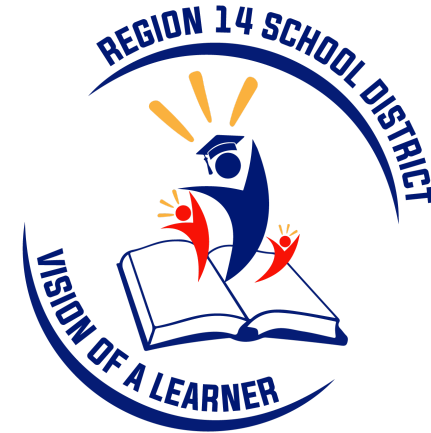# 6th GRADE ENGLISH LANGUAGE ARTS CURRICULUM

Grade Level(s): 6th Grade	**Curriculum Author(s):** Taryn Fernandez, Caroline South Content of the curriculum comes from OpenUp Resources - EL Education

Course Description: The 6th grade English Language Arts (ELA) curriculum integrates reading, writing, and speaking standards with the skills of researching, analyzing, interpreting, and evaluating texts through the study of historical and scientific topics. The course is divided into four modules with each module containing three units. A truly interdisciplinary approach to ELA,the four module topics are Greek mythology, critical problems and design solutions in science, Native American boarding schools, and accomplishments in space and science. Fiction and non-fiction texts as well as audio and video components ensure that students further their understanding of how different genres require distinct reading and interpreting skills. The curriculum includes the following essential aspects to the development of literacy skills: frequent use of grade-level texts for all students; intentional vocabulary building; teacher-led close reading of content-based texts; carefully developed text dependent questions; multiple reads for deepening comprehension; accountable independent reading at individual students' level; reading to deepen and expand content knowledge and vocabulary; writing skills (e.g., use of introductions, transitions) and approaches (e.g., gathering evidence to support a statement) scaffolded specifically for particular writing types in each module; collaborative protocols; small group discussion; Socratic seminars; frequent opportunities for students to orally rehearse ideas and thinking before writing, including structured conversations and Language Dives; Short and fully developed writing; and embedded grammar and usage instruction within tasks.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Greek Mythology	What is mythology and what is the value of studying the mythology of other cultures?	Mythology is a collection of stories featuring traditional figures that explain natural phenomena and convey the values of the culture.	CCE1(6-8); CCE2(6-8); CCE3(6-8); CCE4(6-8); P3(6-8); DE1(6-8)
Critical Problems and Design Solutions	How can design thinking help solve a critical problem?	Design thinking is a scientific and systematic practice of inquiry that allows for creativity and innovation.	TCC1(6-8); TCC2(6-8); TCC3(6-8); CCE1(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); TI2(6-8); TI3(6-8); P3(6-8); AA4(6-8)
American Indian Boarding Schools	What kind of experiences did students have at American Indian boarding schools? How did these experiences impact students?	Students may have experienced forced aesthetic changes (e.g., their hair was cut and their clothes were changed), linguistic changes (e.g., they were not allowed to use their Native American languages), and identity changes (e.g., their names were changed).	TCC1(6-8); CCE2(6-8); CCE4(3-5); DE1(6-8); DE2(6-8); TI1(6-8); TI2(6-8)
Remarkable Accomplishments in Space Science	Why is it important to study the accomplishments of the "hidden figures" and of others whose stories have gone unrecognized?	Our study of history is most accurate when we celebrate the contributions of all involved. The accomplishments of hidden figures are remarkable, especially because they are achieved in the face of adversity.	CCE1(6-8; CCE3(6-8); CCE4(6-8)

Unit 1 - Greek Mythology

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
- RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2: 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.
- RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.
- RL.6.7: 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.
- RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- RL.6.10: 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.
- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 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.
- W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.9a: Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

- W.6.10: 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
- L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.4: 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.
- L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards (This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.)

