



Park Hill School District

Building Successful Futures • Each Student • Every Day

6th Grade Gifted Curriculum

Course Description: The Park Hill School District is committed to an educational program which recognizes the unique values, needs, and academic talents of the gifted student. The gifted program's guiding characteristic is the provision of differentiated studies, addressing both cognitive and affective development. The ultimate goal of the program is to provide experiences whereby the students will be challenged academically, socially, and emotionally to achieve their greatest potential and have a sense of responsibility for self, school, community, and society.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
9 Weeks	Individual Responsibility	Topic 1: Heroes in Fiction Topic 2: Creating Heroic Fiction Topic 3: Producing Media to Enhance Fiction
9 Weeks	Societal Responsibility	Topic 1: Societal Issues Through Reading Workshop Topic 2: How We Deal/Respond To Issues (Society Responds) Topic 3: Preparing for Court
9-10 Weeks	STEM	Topic 1: Analyzing Engineering Topic 2: Solving Engineering Problems Responsibly Topic 3: Model-Making
8 Weeks	Entrepreneurship / Community Responsibility	Topic 1: Analyzing Entrepreneurship Options Topic 2: How Entrepreneurs Solve Community Issues Topic 3: Entrepreneurship Experience

Unit 1: Individual Responsibility

Subject: 6th Grade Gifted

Grade: 6

Name of Unit: Individual Responsibility

Length of Unit: 9 Weeks

Overview of Unit: Students will consider the relationship between responsibility and freedom, while discussing when individuals should give up freedom in favor of responsibility (or vice versa). Students will consider the perfect mixture of those two concepts, and will create a narrative about a character that espouses those values - the superhero. After students have created their narratives, they will reflect on their writing and answer the question: “Why are our narratives (and others like them) important to our culture?”

Priority Standards for unit:

- CCSS.ELA.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- CCSS.ELA.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Supporting Standards for unit:

- CCSS.ELA.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Produce	Apply	3
writing as needed by planning, revising, editing, rewriting, or trying a new approach	Develop, Strengthen	Analyze	3
a speaker's point of view, reasoning, and use of evidence and rhetoric	Evaluate	Analyze	3
strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	Make	Apply	2
information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	Present	Apply	4
strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	Make	Apply	2

Essential Questions:

1. What is the relationship between responsibility and freedom?
2. Should individuals sacrifice their freedom in favor of responsibility?
3. Why is it important for people/cultures to construct narratives about their experiences?

Enduring Understanding/Big Ideas:

1. Individuals must analyze how their freedoms affect their ability to be responsible citizens. Too much of either freedom or responsibility will destabilize an individual's perspective.
2. There are times that individual sacrifice is necessary in order to maintain and enhance society. Individuals always have choice, but those choices must be weighed in importance.
3. Narratives help solidify the values of a society. The stories that we tell become the ideals that we uphold.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Equity • Fairness • Justice • Morality • Responsibility	

Resources for Vocabulary Development: Quality Tools

Topic 1: Heroes in Fiction

Engaging Experience 1

Title: Heroes in Fiction

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Supporting:

- CCSS.ELA.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Detailed Description/Instructions: The teacher will facilitate a class discussion after providing a number of written and video examples of characterizing aspects of hero characteristics and the importance of societies having hero figures. Examples of written fiction would include comic book heroes. Examples of video fiction used are Marvel/DC video clips, as well as modern film fantasy, hero video clips. Students will also analyze written anchor pieces from various authors.

Bloom's Levels: Apply

Webb's DOK: 2

Rubric: To be created

Topic 2: Creating Heroic Fiction

Engaging Experience 1

Title: Creating a Fictional Hero

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Supporting:

- CCSS.ELA.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Detailed Description/Instructions: Students will be given one class period to produce a narrative writing while utilizing the characteristics of a hero. This writing will serve as the pre-test score for the unit.

Bloom's Levels: Apply

Webb's DOK: 3

Rubric: To Be Created

Engaging Experience 2

Title: Editing Fiction

Suggested Length of Time: 14 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Supporting:

- CCSS.ELA.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Detailed Description/Instructions: Students will engage in a number of editing tasks both individually and collaboratively. Possible strategies could include peer editing, think-pair-shares, checklists, teacher/student conferences, etc... Students will produce an editing journal (or proof of editing) as part of their assessment.

