

Unit Goals- Stage 1

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

Unit Description: Modern Technology: In this unit, students will examine various literary and informational texts in order to deepen their understanding of how modern technology has both helped and harmed society. They will also examine the elements of an argumentative essay in order to craft an essay and present an oral presentation during the different performance tasks.

Transfer Goals: SBAC Claims

Students will be able to independently use their learning to...

1. *Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text. (Claim 1)*
2. *Students can produce effective writing for a range of purposes and audiences. (Claim 2)*
3. *Students can employ effective speaking and listening skills for a range of purposes and audiences. (Claim 3)*
4. *Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. (Claim 4)*

Making Meaning

UNDERSTANDINGS

Students will understand that...

Thematic Understanding:

1. Technology has become an important part of our lives, creating solutions but also new problems.

Reading Understanding:

1. The use of rhetorical and literary devices can enhance writing and help to convey the theme and message.

Writing Understanding:

1. Writers think logically when composing an argument.
2. Writer’s use a variety of stylistic techniques to engage and persuade the reader.

Language Understanding:

1. Proper use of conventions brings greater clarity and sophistication to writing.

ESSENTIAL QUESTIONS:

Students will keep considering...

Unit Essential Question:

How is modern technology helpful and harmful to society?

Whole Class Learning: (Performance Task: Writing Focus) (Processed Piece)

Do electronic devices and online access really improve our lives?

Small Group Learning: (Performance Task: Speaking and Listening Focus)

Do the benefits of technology outweigh its disadvantages?

Performance-Based Assessment Part 1: (On-Demand)

Do we rely on technology too much?

Acquisition	
<p>KNOWLEDGE <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Theme and implied theme (page 201) RL 6.2 & RL 6.5 2. Greek roots – path- (page 202) L 6.4b 3. Compound words (page 203) L 6.1 4. Author’s perspective: Argument (page 211) RI 6.5, RI 6.6, & RI 6.8 5. Greek roots: -metry (page 212) L 6.4b 6. Appositives and Appositive Phrases (page 213) L 6.1 7. Persuasive techniques (page 219) RI 6.6 & RI 6.8 8. Multiple meaning (page 220) L 6.4 a. & b. 9. Dependent and independent clauses (page 221) L 6.1 10. Elements of an editorial (page 228-233) W 6.1 11. Suffix: - ful (page 244) L 6.4 b. 12. Science fiction writing (page 245) RL 6.3 13. Action verbs and linking verbs L 6.1 14. Suffix:- ation (page 252) L 6.4b 15. Development of ideas: Reflective Writing (page 253) RI 6.3 and RI 6.5 16. Comparative and superlative degree (page 254) L 6.1 	<p>SKILLS <i>Students will be skilled at (Do)...</i></p> <ol style="list-style-type: none"> 1. Making inferences or drawing conclusions based on information from the text. 2. Identifying words with the Greek root word –path- and its meaning. 3. Identifying compound words 4. Analyzing an argument 5. Finding the meaning of words that contain the Greek root- metry. 6. Identifying and labeling appositive and appositive phrases. 7. Analyzing specific elements that contribute to the author’s message 8. Identifying the meaning of multiple meaning words. 9. Identifying independent and dependent clauses 10. Writing an editorial 11. Defining words that end in –ful or-fully. 12. Analyzing elements of science fiction. 13. Identifying and labeling verbs and their tenses. 14. Identifying and defining words that contain the suffix- ation. 15. Analyzing the structure of an reflective essay and it’s development of ideas 16. Identifying and labeling comparative and superlative degrees

Grade Level Standards – Stage 1

Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.

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Reading	Writing	Speaking & Listening	Language
<p>The standards in bold will be assessed in the unit test.</p> <p>Literature</p> <p>Key Ideas and Details:</p> <p><u>RL.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>RL.6.2</u> 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.</p> <p>Craft and Structure:</p> <p><u>RL.6.5</u> 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.</p> <p>Integration of Knowledge and Ideas: when reading the text to what they perceive when they listen or watch.</p> <p>Range of Reading and Level of Text Complexity:</p> <p><u>RL.6.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Informational Text</p> <p>Key Ideas and Details:</p>	<p>The standards in bold will be assessed in the unit test.</p> <p>Types and Purposes:</p> <p><u>W.6.1</u> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><u>W.6.1.A</u> Introduce claim(s) and organize the reasons and evidence clearly.</p> <p><u>W.6.1.B</u> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p><u>W.6.1.C</u> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><u>W.6.1.D</u> Establish and maintain a formal style.</p> <p><u>W.6.1.E</u> Provide a concluding statement or section that follows from the argument presented.</p> <p>Research to Build and Present Knowledge:</p> <p><u>W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><u>W.6.8</u> 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>The standards in bold will be assessed in the unit test.</p> <p>Comprehension and Collaboration:</p> <p><u>SL.6.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>SL.6.1.a</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><u>SL.6.1.b</u> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><u>SL.6.1.c</u> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p><u>SL.6.1.d</u> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Presentation of Knowledge and Ideas:</p> <p><u>SL.6.4</u> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><u>SL.6.5</u> Include multimedia components (e.g., graphics, images, music, sound) and visual</p>	<p>The standards in bold will be assessed in the unit test.</p> <p>Conventions of Standard English:</p> <p><u>L.6.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>L.6.1.a</u> Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p> <p><u>L.6.1.b</u> Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p><u>L.6.1.c</u> Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p><u>L.6.1.d</u> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p><u>L.6.1.e</u> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p><u>L.6.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>L.6.2.a</u> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p><u>L.6.2.b</u> Spell correctly.</p> <p><u>L.6.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A</p>