- D2.Geo.10.6–8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- D2.His.4.6–8. Analyze multiple factors that influenced the perspectives of people during different historical eras.
- D2.His.6.6–8. Analyze how people's perspectives influenced what information is available in the historical sources they created.
- D4.1.6–8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- D4.3.6–8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
- CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- P3(6-8): I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey.
- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.

Understandings: Students will understand that...	**Essential Questions:**
- Mythology is a collection of stories featuring traditional figures that explain natural phenomena and convey the values of the culture. - Studying stories from other cultures introduces alternative perspectives and amplifies one's worldview. - Stories from Greek mythology teach themes that are still relevant, contain figures whose attributes are valued across time, and ask questions about the human condition. They remain relatable because they can be reimagined to fit different environments and time periods. - A narrator's or character's understanding of an experience changes depending on one's point of view. - Examining multiple points of view supports a more complex understanding of our own and others' choices and beliefs.	- What is mythology, and what is the value of studying mythology from other cultures? - Why have stories from Greek mythology remained popular? - How does point of view change with experience?
Students will know... - Themes and topics in Greek myths - The names and roles of some Greek gods	**Students will be able to...** - Analyze point of view - Strategize to determine the meanings of unfamiliar words and phrases, including figurative language. - Participate in a Socratic Seminar and create discussion norms to have productive text-based discourse about the novel - Compare themes and topics in Greek myths with those in the anchor text. - Write a literary analysis essay - Research a Greek god and create a new scene in the anchor text

Key Vocabulary: infer, notice, respect, wonder, mythology, domain-specific, empathy, gist, develops, strategies, first person point of view, point of view, selected response, third person point of view, funds, central idea, collaboration, follies, hubris, immortal, irony, morals, philosophies, relevant, summarize, affixes, prefix, root, suffix, integrity, lumbering, research reading, figurative language, pulverize, sprawled, depressed, millennia, skeptically, sullen, singed, surged, gruesome, memento, misnomer, theme, competence, impertinent, norms, inconvenient, indignantly, insane, intense, invisible, rational, summary, alter, ambition, dreadful, exuberance, hubris, judgment, opinion, banished, dethroned, envious, vowed, initiative, structure, painted essay, evaluate, responsibility, differences, reveal, similarities, comparison, introduction, evidence, proof paragraph, fantastic, journey, perhaps, common, domestic hearth, dwelling, sacred, central idea, narrative, character profile, multimedia

presentation, slideshow software

Assessment Evidence

Performance Tasks:
- Students reimagine a scene from The Lightning Thief, writing themselves into the action as a different demigod from Camp Half-Blood.
- They research a Greek god of their choosing (or another traditional figure for those who don't feel comfortable imagining themselves as a child of a Greek god), and use their research to create a new character, the child of that figure.
- Students develop the attributes of their character and strategically insert the character into a scene from the novel, editing carefully so as not to change the outcome of the story.
- Students write a narrative essay utilizing their plans.

Other Evidence:
- Analysis of language and point of view
- Text based discussions
- Comparing and contrasting themes in literature
- Writing a compare and contrast essay

Learning Plan

CCE4(6-8) and CCE3(6-8)
- I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- Students read a new chapter of The Lightning Thief. Following the same structures gradually released in the lessons, students analyze and determine the meaning of unfamiliar vocabulary and phrases from the chapter, including figurative language. They also explain how the author continues to develop the point of view of the narrator in The Lightning Thief.

CCE1(6-8)
- Students take turns participating in a small group discussion about The Lightning Thief and briefly describe key events to show how the plot of the story is unfolding.

CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
P3(6-8): I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey.
- Students revise their essays written for Part I using peer feedback focused on transitional words and phrases to connect the ideas in their writing

DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- Students write a literary analysis essay using the Painted Essay® structure comparing and contrasting the treatment of events in the movie The Lightning Thief with the treatment of the same events in the novel.

