **W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.** A. **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.** B. **Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.** C. **Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.**	ENDURING UNDERSTANDINGS *Students will understand that…* **EU1:** Matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. *(The transfer of energy can be tracked as energy flows through a natural system)* **EU2:** Effective readers use evidence from text to determine central ideas and themes as well as to analyze an author's choices to develop an idea or a plot. **EU3:** Authors make their writing more interesting to their readers through the use of author's craft, dialogue, and vivid details. **EU4:** Measuring progress on our goals allows us to know how we are coming along; this is a motivator to achieving our goals.	ESSENTIAL QUESTIONS *Students will continue to consider . . .* **EQ1:** How are things connected in an ecosystem? **EQ2:** How do strategic readers create meaning from text? **EQ3:** How do writers make their writing more interesting to readers? **EQ4:** Why should we track progress on goals?
	Acquisition	
	Students will know… **K1**: Academic Vocabulary **Science** **K2:** Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and	*Year-Long English/Spanish "I Can" Statements* *Students will be skilled at…* **Science** **S1:** I can analyze and interpret data to provide evidence for phenomena.

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
E. Provide a conclusion that follows from the narrated experiences or events.

SEL:
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Supporting:
Science:
MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

MS-LS2-4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

Language Arts:

decomposers as the three groups interact within an ecosystem

K3: Transfers of matter into and out of the physical environment occur at every level

K4: Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments

K5: The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem

Language Arts/Digital Literacy
K6: Central ideas and key details of a passage or text

K7: Plot or events in a text

K8: The structure of narrative writing

K9: Narrative writing techniques

K10: The writing process

K11: How to be a responsible digital citizen

SEL
K12: Strategies for setting and achieving short-term goals

S2: I can develop a model to describe phenomena.

S3: I can construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.

S4: I can follow common rules of obtaining and evaluating empirical evidence.

Language Arts/Digital Literacy
S5: I can determine how the theme or central idea is conveyed through specific details in a text. (RL/RI.2)

S6: I can provide an objective summary. (RL/RI.2)

S7: I can describe how the plot unfolds in a series of episodes and how the characters respond or change. (RL.3)

S8: I can analyze how a key person, event or idea is presented in a text. (RI.3)

S9: I can write a narrative piece about a real or imagined experience or event. (W.3)
- 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.

RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text. RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 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.		● I can arrange events into authentic sequences that are believable. ● I can add dialogue, pacing, reflection, and description to bring the story and its characters alive. ● I can use various transitional words that will signal shifts in time or setting and how events and experiences are related to each other. ● I can choose words and phrases that provide sensory details and emotions necessary to convey the action, experiences, or events being described. ● I can give the story an ending that makes sense and provides a satisfying conclusion. **S10:** I can recognize and report inappropriate online behavior. (Info/Dig Lit Goal 1) **S11:** I can protect my identity using usernames and passwords. (Info/Dig Lit Goal 1) **S12:** I can read various texts from diverse places and perspectives. (Info/Dig Lit Goal 2) **S13:** I can locate materials in the library using the online card catalog and call number. (Info/Dig Lit Goal 3)

		SEL **S14:** I can set academic/social goals and make plans to achieve them.