Bloom's Levels: Analyze

Webb's DOK: 3

Rubric: To be created

Engaging Experience 3

Title: Publishing

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Supporting:

- CCSS.ELA.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Detailed Description/Instructions: Students will present their work to an authentic audience in order to present their narrative works to a wider audience. Students will learn to utilize a publishing application, which could be through a private company or a self-publishing application. Using feedback from their audience, students will make improve their work through edits, additional or omissions.

Bloom's Levels: Apply

Webb's DOK: 4

Rubric: To be created

Engaging Experience 4

Title: Written Reflection

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Supporting:

- CCSS.ELA.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Detailed Description/Instructions: Students will work with the narrative score guide in order to reflect upon the writing they produced. Students will fill out the narrative score guide as an assessment of their own work.

Bloom's Levels: Analyze

Webb's DOK: 3

Rubric: To be created

Topic 3: Producing Media to Enhance Fiction (Narrative)

Engaging Experience 1

Title: Illustrating a Hero

Suggested Length of Time: 14 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Supporting:

- CCSS.ELA.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Detailed Description/Instructions: Students will create an illustration of their narrative hero using ideas from the class discussion held under Topic 1. The teacher will offer examples of media tools that students may use in order to create their illustration (websites, applications, etc...). This experience will run concurrently with Engaging Experience 2 under Topic 2.

Bloom's Levels: Apply

Webb's DOK: 2

Rubric: To be created

Engaging Scenario



Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will present their published narratives to an audience in a “Meet the Author” experience. The audience could include parents, peers, and teachers.

Rubric for Engaging Scenario: To be created

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Heroes in Fiction	The teacher will facilitate a class discussion after providing a number of written and video examples of characterizing aspects of hero characteristics and the importance of societies having hero figures. Examples of written fiction would include comic book heroes. Examples of video fiction used are Marvel/DC video clips, as well as modern film fantasy, hero video clips. Students will also analyze written anchor pieces from various authors.	3 Days
2	Creating a Fictional Hero	Students will be given one class period to produce a narrative writing while utilizing the characteristics of a hero. This writing will serve as the pre-test score for the unit.	1 Day
2	Editing Fiction	Students will engage in a number of editing tasks both individually and collaboratively. Possible strategies could include peer editing, think-pair-shares, checklists, teacher/student conferences, etc... Students will produce an editing journal (or proof of editing) as part of their assessment.	14 Days
2	Publishing	Students will present their work to an authentic audience in order to present their narrative works to a wider audience. Students will learn to utilize a publishing application, which could be through a private company or a self-publishing application. Using feedback from their audience, students will make improve their work through edits, additional or omissions.	2 Days
2	Written Reflection	Students will work with the narrative score guide in order to reflect upon the writing they produced. Students will fill out the narrative score guide as an assessment of their own work.	1 Day
3	Illustrating a Hero	Students will create an illustration of their narrative hero using ideas from the class discussion held under Topic 1. The teacher will offer examples of	14 Days

		media tools that students may use in order to create their illustration (websites, applications, etc...). This experience will run concurrently with Engaging Experience 2 under Topic 2.	
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Unit 2: Societal Responsibility

Subject: 6th Grade Gifted

Grade: 6

Name of Unit: Societal Responsibility

Length of Unit: 9 Weeks

Overview of Unit: Students will discuss ways that society imposes responsibility upon its citizens & how society responds if citizens do not use their freedom in responsible ways. Students will read a novel and use the characters/events in order to write an indictment of a crime.

Priority Standards for unit:

- CCSS.ELA.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Supporting Standards for unit:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
 - Contribute to project teams to produce original works or solve problems.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
 - Exhibit leadership for digital citizenship.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).

- Understand and use technology systems.
- Select and use applications effectively and productively.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	Write	Analyze	3
clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Produce	Apply	3
writing as needed by planning, revising, editing, rewriting, or trying a new approach	Develop, Strengthen	Analyze	3
effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively	Prepare, Participate	Apply	3
information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	Present	Apply	4
Read closely what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	Determine	Analyze	3
central ideas or themes of a text and their development;	Determine, Analyze, Summarize	Understand, Analyze	2
the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	Delineate, Evaluate	Evaluate	4

Essential Questions:

1. What are the responsibilities of our society to its individuals?
2. What mechanisms do we use to uphold the fabric of our society?
3. What are the positive and negative aspects of those mechanisms?