Teacher Resources: "The Lightning Thief", Rick Riordan (RL 680L), Percy Jackson & The Olympians: The Lightning Thief (DVD), "Why Ancient Greek Mythology Is Still Relevant Today," Geri Mlleff , Greek Myths: "Theseus and the Minotaur" (RL 870L), "Cronus" (RL 990L), "Medusa" (RL 1000L) "Hestia" (RL 870L), "Prometheus" (RL 1030L), and "Helios" (RL 1170L), Open EL Resources - Module 1 Teacher Guide, Vocabulary.com vocabulary lists and review resources

Unit 2 - Critical Problems and Design Solutions

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- 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).
- RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 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.
- RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- 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.
- W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.9b: Apply grade 6 Reading standards to literary nonfiction (e.g., "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").
- W.6.10: 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.

Next Generation Science Standards Engineering, Technology, and Applications of Science Performance Expectation (This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates science content that may align to additional teaching during other parts of the day. These intentional connections are described below.)

ETS1.A: Defining and Delimiting Engineering Problems – MS-ETS1-1: The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful.

ETS1.B: Developing Possible Solutions – MS-ETS1-4, MS-ETS1-3: A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.

ETS1.C: Optimizing the Design Solution – MS-ETS1-4: The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. Earth and Space Science Performance Expectation

MS-ESS3: Earth and Human Activity

ESS3.A: Natural Resources – Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. (MS-ESS3-1) Physical Sciences Performance Expectation

MS-PS3: Energy

PS3.A: Definitions of Energy – Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (MS-PS3-1) – A system of objects may also contain stored (potential) energy, depending on their relative positions. (MS-PS3-2)

PS3.C: Relationship Between Energy and Forces – When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (MS-PS3-2)

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)
- TCC1(6-8): I can ask relevant questions to evaluate possible solutions.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- TCC3(6-8): I can combine new information with my own ideas to generate solutions.
- CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- TI2(6-8): I can identify my objectives and apply the best resources to my learning.
- TI3(6-8): I can compose specific questions that are relevant to a task to support my learning.
- P3(6-8): I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey.
- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.

Understandings: Students will understand that...	**Essential Questions:**
- Design thinking is a scientific and systematic practice of inquiry that allows for creativity and innovation. - Design thinking requires scientists to identify and research	- How can design thinking help solve a critical problem? - What habits of character can help solve a critical problem to contribute to a better community?

problems, build prototypes, test and evaluate solutions, and redesign as needed. ● Effective learners demonstrate perseverance when they research, build prototypes, reflect, and revise. ● Ethical people contribute to a better world by applying their learning to help one's school, community, and the environment.	
Students will know... ● Design thinking and habits of character lead to the development of a successful solution ● The aspects of the design thinking process	**Students will be able to...** ● Research and present another innovative solution designed to address a critical issue ● Interpret figurative and connotative meanings of unfamiliar words, analyze information portrayed in various media formats ● Explain how a small portion of text contributes to the central idea ● Research skills ● Write a collaborative informational essay

Key Vocabulary: symposium, critical, inference, prologue, TED Talk, inspected, anecdote, concocted, desolate, destruction, fashion, felled, mercy, biogas, seedlings, subheading, compassion, morose, relative pronoun, symbol, hyperbole, metaphor, personification, simile, critical, figurative language, gust, research, relevance, credibility, paraphrase, plagiarism, point

Assessment Evidence

Performance Tasks:	**Other Evidence:**
● **Solution Symposium -** The performance task is a student-hosted Solution Symposium during which students present the problem and design-solution that they researched in and about which they wrote a problem-solution essay. To prepare for the Solution Symposium, students create flip-down visual representations of their essay content and post these visuals for the Solution Symposium event. During the symposium, guests (i.e., other students, parents, members of the local community) will circulate around with a presentation prompts card: an index card with two questions to ask the presenters. These Presentation Prompts ask, (1) how was design thinking used to solve this problem and (2) how were habits of character used to solve this problem? Presenters	● Analyze Central Idea and Development of an Individual ● Analyze Figurative Language, Central Idea, and Structure ● Write a Problem-Solution Essay ● Research skills assessment ● Fishbowl discussion

answer questions, and guests record a new insight on a sticky note next to the presenters' work.	

