

UNIT 5

Course: Language Arts/Social Sciences/SEL	Grade Level: 6th Grade
Unit Title: Facing Challenges and Adversities	Length of Unit: Approximately 6 weeks
<p>Unit Summary: In this unit students will learn about the cultural changes enacted in the West during and after the Middle Ages. Students begin with a focus on Medieval Europe exploring the rise and fall of different kingdoms and governmental structures along with the power struggle between the government and the Catholic Church; the Renaissance, including its impact on the arts, architecture, and classes; and students will also explore the Reformation period, which includes the major split in Christianity between the Catholic Church and the Protestant Churches. Students will read a wide range of texts. Drawing from a variety of literacy skills, students analyze how authors develop ideas about a topic or story. A focus on the use of multiple sources about a topic will support students thinking about the evidence that authors include in their writing, which will support students as they continue research topics and publish arguments of their own.</p> <p>SEL Throughout this unit, students will be asked to focus on their social/emotional goal by <u>monitoring their progress and self-assessing</u> their ability to identify and respond in a productive (healthy way) to unhealthy peer pressure.</p>	
Stage 1- Desired Results	
<p>STANDARDS</p> <p>Priority: Social Sciences: 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>Transfer</p> <p><i>Students will be able to independently use their learning to...</i></p> <p>TG1: Identify patterns in history and analyze historical outcomes in order to use history to aid in decision making for our lives today.</p> <p>TG2: Read a wide range of texts and draw conclusions as to how an author develops an idea and/or the plot of a story, as well as compare and contrast different approaches to the same theme/topic and/or event.</p> <p>TG3: Engage in the research process on a topic of choice and write an argument that defends a claim with logical reasons and evidence from responsible and reliable sources.</p>

<p>SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship.</p>	<p>Meaning</p>	
<p>SS.EC.3.6-8.LC: Explain why standards of living increase as productivity improves.</p> <p>Language Arts: 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.</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> <p>RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <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.6.1: Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>EU1: As societies fall, new societies emerge and new conflicts (e.g., religion, leadership, power, commerce, religion, etc.) grow.</p> <p>EU2: Exposure to other cultures and religions, changes in standards of living, etc. lead to changing perspectives over time.</p> <p>EU3: As ideas and technology evolve, standards of living change.</p> <p>EU4: Effective readers understand that a text evolves based on the way in which the author chooses to introduce, illustrate, or develop an idea, event, or person.</p> <p>EU5: Characters evolve as a plot develops and approaches resolution.</p> <p>EU6: Effective readers compare and contrast how authors treat similar themes, topics and events.</p> <p>EU7: A compelling argument draws on valid evidence from a variety of sources to support a claim through sound reasoning unlike a rant where a person speaks passionately about a subject with no credibility.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <p>EQ1: Why do civilizations rise and fall?</p> <p>EQ2: How and why do perspectives of people change over time?</p> <p>EQ3: How does innovation affect the way people live?</p> <p>EQ4: How does the way in which an author develops an idea or topic influence how I make meaning of a text?</p> <p>EQ5: How do characters change throughout a story? <i>How do the actions of characters help readers make meaning of the text?</i></p> <p>EQ6: How do I use compare and contrast to better understand what I read?</p> <p>EQ7: How do writers form compelling arguments that impact readers for change? How do I know what to believe? <i>How is an evidence-based argument more effective than an emotional rant?</i></p>