Enduring Understanding/Big Ideas:

1. Society exists to offer individuals safety, stability, and the ability to flourish. Mechanisms must be put into place in order to address issues between individuals/corporations/etc..., but those mechanisms must always be weighed against individual freedom.
2. Laws and government are the instruments society uses to regulate the boundaries between personal freedom and societal responsibility. The Judicial system analyzes issues that arise and offers solutions for both individuals and society.
3. While the Judicial system tries diligently to uphold societal standards, some of the results of those decisions and laws can negatively impact citizens. Government must always serve individuals while causing them the least amount of harm.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Law • Society	• Indictment • Verdict

Resources for Vocabulary Development: Quality Tools

Topic 1: Societal Issues Through Reading Workshop

Engaging Experience 1

Title: Reading Workshop

Suggested Length of Time: 14 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Supporting:

- N/A

Detailed Description/Instructions: Students will engage in a novel study through the use of the Reading Workshop model. The teacher will provide a list of three possible novels, with the idea that the class will be split evenly between the three. Students will focus on the author's use of theme and claims from the text, in order to infer a set of indictments which they can use to charge their character with a crime or crimes.

Bloom's Levels: Analyze, Understand, Evaluate

Webb's DOK: 2, 3, 4

Rubric: To be created



Engaging Experience 2

Title: Analyzing Courtroom Roles

Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Supporting:

- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
 - Exhibit leadership for digital citizenship.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
 - Understand and use technology systems.
 - Select and use applications effectively and productively.

Detailed Description/Instructions: The teacher will engage students in discussions around careers/roles in the courtroom. The teacher will provide information in the form of Cornell notes so that students may identify key responsibilities of each actor within the court. Students will then look at popular media examples (movie clips, literary examples, etc...) in order to

eventually choose what role they would like to play in the simulation for the engaging scenario below.

Bloom's Levels: Apply

Webb's DOK: 3

Rubric: To be created

Topic 2: How We Deal/Respond To Issues (Society Responds)

Engaging Experience 1

Title: Crafting an Indictment

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Supporting:

- N/A

Detailed Description/Instructions: Students will choose a character from their novel whom they will charge with a crime or crimes. Students will then use an argumentative score guide to write an official indictment against their character. Students will take one day to find evidence of the crimes from their text. Students will spend the second day writing a draft argument. This draft will serve as the pre-test for the unit.

Bloom's Levels: Analyze, Apply

Webb's DOK: 3

Rubric: To be created

Engaging Experience 2

Title: Editing an Indictment

Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Supporting:

- N/A

Detailed Description/Instructions: Students will use the score from their draft indictment in order to edit/create a final draft. Students may utilize editing tools (checklists, teacher/student conference, think-pair-share, etc...) in order to move through the editing process. The final draft will serve as proof of their editing process.

Bloom's Levels: Analyze

Webb's DOK: 3

Rubric: To be created



Engaging Experience 3

Title: Presenting to the Grand Jury

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Supporting:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
 - Contribute to project teams to produce original works or solve problems.

Detailed Description/Instructions: Students will present their indictments to their classmates, who will act as a grand jury. During presentations, students will take notes in order to, eventually, choose an argument to move forward with as the class courtroom case. At the end of all presentations, students will vote on the best argument using the criteria from the argument score guide.

Bloom's Levels: Apply

Webb's DOK: 4

Rubric: To be created

Topic 3: Preparing for Court

Engaging Experience 1

Title: Preparing Courtroom Roles

Suggested Length of Time: 10 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Supporting:

- N/A

Detailed Description/Instructions: Students will choose a courtroom role to portray in a class mock trial. Students will use the knowledge they have from Engaging Experience 2, Topic 1 in order to choose their role and prepare written information necessary to prepare for trial.

Bloom's Levels: Apply

Webb's DOK: 3

Rubric: To be created

Engaging Scenario



Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will participate in a class mock trial. Students will role play their courtroom role within the simulation. The simulation can be videotaped and students can then create a TV episode/movie that could be uploaded to YouTube for parental or peer viewing.

