

## UNIT 3

|  |   |
|--|---|
| <b>Course:</b> Language Arts/Social Sciences/SEL   | <b>Grade Level:</b> 6th Grade   |
| <b>Unit Title:</b> Turning Points  | <b>Length of Unit:</b> Approximately 6 weeks  |
| <p><b>Unit Summary:</b> The major focus of this unit is the move from autocratic governments to representative governments. Students should understand the strengths and limitations to representative governments as well as the necessity of participation in representative governments. Students will connect these findings to the way the government and citizens operate in the United States today. To support understanding of topics and texts, students will continue to read from multiple texts over time, citing evidence from text to support understanding. Students will pay close attention to the meaning of words and phrases as they are used in a text and the impact they have on the text's meaning/tone. Students will use research skills, especially noticing the different ways that authors share information about topics in the text. Students will write informational texts based on research.</p> <p><b>SEL</b><br/>Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to identify strategies to address any bullying at school, home, and the community.</p> |   |
| <b>Stage 1- Desired Results</b>  |   |
| <p><b>STANDARDS</b></p> <p><b>Priority:</b><br/><b>Social Sciences:</b><br/>SS.CV.1.6-8LC: Identify roles played by citizens.</p> <p>SS.CV.3.6-8LC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p>SS.CV.4.6-8LC: Explain the connection between interests and perspectives, civic virtues, and democratic principles when</p>  | <p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <p><b>TG1: To become productive citizens who know how to exercise power in a representative government, analyze why many people moved toward representative government, the role of citizens in societies and methods to promote change in societies.</b></p> <p><b>TG2: Read and analyze a wide range of texts, citing textual evidence to communicate an understanding of words and phrases as they are used in a text and the impact these words can have on a text's meaning/tone.</b></p> <p><b>TG3: Engage in research on a topic of interest, gather evidence from multiple, credible sources, and draw on an understanding of the craft and structure of</b></p> |

| <p>addressing issues in government and society.</p> <p><b>Language Arts:</b><br/> <b>RL/RI.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.6.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RI.6.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>W.6.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>A.</b> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>B.</b> Develop the topic with relevant</p> | <p><b>nonfiction to write a well-supported expository text.</b></p> <table border="1"> <thead> <tr> <th colspan="2" data-bbox="625 258 1948 326">Meaning</th></tr> </thead> <tbody> <tr> <td data-bbox="625 326 1287 1511"> <p><b>ENDURING UNDERSTANDINGS</b><br/> <i>Students will understand that...</i></p> <p><b>EU1:</b> The purpose of government is to create order and stability in society. Various types of governments use different methods to achieve order and stability in society. In autocratic governments the citizens have no power while in representative government, ultimately the power lies with the citizens.</p> <p><b>EU2:</b> Change in society takes time. People have used a variety of methods to work for change, promote the common good, and protect rights.</p> <p><b>EU3:</b> Representative government requires finding a balance between unique interests and perspectives, commonly held civic virtues, and democratic principles when making decisions that affect society.</p> <p><b>EU4:</b> Effective readers determine central ideas, identify appropriate text evidence, and explain the connection to draw conclusions.</p> <p><b>EU5:</b> An author's choice of words affects the meaning or tone of a text.</p> <p><b>EU6:</b> Effective writers provide a thoughtful</p> </td><td data-bbox="1287 326 1948 1511"> <p><b>ESSENTIAL QUESTIONS</b><br/> <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> What roles do citizens play in shaping government and its policies in a variety of governmental structures?</p> <p><b>EQ2:</b> How do people make change, promote the common good, and protect rights?</p> <p><b>EQ3:</b> How do people of diverse perspectives and backgrounds work together to form a stable representative government?</p> <p><b>EQ4:</b> How do readers use text evidence to support the analysis of a text?</p> <p><b>EQ5:</b> How can the use of figurative, connotative, and technical meanings help me understand the meaning of the text?</p> </td></tr> </tbody> </table> | Meaning |  | <p><b>ENDURING UNDERSTANDINGS</b><br/> <i>Students will understand that...</i></p> <p><b>EU1:</b> The purpose of government is to create order and stability in society. Various types of governments use different methods to achieve order and stability in society. In autocratic governments the citizens have no power while in representative government, ultimately the power lies with the citizens.</p> <p><b>EU2:</b> Change in society takes time. People have used a variety of methods to work for change, promote the common good, and protect rights.</p> <p><b>EU3:</b> Representative government requires finding a balance between unique interests and perspectives, commonly held civic virtues, and democratic principles when making decisions that affect society.</p> <p><b>EU4:</b> Effective readers determine central ideas, identify appropriate text evidence, and explain the connection to draw conclusions.</p> <p><b>EU5:</b> An author's choice of words affects the meaning or tone of a text.</p> <p><b>EU6:</b> Effective writers provide a thoughtful</p> | <p><b>ESSENTIAL QUESTIONS</b><br/> <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> What roles do citizens play in shaping government and its policies in a variety of governmental structures?</p> <p><b>EQ2:</b> How do people make change, promote the common good, and protect rights?</p> <p><b>EQ3:</b> How do people of diverse perspectives and backgrounds work together to form a stable representative government?</p> <p><b>EQ4:</b> How do readers use text evidence to support the analysis of a text?</p> <p><b>EQ5:</b> How can the use of figurative, connotative, and technical meanings help me understand the meaning of the text?</p> |
|--|--|---------|--|---|--|
| Meaning  |  |         |  |   |  |
| <p><b>ENDURING UNDERSTANDINGS</b><br/> <i>Students will understand that...</i></p> <p><b>EU1:</b> The purpose of government is to create order and stability in society. Various types of governments use different methods to achieve order and stability in society. In autocratic governments the citizens have no power while in representative government, ultimately the power lies with the citizens.</p> <p><b>EU2:</b> Change in society takes time. People have used a variety of methods to work for change, promote the common good, and protect rights.</p> <p><b>EU3:</b> Representative government requires finding a balance between unique interests and perspectives, commonly held civic virtues, and democratic principles when making decisions that affect society.</p> <p><b>EU4:</b> Effective readers determine central ideas, identify appropriate text evidence, and explain the connection to draw conclusions.</p> <p><b>EU5:</b> An author's choice of words affects the meaning or tone of a text.</p> <p><b>EU6:</b> Effective writers provide a thoughtful</p>  | <p><b>ESSENTIAL QUESTIONS</b><br/> <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> What roles do citizens play in shaping government and its policies in a variety of governmental structures?</p> <p><b>EQ2:</b> How do people make change, promote the common good, and protect rights?</p> <p><b>EQ3:</b> How do people of diverse perspectives and backgrounds work together to form a stable representative government?</p> <p><b>EQ4:</b> How do readers use text evidence to support the analysis of a text?</p> <p><b>EQ5:</b> How can the use of figurative, connotative, and technical meanings help me understand the meaning of the text?</p>   |         |  |   |  |