Learning Plan

TCC1(6-8): I can ask relevant questions to evaluate possible solutions.
TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
TCC3(6-8): I can combine new information with my own ideas to generate solutions.
- Students answer selected response and constructed response items to demonstrate their abilities with choosing the most relevant search results, understanding how the quality and specificity of search terms impacts search results, identifying types of sources, assessing reliability and credibility of possible sources, evaluating paraphrasing, paraphrasing information from a source, and gathering bibliographic information from a source.

CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- **Fishbowl Discussion: Habits of Character to Solve Critical Problems -** Students synthesize their learning from the module by engaging in a QuickWrite and an academic discussion centered on the question: how do habits of character help people solve critical problems?
- **Solution Symposium -** The performance task is a student-hosted Solution Symposium during which students present the problem and design-solution that they researched in Unit 2 and about which they wrote a problem-solution essay in Unit 3.

AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.
- Write a Problem-Solution Essay: Students write an informative problem-solution essay focused on their research about a solution that an innovator developed using design thinking to solve a critical problem. The essay explains the problem in detail and then describes the process by which a solution was designed, tested, and revised.
- Analyze Figurative Language and Central Idea: Students read a new informational text about another design solution to a critical problem, and answer selected response and constructed response items questions about figurative language, connotative meanings, and vocabulary in context, central idea, methods used to introduce and develop the reader's understanding of the ideas in the text, and how structure and particular sentences contribute to the development of ideas. Students also write a brief summary of the text.

Teacher Resources: The Boy Who Harnessed the Wind (Young Readers Edition), William Kamkwamba and Bryan Mealer (RI 850L), TED Talk Transcript: William Kamkwamba, "How I Built a Windmill", "William Kamkwamba's Electric Wind," Cynthia Levinson (RI 940L), "The Hippo Roller," EL Education (RI 1100L), Open EL Resources - Module 2 Teacher Guide, Vocabulary.com vocabulary lists and review resources

Unit 3 - American Indian Boarding Schools

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
- RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2: 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.
- RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.5: 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.
- RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.
- RL.6.10: 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.
- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- 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.
- W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.9a: Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
- W.6.10: 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.
- SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.5a: Interpret figures of speech (e.g., personification) in context.
- L.6.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
- L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

College, Career, and Civic Life (C3) Framework for Social Studies State Standards (This module is designed to address English Language Arts standards and to be taught during the literacy block. The module also intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below)

- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.
- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.
- D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
- D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
- D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.
- D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.
- D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC1(6-8): I can ask relevant questions to evaluate possible solutions.
- CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- CCE4(3-5): I can effectively share my thinking in a variety of ways, including verbal explanations, drawings, models, or written essays depending on the purpose and audience.
- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- DE2(6-8): I can recognize feelings in myself and others and respond with respect and empathy.
- TI1(6-8): I can create a plan with manageable steps to reach my goals.
- TI2(6-8): I can identify my objectives and apply the best resources to my learning.

Understandings: Students will understand that...	**Essential Questions:**
- American Indian Boarding Schools were established to assimilate Native Americans into white American culture through education and erasure of Native American identity - Students may have experienced forced aesthetic changes (e.g., their hair was cut and their clothes were changed), linguistic changes (e.g., they were not allowed to use their Native American languages), and identity changes (e.g., their names were changed). - Students may have experienced abuse or cruelty at the hands of the school's administration. - Students may have formed strong bonds with other students and exchanged tribal knowledge that actually strengthened their ties to their heritage (e.g., stomp dances, sweat lodges, language, oral tradition). - Our peers, our school, our families, and our experiences can affirm or threaten our identities. - Identities are dynamic and change in response to experience, awareness, and self-reflection. - Identities are complicated and conflicting, and tensions may exist among our different identities	- Why were American Indian boarding schools first established? - What kind of experiences did students have at American Indian boarding schools? How did these experiences impact students? - What factors influence our identities?
Students will know...	**Students will be able to...**