Rubric for Engaging Scenario: To be created

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Reading Workshop	Students will engage in a novel study through the use of the Reading Workshop model. The teacher will provide a list of three possible novels, with the idea that the class will be split evenly between the three. Students will focus on the author's use of theme and claims from the text, in order to infer a set of indictments which they can use to charge their character with a crime or crimes.	14 Days
1	Analyzing Courtroom Roles 	The teacher will engage students in discussions around careers/roles in the courtroom. The teacher will provide information in the form of Cornell notes so that students may identify key responsibilities of each actor within the court. Students will then look at popular media examples (movie clips, literary examples, etc...) in order to eventually choose what role they would like to play in the simulation for the engaging scenario below.	3 -4 Days
2	Crafting an Indictment	Students will choose a character from their novel whom they will charge with a crime or crimes. Students will then use an argumentative score guide to write an official indictment against their character. Students will take one day to find evidence of the crimes from their text. Students will spend the second day writing a draft argument. This draft will serve as the pre-test for the unit.	2 Days
2	Editing an Indictment	Students will use the score from their draft indictment in order to edit/create a final draft. Students may utilize editing tools (checklists, teacher/student conference, think-pair-share, etc...) in order to move through the editing process. The final draft will serve as proof of their editing process.	3 - 4 Days
2	Presenting to the Grand Jury	Students will present their indictments to their classmates, who will act as a grand jury. During presentations, students will take notes in order to,	2 -3 Days

		eventually, choose an argument to move forward with as the class courtroom case. At the end of all presentations, students will vote on the best argument using the criteria from the argument score guide.	
3	Preparing Courtroom Roles	Students will choose a courtroom role to portray in a class mock trial. Students will use the knowledge they have from Engaging Experience 2, Topic 1 in order to choose their role and prepare written information necessary to prepare for trial.	10 Days

Unit 3: STEM

Subject: 6th Grade Gifted

Grade: 6

Name of Unit: STEM

Length of Unit: 9- 10 Weeks

Overview of Unit: Students will engage in an engineering unit, beginning with a background study of geometry and physics related to structures. Students will be placed in a cooperative group of three people, and will choose a role as a member of a construction team. Students will produce a blueprint, budget, journal, and inventory for their structure. Students will be assessed by weighing their model in a real-time competition.

Priority Standards for unit:

- NGSS.SEP.2 Developing and Using Models
- NGSS.SEP.6 Constructing Explanations and Designing Solutions
- CCSS.MP4 Model with mathematics.

Supporting Standards for unit:

- CCSS.MP6 Attend to precision.
- CCSS.ELA.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.
 - Identify trends and forecast possibilities.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
 - Contribute to project teams to produce original works or solve problems.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
 - Plan strategies to guide inquiry.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
 - Identify and define authentic problems and significant questions for investigation.
 - Plan and manage activities to develop a solution or complete a project.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
models	Developing, Using	Apply	3
explanations and solutions	Constructing, Designing	Analyze	3
with mathematics	Model	Apply	2

Essential Questions:

1. Why should engineers utilize the steps of the design process?
2. Why do engineers strive to improve products used in our daily lives?
3. What are the societal responsibilities of engineers when creating/using the design process?

Enduring Understanding/Big Ideas:

1. The design process allows engineers a systematic way to brainstorm all possible scenarios, while also offering a concrete way to assess each of those ideas. The design process also gives engineers a tangible way to try and test innovative challenges, in order to find the best result.
2. Individuals in a technological society expect constant/positive innovation. Engineers can create these innovations, while also making a career for themselves.
3. Engineers constantly have to balance the desire to innovatively solve problems with the responsibility of providing safe and effective tools for societal use.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Innovation • Precision • Reliability • Reliability	

Resources for Vocabulary Development: Quality Tools

Topic 1: Analyzing Engineering



Engaging Experience 1

Title: Physics/Geometry Background

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- NGSS.SEP.6 Constructing Explanations and Designing Solutions

Supporting:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.
 - Identify trends and forecast possibilities.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
 - Contribute to project teams to produce original works or solve problems.

Detailed Description/Instructions: The teacher will provide students with activities that provide them with a general background in the physics and geometry included in the field of engineering and building. Activities can include online science labs, class labs, online engineering games, etc...

Bloom's Levels: Analyze

Webb's DOK: 3

Rubric: To be created

Topic 2: Solving Engineering Problems Responsibly



Engaging Experience 1

Title: Digital Engineering

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- NGSS.SEP.2 Developing and Using Models

Supporting:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.
 - Identify trends and forecast possibilities.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
 - Contribute to project teams to produce original works or solve problems.

