

**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: Exploration:** In this unit, students will examine various literary and informational texts in order to deepen their understanding of what drives people to explore the unknown. They will also examine the elements of an argument 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:**

- Exploration can be dangerous and challenging, but people continue to explore for many reasons.

**Reading Understanding:**

- Autobiographical writing can communicate a variety of insights from the author and can also help develop the author’s central ideas.
- Sometimes the central idea is stated directly, but more often it is implied, or suggested.

**Writing Understanding:**

- Arguments are evaluated by analyzing how the authors state and support their claim.

**Language Understanding:**

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

**ESSENTIAL QUESTIONS:**

**Students will keep considering...**

**Unit Essential Question:**

What drives people to explore?

**Whole Class Learning:**

Is exploration a courageous act that requires a unique sense of adventure? Or, is exploration so natural to human beings that anyone can be an explorer?

**Small Group Learning:**

Why should we explore new frontiers?

**Performance-Based Assessment :**

What fuels people’s desire to explore?

**Acquisition**

**KNOWLEDGE**

*Students will know...*

1. **Central Ideas: Autobiographical Writing pp. 424 ( RI 6.2)**
2. **Word Study: Latin Suffix-ive pp. 426 (L6.4b)**
3. **Performance Task: Argumentative Writing pp.434 (W 6.1)**
4. **Word Study: Latin Root – dur pp. 448 ( L6.4 b)**
5. **Central Idea: Make inferences pp. 449 ( RI 6.2)**
6. **Conventions: Prepositions and Prepositional Phrases pp. 450 ( L6.1)**
7. Universal Theme pp. 461 ( RL 6.5)
8. **Conventions: Participial and Gerund Phrases pp. 461 (L 6.1)**
9. **Central Idea pp. 472 ( RI 6.2)**
10. **Conventions: Subject Complements pp. 473 ( L 6.1)**

**SKILLS**

*Students will be skilled at (Do)...*

1. Identifying the author’s central idea in passages.
2. Analyzing words that have the suffix “ive”.
3. Writing an argumentative essay.
4. Analyzing words that have the root word “dur” in them.
5. Analyzing text to make inferences about the central idea.
6. Identifying prepositional phrases and determining the object of each preposition.
7. Analyzing details from the text to support the universal theme of a selection????
8. Identifying and labeling all the participles, gerunds, and gerund phrases in sentences.
9. Analyzing details in text to state the central idea
10. Identifying the subject complement(s) and labeling each one as a predicate noun or predicate adjective.

**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.**

*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.*

Reading	Writing	Speaking & Listening	Language
<p>The standards in bold will be assessed in the unit test.</p> <p>Literature</p> <p><b>Key Ideas and Details:</b></p> <p><b>RL 6.2</b> 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 your personal opinions or judgments.</p> <p><b>RL.6.3</b> 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 solution.</p> <p><b>Craft and Structure:</b></p> <p><b>RL 6.4</b> Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RL 6.5</b> 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><b>Integration of Knowledge and Ideas</b></p> <p><b>Range of Reading and Level of Text</b></p> <p><b>Complexity:</b></p> <p><b>RL 6.9</b> 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>The standards in bold will be assessed in the unit test.</p> <p>Types and Purposes:</p> <p><b>W 6.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.6.1.A</b> Introduce claim(s) and organize the reasons and evidence clearly.</p> <p><b>W.6.1.B</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p><b>W.6.1.C</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><b>W.6.1.D</b> Establish and maintain a formal style.</p> <p><b>W.6.1.E</b> Provide a concluding statement or section that follows from the argument presented.</p> <p><b>W 6.2</b> Write an 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>W6.2b</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>Research to Build and Present Knowledge:</b></p> <p><b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>The standards in bold will be assessed in the unit test.</p> <p><b>Comprehension and Collaboration:</b></p> <p><b>SL.6.1</b> 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><b>SL.6.1.a</b> 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><b>SL.6.1.b</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.6.1.c</b> 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><b>SL.6.1.d</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p><b>SL 6.2</b> Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue or under study.</p> <p><b>Presentation of Knowledge and Ideas:</b></p> <p><b>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.</p>	<p>The standards in bold will be assessed in the unit test.</p> <p><b>Conventions of Standard English:</b></p> <p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Vocabulary Acquisition and Use:</b></p> <p><b>L.6.4</b> 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><b>L.6.4.a</b> 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><b>L.6.4.b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.6.5.a</b> Interpret figures of speech (e.g., personification) in context.</p> <p><b>L.6.5.b</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><b>L.6.5.c</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrumping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>

**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.**

*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.*

Reading	Writing	Speaking & Listening	Language
<p><b>Informational Text</b> <b>Key Ideas and Details:</b></p> <p><b>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>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>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p><b>Craft and Structure</b> <b>RI.6.5</b> 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><b>Integration of Knowledge and Ideas:</b> RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>Range of Reading and Level of Text Complexity:</b></p> <p><b>RI.6.10</b> 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><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>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Research to Build and Present Knowledge:</b> <b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>		

**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.***

*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.*

Reading	Writing	Speaking & Listening	Language
---------	---------	----------------------	----------