|   |  |  |
|---|--|--|
| <p>facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style.</p> <p>F. Provide a concluding statement or section that follows from the information or explanation presented.</p>   | <p>and insightful explanation of a topic/issue as a whole by conducting research and gathering valid evidence on their subject from multiple sources.</p> <p><b>EU7:</b> Bullying can occur anytime and anywhere; it is unwanted, aggressive behavior that involves a real or perceived power imbalance.</p>   | <p><b>EQ6:</b> How does a writer convey information accurately?</p> <p><b>EQ7:</b> To what extent is bullying an issue at school, home, my community?</p>  |
| <p><b>W.6.8:</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>SEL:</b></p> <p><b>Goal 1:</b> Develop self-awareness and self-management skills to achieve school and life success.</p> <p><b>Goal 2:</b> Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p><b>Goal 3:</b> Demonstrate decision-making skills and responsible behaviors in personal,</p> | <p><b>Acquisition</b></p>  |  |
|   | <p><i>Students will know...</i></p> <p><b>K1:</b> <a href="#">Academic Vocabulary</a></p> <p><b>Social Sciences</b></p> <p><b>K2:</b> Roles played by citizens in a monarchy, oligarchy, democracy, and republic</p> <p><b>K3:</b> Different governing philosophies on how to best provide order and stability in society. (ie: Legalism, Confucianism, and Daoism in ancient China and Athens and Sparta in ancient Greece.)</p> <p><b>K4:</b> The road to democracy took over 100 years where small increments of progress were followed by some setbacks, and then more progress</p> <p><b>K5:</b> Individuals and groups moved toward including all groups in society to make a truly representative government. (ie: Pericles</p> | <p><a href="#">Year-Long English/Spanish “I Can” Statements</a></p> <p><i>Students will be skilled at...</i></p> <p><b>Social Sciences</b></p> <p><b>S1:</b> I can identify a type of government from information about the structure of government (ie: monarchy, oligarchy, democracy, and republic).</p> <p><b>S2:</b> I can explain the differences in governmental philosophy between one type and another. (ie: Legalism vs Confucianism or Confucianism vs Legalism in ancient China.)</p> <p><b>S3:</b> I can explain representative government as opposed to rule by one or a few.</p> <p><b>S4:</b> I can explain how democracy developed in Athens.</p> |