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Reading	Writing	Speaking & Listening	Language
<p><u>RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</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><u>Craft and Structure</u></p> <p><u>RI 6.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>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.</p> <p>RI .6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><u>Integration of Knowledge and Ideas:</u></p> <p><u>RI 6.8</u> 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><u>RI.6.9</u> 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><u>W.6.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>displays in presentations to clarify information.</p>	<p>Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>L.6.3.B Maintain consistency in style and tone.*</p> <p><u>Vocabulary Acquisition and Use:</u></p> <p><u>L.6.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p><u>L.6.4.a</u> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><u>L.6.4.b</u> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p><u>L.6.4.c</u> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><u>L.6.4.d</u> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><u>L.6.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>L.6.5.a</u> Interpret figures of speech (e.g., personification) in context.</p> <p><u>L.6.5.b</u> Use the relationship between particular words (e.g., cause/effect,</p>

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Reading	Writing	Speaking & Listening	Language
<p>Range of Reading and Level of Text Complexity:</p> <p>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			<p>part/whole, item/category) to better understand each of the words.</p> <p>L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>

CCSS Standards Link:

<http://www.corestandards.org/ELA-Literacy/>

Evidence of Learning – Stage 2

Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.

Evaluative Criteria	Assessment Evidence	Standards Assessed
<p><i>Student performance will be evaluated in terms of...</i> <i>See Student Reading and Writing Portfolio for Writing Rubrics:</i></p> <ul style="list-style-type: none"> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 	<p>Performance Task – Writing Focus Teacher guided: (pp 228-233) Argumentative Essay: Do electronic devices and online access really improve our lives?</p>	<ul style="list-style-type: none"> W 6.1 a-e W 6.4 W 6.5 W 6.6 W 6.9
<ul style="list-style-type: none"> Engage effectively in a range of collaborative conversations. Present claims and findings. Include multimedia components and visual displays. 	<p>Performance Task – Speaking and Listening Focus Teacher Facilitated Small-Group Presentation Deliver a Multimedia Presentation. Do the benefits of technology outweigh its disadvantages? (pp. 260-261)</p>	<ul style="list-style-type: none"> SL6.3 SL6.4 SL6.5
<ul style="list-style-type: none"> Write argumentative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing, rewriting, or trying a new approach. Write routinely over extended time frames. 	<p>Performance Based Assessment, Part 1 Writing to Sources: Argumentative Essay in which you answer the following question: Do we rely on technology too much? (pp. 268-269)</p>	<ul style="list-style-type: none"> W 6.1 W 6.4 W 6.5 W 6.6 W 6.9 W 6.10
<ul style="list-style-type: none"> Cite strong textual evidence to support analysis, reflections, and research. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 	<p>Interim Unit Assessment: Unit 3 Assessment (accessible in the Digital Tools to print out or have students take online)</p>	<ul style="list-style-type: none"> RL 6.2,10 RI 6. 2,3,5,6,10 W 6.1 L 6.1,3,4,5

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Evaluative Criteria	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> Analyze theme Analyze author’s perspective Analyze science fiction writing Analyze reflective writing 	<p>Analyze Craft and Structure (pp. 201,211,228,245,253)</p>
<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says. 	<p>Selection Texts (available in the Digital Tools to print out or to have students take online)</p>
<ul style="list-style-type: none"> 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>Constructed Responses Students will 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>
<ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 	<p>Concept Vocabulary</p>
<ul style="list-style-type: none"> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 	<p>Conventions Activities</p>
<ul style="list-style-type: none"> Come to discussions prepared referring to evidence on the topic and building on others’ ideas Poses and responds to specific questions with elaboration and detail 	<p>Speaking and Listening - Collaborative Discussions Students are demonstrating accurate knowledge and speaking effectively about the topic. The teacher is actively participating in the discussions, observing, redirecting, and collecting evidence of students’ understanding of what is being discussed.</p>
<ul style="list-style-type: none"> Engage effectively in a range of collaborative conversations Present claims and findings Include multimedia components and visual displays 	<p><u>Speaking and Listening Task 2:</u> Performance-Based Assessment, Part 2</p>