● General information about the Great Depression in the United States ● Basic history of American Indian boarding schools	● Read critically and independently for the author's point of view and for background information on a topic ● Write a narrative letter ● Write an argument essay

Key Vocabulary: identities, afterward, afterword, acculturate, assimilate, insulted, scrutinized, deliberately, roving, intense, intensive pronoun, reflexive pronoun, chuckle, humorless, -less (suffix), ethnicity, irony, race, ethnicity, handler, mallet, objective pronoun, possessive pronoun, subjective pronoun, interjection, conjunction, argument, main claim, background information, main claim

Assessment Evidence

Performance Tasks:
The Voices of American Indian Boarding Schools Audio Museum: students will act as witnesses to this time period by organizing an audio museum to highlight the experiences and amplify the voices of American Indian boarding school students. First, students select from a carefully curated list of primary source texts (poems, songs, journal entries, and personal narratives) written by students of American Indian boarding schools. Then, students write two accompanying pieces: (a) a preface, introducing their selected piece and situating it in history by providing context about its content, author, etc.; and (b) a brief reflection, which explains why they selected this piece to share at the Community Museum event, what the piece means to them, and why it is important to highlight the stories of American Indian boarding school students in general. Students use recording software to record themselves reading aloud their prefaces, their selected pieces, and their reflections. At the audio museum event, students share their polished recordings with a larger audience. After sharing and engaging with one another's recordings at the audio museum, students participate in an informal discussion with their classmates. The purpose of this discussion is to reflect on the experience of the performance task, draw explicit connections between the performance task and the module overall, and synthesize and celebrate learning.

Other Evidence:
● Analyze Point of View and Integrate Information
● Analyze Point of View, Structure, and Language
● Analyze Character, Point of View, and Theme
● Revise Narrative Writing for Pronoun Use and Sentence Variety
● Write a Literary Argument Essay

Learning Plan

Students answer a constructed response question to develop their understanding of and integrate their interpretations of two photographs; one of three students upon their arrival at Carlisle, and another of them after attending, with the ideas conveyed by "The Cutting of My Long Hair."

CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.

CCE4(3-5): I can effectively share my thinking in a variety of ways, including verbal explanations, drawings, models, or written essays depending on the purpose and audience.
- Students write an explanatory paragraph about how Cal's point of view toward his visions changes as a result of the events in the chosen chapter.

TCC1(6-8): I can ask relevant questions to evaluate possible solutions.

CCE4(3-5): I can effectively share my thinking in a variety of ways, including verbal explanations, drawings, models, or written essays depending on the purpose and audience.
- Students write a literary argument essay about the most viable solution to Cal's dilemma of whether to return to Challagi Indian Industrial School at the end of the novel. Students use reasons and evidence from the text and reasoning to defend their position.

DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.

DE2(6-8): I can recognize feelings in myself and others and respond with respect and empathy.

TI1(6-8): I can create a plan with manageable steps to reach my goals.

TI2(6-8): I can identify my objectives and apply the best resources to my learning.
- The Voices of American Indian Boarding Schools Audio Museum

Teacher Resources: Two Roads, Joseph Bruchac (RL 740L); The Problem of Indian Administration: Report of a Survey Made at the Request of Honorable Hubert Work, Secretary of the Interior, and Submitted to Him, February 21, 1928, Lewis Meriam; "The Land of Red Apples" (RI 1040L) and "The Cutting of My Long Hair" (RI 900L), from American Indian Stories, Zitkala-Sa; "The Advantage of Mingling Indians with Whites," Proceedings of the National Conference of Charities and Correction at the Nineteenth Annual Session Held in Denver, Col., June 23–29, 1892; Open EL Resources - Module 3 Teacher Guide

Unit 4 - Remarkable Accomplishments in Space Science

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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).
- RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- 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.
- W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.9b: Apply grade 6 Reading standards to literary nonfiction (e.g., "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").
- W.6.10: 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.