Detailed Description/Instructions: Students will use the background information that they have learned to create a digital rendition of a structure. Students will utilize the ideas of forces, shapes, and loads in order to create their structure. Students will use this experience as a test creation before creating their final structural model.

Bloom's Levels: Analyze

Webb's DOK: 3

Rubric: To be created

Engaging Experience 2

Title: Sketching a Structure with a Blueprint

Suggested Length of Time: 4-5 Days

Standards Addressed

Priority:

- CCSS.MP4 Model with mathematics.

Supporting:

- CCSS.MP6 Attend to precision.

Detailed Description/Instructions: Students will utilize all of the background information they have experienced in order to create a blueprint of a structure. The teacher will provide a “building code” that gives the students the parameters of the activity.

Bloom's Levels: Apply

Webb's DOK: 1, 2

Rubric: To be created

Topic 3: Model-Making



Engaging Experience 1

Title: Construction Companies Market a Structure

Suggested Length of Time: 10 Days

Standards Addressed

Priority:

- NGSS.SEP.6 Constructing Explanations and Designing Solutions

Supporting:

- CCSS.ELA.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
 - Plan strategies to guide inquiry.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
 - Identify and define authentic problems and significant questions for investigation.
 - Plan and manage activities to develop a solution or complete a project.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.

Detailed Description/Instructions: Students will utilize all of the background information they have experienced and be placed in a construction group (of 2-3 students). Students will create budgets, running journals, inventories, supply order forms, checks, blueprints, and models that their construction group will then market to a panel of judges, in the hopes of winning a construction contract. The teacher will provide a “building code” that gives the students the parameters of the activity.

Bloom’s Levels: Apply

Webb’s DOK: 2, 3, 4

Rubric: To be created

Engaging Scenario



Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a culminating presentation (including their model, paper work, and marketing) in which they sell their construction companies ideas to a panel of judges. Students will be assessed using a scorecard. The company that receives the most votes from the judges will receive a construction contract.

Students will then weigh their models at a weighing ceremony. Those construction groups that received a construction contract will weigh their models first, and will receive an “award.” Students will also compete in a weight competition, where the winning company will have the bridge that holds the most weight, but costs the least. Other awards could be given for best budget, best journal, etc...

Rubric for Engaging Scenario: To be created

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Physics/Geometry Background 	The teacher will provide students with activities that provide them with a general background in the physics and geometry included in the field of engineering and building. Activities can include online science labs, class labs, online engineering games, etc.	5 Days
2	Digital Engineering 	Students will use the background information that they have learned to create a digital rendition of a structure. Students will utilize the ideas of forces, shapes, and loads in order to create their structure. Students will use this experience as a test creation before creating their final structural model.	2 Days
2	Sketching a Structure with a Blueprint 	Students will utilize all of the background information they have experienced in order to create a blueprint of a structure. The teacher will provide a “building code” that gives the students the parameters of the activity.	4 -5 Days
3	Construction Companies Market a Structure 	Students will utilize all of the background information they have experienced and be placed in a construction group (of 2-3 students). Students will create budgets, running journals, inventories, supply order forms, checks, blueprints, and models that their construction group will then market to a panel of judges, in the hopes of winning a construction contract. The teacher will provide a “building code” that gives the students the parameters of the activity.	10 Days

Unit 4: Entrepreneurship/Community Responsibility

Subject: 6th Grade Gifted

Grade: 6

Name of Unit: Entrepreneurship/Community Responsibility

Length of Unit: 8 Weeks

Overview of Unit: Students will be introduced to the problems faced by local entrepreneurs that must be solved in order to create a viable business that offers solutions/services for the community. Students will be placed in business groups, presented a problem by a local entrepreneur, and will then brainstorm and problem solve to create a multimedia presentation that will be presented to a panel of judges.

Priority Standards for unit:

- CCSS.ELA.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
 - Identify and define authentic problems and significant questions for investigation.
 - Plan and manage activities to develop a solution or complete a project.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.

Supporting Standards for unit:

- NGSS.SEP.6 Constructing Explanations and Designing Solutions
- CCSS.ELA.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively	Prepare, Participate	Apply	3
authentic problems and significant questions for investigation	Identify, Define	Apply	2
activities to develop a solution or complete a project	Plan	Apply	3
data to identify solutions and/or make informed decisions	Collect, Analyze	Analyze	3
Use multiple processes and diverse perspectives to explore alternative solutions	Process	Analyze	3
the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	Delineate, Evaluate	Analyze	3

Essential Questions:

1. Why would someone choose to become an entrepreneur?
2. What are some characteristics of successful entrepreneurs?
3. How do our personal values impact our business decisions?