|   |  |   |
|---|--|---|
| <p><b>school, and community contexts.</b></p> <p><b>Supporting:</b><br/>Social Sciences:<br/>SS.G.2.6-8.LC: Explain how humans and their environment affect one another.</p> <p>SS.G.4.6-8.LC: Identify how cultural and environmental characteristics vary among regions of the world.</p> <p>SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.</p> <p>SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.</p> | <p>moved Athens towards an even more complete representative government by helping the poor citizens be able to participate in the democracy.)</p> <p><b>K6:</b> Greek philosophers had differing points of view about the best types of government. (Socrates taught people to question everything which was seen as a threat to the Athenian leaders. Plato did not believe in direct democracy as an effective form of government.)</p> <p><b>K7:</b> Different types of governments use different methods to achieve order and stability in society</p> <p><b>K8:</b> Change often moves slowly. As smaller events happen, they can lead to major change over time</p> <p><b>Language Arts/Digital Literacy</b><br/><b>K9:</b> Strategies used to develop themes</p> <p><b>K10:</b> Relevant evidence</p> <p><b>K11:</b> What sources are available for research</p> <p><b>K12:</b> The format of a bibliography</p> <p><b>K13:</b> What makes texts valid sources</p> <p><b>K14:</b> Structure of informative/explanatory writing</p> | <p><b>S5:</b> I can analyze how certain groups have gained more power in society. (ie: how plebeians gained more power in Rome's Republic.)</p> <p><b>S6:</b> I can critique the philosophies of Socrates, Plato, and Aristotle in regards to representative government.</p> <p><b>S7:</b> I can evaluate methods used to achieve order and stability by different government types.</p> <p><b>S8:</b> I can connect smaller events that lead to major change over time.</p> <p><b>Language Arts/Digital Literacy</b><br/><b>S9:</b> I can analyze what the text says explicitly and cite textual evidence to support my belief. (RI/RL.1)</p> <p><b>S10:</b> I can infer what the text says and cite textual evidence as support. (RI/RL.1)</p> <p><b>S11:</b> I can determine the meaning of words and phrases in context, figurative and connotative meanings. (RL/RI.4)</p> <p><b>S12:</b> I can explain how specific word choices impact the meaning and tone. (RL.4)</p> <p><b>S13:</b> I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. (W.2)</p> |
|---|--|---|

|  |   |   |
|--|---|---|
|  | <p><b>K15:</b> Different formats for informational writing</p> <p><b>K16:</b> How to be a responsible digital citizen</p> <p><b>SEL</b></p> <p><b>K17:</b> Bystanders play an important role in bullying</p> <p><b>K18:</b> Strategies to manage stress</p> | <ul style="list-style-type: none"><li>• I can introduce a topic and organize ideas, concepts, and information using various strategies.</li><li>• I can use formatting, graphics, and multimedia.</li><li>• I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li><li>• I can use appropriate transitions to clarify the relationships among ideas and concepts.</li><li>• I can use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>• I can establish and maintain a formal style.</li><li>• I can provide a concluding statement or section that follows from the information or explanation presented.</li></ul> <p><b>S14:</b> I can gather relevant information from different print and digital resources. (W.8)</p> <ul style="list-style-type: none"><li>• I can determine if a source is valid.</li><li>• I can quote or paraphrase while avoiding plagiarism.</li><li>• I can create a bibliography page.</li></ul> <p><b>S15:</b> I can use the skills and strategies to gather information effectively, solve problems, and conduct research.</p> <p><b>S16:</b> I can use technology and collaboration to transform and share information creatively,</p> |
|--|---|---|

|  |  |   |
|--|--|---|
|  |  | <p>safely, and ethically.</p> <p><b>S17:</b> I can identify the author and title of information in multiple platforms to give credit to my sources. (Info/Dig Lit Goal 1)</p> <p><b>S18:</b> I can acknowledge the permanence of online content and recognize the consequences of inappropriate communication (cyberbullying, harassment, etc.). (Info/Dig Lit Goal 1)</p> <p><b>SEL</b></p> <p><b>S19:</b> I can recognize and identify the role of a bystander in bullying.</p> <p><b>S20:</b> I can identify ways to be part of the solution to bullying.</p> <p><b>S21:</b> I can identify calming down strategies to manage stress that work best for me.</p> <p><b>S22:</b> I can set academic/social goals and make plans to achieve them.</p> |
|  |  |   |