<p>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.8: 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>SEL: Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>	<p>EU8: Peer pressure can take a number of different forms, both spoken and unspoken, and can lead to risky, disapproved, or personally unwanted behavior; it is a powerful feeling that can push someone toward making certain choices (good or bad).</p> <tr> <td colspan="2" data-bbox="619 487 1287 552">Acquisition</td></tr> <tr> <td data-bbox="619 552 1287 1484"> <p><i>Students will know...</i></p> <p>K1: Academic Vocabulary</p> <p>Social Sciences K2: How the struggle for power between governments, people, and institutions affect society</p> <p>K3: Fundamental changes in perspectives have occurred throughout history</p> <p>K4: The way in which smaller events can lead to major changes in society over time</p> <p>K5: How innovation leads to changes in standards of living</p> <p>Language Arts/Digital Literacy K6: How to identify the plot or events in a text</p> <p>K7: How to compare the author's presentation of ideas or storyline</p> </td><td data-bbox="1287 193 1957 1484"> <p>EQ8: How do we know when we are being negatively pressured to do something? <i>Why do people give in to peer pressure?</i></p> <p>Year-Long English/Spanish "I Can" Statements <i>Students will be skilled at...</i></p> <p>Social Sciences S1: I can recognize patterns of change and continuity in history.</p> <p>S2: I can develop a logical argument as to how and why perspectives have changed over time.</p> <p>S3: I can develop a logical argument addressing the causes and effects of historical events.</p> <p>S4: I can analyze the role of innovation and entrepreneurship in history.</p> <p>S5: I can explain why standards of living increase as productivity improves.</p> <p>Language Arts/Digital Literacy</p> </td></tr>	Acquisition		<p><i>Students will know...</i></p> <p>K1: Academic Vocabulary</p> <p>Social Sciences K2: How the struggle for power between governments, people, and institutions affect society</p> <p>K3: Fundamental changes in perspectives have occurred throughout history</p> <p>K4: The way in which smaller events can lead to major changes in society over time</p> <p>K5: How innovation leads to changes in standards of living</p> <p>Language Arts/Digital Literacy K6: How to identify the plot or events in a text</p> <p>K7: How to compare the author's presentation of ideas or storyline</p>	<p>EQ8: How do we know when we are being negatively pressured to do something? <i>Why do people give in to peer pressure?</i></p> <p>Year-Long English/Spanish "I Can" Statements <i>Students will be skilled at...</i></p> <p>Social Sciences S1: I can recognize patterns of change and continuity in history.</p> <p>S2: I can develop a logical argument as to how and why perspectives have changed over time.</p> <p>S3: I can develop a logical argument addressing the causes and effects of historical events.</p> <p>S4: I can analyze the role of innovation and entrepreneurship in history.</p> <p>S5: I can explain why standards of living increase as productivity improves.</p> <p>Language Arts/Digital Literacy</p>
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<p>Supporting: Social Sciences: SS.CV.1.6-8.LC: Identify the role played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders).</p> <p>SS.CV.2.6-8.LC: Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p> <p>SS.CV.3.6-8.LC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p>Language Arts: RL/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.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>K8: The format of a bibliography</p> <p>K9: What makes a text a valid source</p> <p>K10: The structure of argumentative writing</p> <p>K11: The writing process</p> <p>K12: How to be a responsible digital citizen</p>	<p>S4: I can describe how the plot unfolds in a series of episodes and how the characters respond or change. (RL.3)</p> <p>S5: I can analyze how a key person, event or idea is presented in a text. (RI.3)</p> <p>S6: I can compare and contrast how texts, in different genres, approach similar themes and topics. (RL.9)</p> <p>S7: I can compare and contrast different author's presentations of events. (RI.9)</p> <p>S8: I can write arguments to support claims with clear reasons and relevant evidence. (W.1)</p> <ul style="list-style-type: none"> • I can introduce the claim(s) and organize the reasons and evidence clearly. • I can support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • I can use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. • I can establish and maintain a formal style of writing. • I can provide a concluding statement or section. <p>S9: I can gather relevant information from different print and digital resources. (W.8)</p>
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Stage 2- Evidence		
Evaluation Criteria	Assessment Evidence	
Task Rubric Reading Rubrics-English Reading Rubrics-Spanish	<p>PERFORMANCE TASK(S)</p> <p>Read the Teacher Notes first to support implementation of instruction as you prepare for the performance task. The timeline, resources, and suggestions are included in these notes to support teachers.</p> <p>Task: Media Master</p>	

<p>Argument Writing Rubrics, Prompt and Checklists</p> <p>SEL Rubrics</p>	<p>People read blogs for three main reasons: to be educated, inspired, and/or entertained. As a blogger for _____, a popular website, you use your writing to influence your audience by forming your own answers based on historical facts and convincing your audience why you are right!</p> <p>Each week, you contribute to your blog by writing a post about different aspects of history. You select key events and/or people from history and educate your audience about the lasting impact these have had on our world.</p> <hr/> <p>OTHER EVIDENCE</p> <ul style="list-style-type: none"> • Sample Reading Assessments <p>STUDENT SELF-ASSESSMENT & REFLECTION</p>
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Stage 3- Learning Plan

The Learning Plan

- ☐ How will I support learners as they come to understand the important ideas and processes?
- ☐ How will I prepare them to independently transfer their learning?
- ☐ How are my students going to learn what they need to know and be able to do?
- ☐ How do I teach for understanding and transfer?

Lessons - [6th Grade Links to Integrated Curriculum Resources](#)

- ☐ What are the goals/standards toward which we are working in this lesson? How will I communicate this? *An introduction to the unit goals/standards and the purpose/value of learning them. A preview of the evidence needed to demonstrate learning, including the performance task.*
- ☐ Is there proper alignment with Stages 1 and 2?
- ☐ What will the students be learning? *A preview of the rubric(s) to be used, along with models/exemplars of effective performance. A review of the unit sequence.*
- ☐ From where are the students coming? What prior knowledge, learning styles, talents do they bring?
- ☐ What misconceptions may exist?
- ☐ How will I know? *Pre-assessment to check for students' readiness---knowledge, skill levels, potential misconceptions*

and interests related to the topic.

- ☐ What meaning-making activities (facilitative teaching strategies) will move students toward the desired understandings?
- ☐ How will I create opportunities for students to act on feedback?
- ☐ Will students be asked to “perform” (ie- apply their learning in some fashion) with their learning in this lesson? If so, how? *A return to the Essential Questions to consider what has been learned and better understood.*
- ☐ How am I addressing the differing levels of readiness and interests of my students?
- ☐ How will I check the progress of my students? *Formative assessments (other evidence)*
- ☐ What feedback will they need?
- ☐ Are my students able to make connections to previous learning? Future/Real-world applications? *A reflection on the “so what”; for example, “What can I now do with what I have learned?” “How will this learning help me in school? In my life?”*
- ☐ Have I allowed sufficient time for students to self-reflect/self-assess? *An opportunity for students to self-assess their performance based on the unit goals and assessment results. Set future learning goals.*