Enduring Understanding/Big Ideas:

1. Entrepreneurs are able to pursue their passions while also contributing to their community & making a career. Being your own boss can have its perks and drawbacks.
2. Successful entrepreneurs offer ideas for innovation and change. They are visionaries that are also able to offer concrete answers to societal problems.
3. Entrepreneurs must constantly monitor their own values to make sure that they are effectively running/operating the business they have created. Entrepreneurs must be able to evaluate how their business affects society - is it viable, does it offer solutions to a problem, is it a benefit to local society?

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Entrepreneur ● Marketing ● Startup ● SWOT Analysis	● Design Thinking Model

Resources for Vocabulary Development: Quality Tools

Topic 1: Analyzing Entrepreneurship Options

Engaging Experience 1

Title: Introduction to Entrepreneurship

Suggested Length of Time: 5-6 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Supporting:

- N/A

Detailed Description/Instructions: The teacher will provide students with examples of entrepreneurs/startups from popular media (YouTube, T.V., etc...) and guest speakers. Students will be able to analyze pitches from different entrepreneurial situations, and will evaluate why someone would want to take the risk to create their own business. The teacher will lead a discussion where students will be able to create a cost/benefit analysis of creating/running a business.

Bloom's Levels: Apply

Webb's DOK: 3

Rubric: To be created

Topic 2: How Entrepreneurs Solve Community Issues

Engaging Experience 1

Title: Community Startups

Suggested Length of Time: 5-6 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Supporting:

- N/A

Detailed Description/Instructions: The teacher will give the examples of startups from the local K.C. community (through written, visual, or personal examples such as a speaker - even possible field trip to K.C. Startup Village). The teacher will lead a discussion about typical issues that startups face before they can begin to solve a problem or provide a solution for their community. Students will brainstorm possible issues that a startup would need to address if they are to become a viable community business.

Bloom's Levels: Analyze

Webb's DOK: 3

Rubric: To be created

Topic 3: Entrepreneurship Experience



Engaging Experience 1

Title: Solving a Problem as an Entrepreneur

Suggested Length of Time: 10 Days

Standards Addressed

Priority:

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
 - Identify and define authentic problems and significant questions for investigation.
 - Plan and manage activities to develop a solution or complete a project.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.

Supporting:

- CCSS.ELA.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NGSS.SEP.6 Constructing Explanations and Designing Solutions
- CCSS.ELA.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Detailed Description/Instructions: Students will be put into groups in order to solve a problem encountered by a local entrepreneur. The students will work to develop a team, discuss the strengths/weaknesses of team members and discuss the possibility of success/failure, and create a plan for how they will delegate work load amongst group members. All group members will be given separate jobs/roles to complete.

Bloom's Levels: Apply

Webb's DOK: 2, 3

Rubric: To be created

Engaging Scenario



Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a multimedia group presentation in which they will pitch a solution to a problem presented to them from a local K.C. entrepreneur. Students will be judged according to a delineated score guide and will present their ideas at a “Plaza Entrepreneurship Fair.”

Rubric for Engaging Scenario: To be created

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Introduction to Entrepreneurship	The teacher will provide students with examples of entrepreneurs/startups from popular media (YouTube, T.V., etc.) and guest speakers. Students will be able to analyze pitches from different entrepreneurial situations, and will evaluate why someone would want to take the risk to create their own business. The teacher will lead a discussion where students will be able to create a cost/benefit analysis of creating/running a business.	5 -6 Days
2	Community Startups	The teacher will give the examples of startups from the local K.C. community (through written, visual, or personal examples such as a speaker - even possible field trip to K.C. Startup Village). The teacher will lead a discussion about typical issues that startups face before they can begin to solve a problem or provide a solution for their community. Students will brainstorm possible issues that a startup would need to address if they are to become a viable community business.	5 -6 Days
3	Solving a Problem as an Entrepreneur 	Students will be put into groups in order to solve a problem encountered by a local entrepreneur. The students will work to develop a team, discuss the strengths/weaknesses of team members and discuss the possibility of success/failure, and create a plan for how they will delegate work load amongst group members. All group members will be given separate jobs/roles to complete.	10 Days

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.