**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... See Student Reading and Writing Portfolio for Writing Rubrics:</i></p> <ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence.</li> <li>• With some guidance and support from peers and adults to develop and strengthen writing</li> <li>• Use technology to produce and publish writing</li> <li>• Apply grade 6 Reading standards to literary nonfiction</li> <li>• Write routinely over extended time frames</li> <li>• Recognize variations from Standard English in their own words.</li> <li>• Maintain consistency of style and tone.</li> </ul>	<p><b>Performance Task – Writing Focus</b> <b>Teacher guided: (pp 434-439)</b> <b>Argumentative Essay</b> Assignment: Use your knowledge of both the memoir and the video to take and defend a position on the topic of exploration. Write a brief argumentative essay I which you state and support your position on this question:  <b>Can anyone be an explorer?</b> Include examples and details from the memoir and the video, as well as your own observation to support your reasoning.</p>	<ul style="list-style-type: none"> <li>• W 6.1</li> <li>• W 6.1 a-e</li> <li>• W 6.5</li> <li>• W 6.6</li> <li>• W 6.9b</li> <li>• W 6.10</li> <li>• L 6.1.e</li> <li>• L.6.3.b</li> </ul>
<ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence.</li> <li>• Support claims with clear reasons and relevant evidence</li> <li>• Produce clear and coherent writing</li> <li>• Interpret Information</li> <li>• Present claims and findings.</li> <li>• Adapt a speech of variety contexts and tasks, demonstrating a command of formal English.</li> </ul>	<p><b>Performance Task – Speaking and Listening Focus</b> <b>Teacher Facilitated Small-Group Presentation (pp 484-485)</b> <b>Advertisement</b> Assignment: You have read about expeditions to remote places. Now write and present an argument in the form of an argument that answers the following the question:  <b>Why should we explore new frontiers?</b> You may imagine and advertise an upcoming expedition on Earth, in space, or to an imagined location. It can take place in the past, the present, or the future.</p>	<ul style="list-style-type: none"> <li>• W. 6.1</li> <li>• W.6.1.b</li> <li>• W.6.4</li> <li>• SL 6.2</li> <li>• SL6.4</li> <li>• SL6.6</li> </ul>
<ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence.</li> <li>• Produce clear and coherent writing</li> <li>• Maintain consistency of style and tone.</li> </ul>	<p><b>Performance Based Assessment, Part 1 ( pp 491-493)</b> Writing to Sources: Argument Assignment: Write an argument in which you state and defend a claim in response to the following questions:  <b>Should kids today be encouraged to become explorers?</b></p>	<ul style="list-style-type: none"> <li>• W 6.1</li> <li>• W 6.4</li> <li>• L 6.3b</li> </ul>

**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.*

<ul style="list-style-type: none"> <li>• Determine a theme or central idea of text and how it is conveyed.</li> <li>• Describe how a particular story’s or drama’s plot unfolds</li> <li>• Determine the meaning of words and phrases as they are used in a text</li> <li>• Compare and contrast texts in different forms or genres.</li> <li>• Cite strong and thorough textual evidence Analyze in detail how key individual, event, or idea is introduced, illustrated, and elaborated in a text.</li> <li>• Analyze how a particular sentence, paragraph, chapter or section fits into an overall structure of a text.</li> <li>• Read and comprehend literary nonfiction in the grade 6-8 text complexity band.</li> <li>• Write arguments to support claims with clear reasons and relevant evidence.</li> <li>• Demonstrate a command of the conventions of standard English</li> <li>• Use context as a clue to meaning of a word or phrase</li> <li>• Use common, grade appropriate, Greek or Latin affixes and roots as clues to the meaning of a word.</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>•</li> </ul>	<p><b>Interim Unit Assessment:</b> Unit 5 Assessment ( accessible in the Digital Tools to print out or have students take online)</p>	<ul style="list-style-type: none"> <li>• RL 6. 2, 3, 4, 9</li> <li>• RI 6.1, 2, 3, 5, 10</li> <li>• W 6.1</li> <li>• L 6.1 , 4ab ,5</li> </ul>
--	---	--

**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	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> <li>• Central idea: Autobiographical Writing</li> <li>• Central Idea: Make Inferences</li> <li>• Universal Theme</li> <li>• Central Idea</li> </ul>	<p>Analyze Craft and Structure ( pp. 425, 449, 460, 472)</p>
<ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence to support analysis of what the text says.</li> </ul>	<p>Selection Texts (available in the Digital Tools to print out or to have students take online)</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<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"> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</li> </ul>	<p>Concept Vocabulary</p>
<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<p>Conventions Activities</p>
<ul style="list-style-type: none"> <li>• Come to discussions prepared referring to evidence on the topic and building on others’ ideas</li> <li>• Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue of topic.</li> </ul>	<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"> <li>• Engage effectively in a range of collaborative conversations</li> <li>• Present claims and findings</li> <li>• Include multimedia components and visual displays</li> </ul>	<p><u>Speaking and Listening Task 2:</u> Performance-Based Assessment, Part 2</p>