Next Generation Science Standards Earth and Space Science (This module is designed to address English Language Arts standards and to be taught during the literacy block. The module also intentionally incorporates science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

Earth's Place in the Universe
- ESS1.A: The Universe and Its Stars – Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed,

described, predicted, and explained with models.
- ESS1.B: Earth and the Solar System – The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.
- ESS1-3: Interdependence of Science, Engineering, and Technology – Engineering advances have led to important discoveries in virtually every field of science and scientific discoveries have led to the development of entire industries and engineered systems.

Earth and Human Activity
- ESS3-4: Science Addresses Questions About the Natural and Material World – Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.

Physical Science: Motion and Stability: Forces and Interactions
- PS2.B: Types of Interactions – Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is a very small excerpt when one or both of the objects have large mass—e.g., Earth and the sun. – Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, a magnet, or a ball, respectively).
- PS2-1: Influence of Science, Engineering, and Technology on Society and the Natural World – The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.

The module also intentionally incorporates education technology content that may align to additional teaching during other parts of the day. These intentional connections are described below.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.

Understandings: Students will understand that...	**Essential Questions:**
- Hidden figures are often "hidden" due to discrimination in the way history is written. - Our study of history is most accurate when we celebrate the contributions of all involved.	- Why is it important to study the accomplishments of the "hidden figures" and of others whose stories have gone unrecognized? - What were the main events of the Space Race, and in what scientific, political, and social context did it take place?

- The accomplishments of hidden figures are remarkable, especially because they are achieved in the face of adversity. - Scientifically, sending a human being to the moon seemed an impossible undertaking that required deep understanding of many scientific phenomena (e.g., wind tunnels, supersonic flight, trajectories, advanced aircraft). - Socially, the Space Race took place at a time of rampant discrimination against black Americans in the United States. At that time, women of all races were also generally excluded from well-paying jobs in math and science. - The West End Computers at NACA, or the hidden figures, impacted scientific progress by using their exceptional talents in math and science to advance key projects in space science. - The hidden figures used their personal strengths and professional talents to help themselves, their families, their communities, NACA, and the United States, thus contributing to a better world.	What were the accomplishments of the "hidden figures" at NACA, and why were they remarkable?
Students will know... - The Space Race was an international competition of space exploration that began with Russia launching the Sputnik satellite and culminated with the United States sending the first human being to the moon in 1969 - Politically, the United States and Russia were at odds, and the Space Race became a symbol of innovation and power - The hidden figures impacted social progress by being the first black women to assume positions at NACA, which, like many institutions of the time, had long enforced discriminatory hiring policies. - Key events and well-known figures of the Space Race - Civil rights conflicts in the United States during the Space Race	**Students will be able to...** - Analyze author's point of view, identify author's main claims and evidence and reasoning - Write an argument essay - Create illustrated pages for a narrative nonfiction picture book about the accomplishments of focus figures in the text.
Key Vocabulary: figures, intercontinental, legacy, paradigm shift, tipping point, zeal, Cold War, national security, remarkable, segregation, elated, op-ed, counterparts, quotation, exposition, desegregate, delineate, delineation, pertinent, sequence, narrative nonfiction	

Assessment Evidence	
Performance Tasks: **Present and Delineate Argument: Picture Book Presentation** **Hidden Figures in Space Science Picture Book -** students (working in triads) will create and contribute three pages of a class picture book devoted to the stories of hidden figures. Each triad, or crew, will be responsible for three pages of content centered on the focus figure of their research. These individual stories will be compiled into an anthology-style picture book geared toward an elementary-age audience. Students will use models of narrative nonfiction picture books to determine the key criteria for this genre and incorporate those characteristics into their own pages. To create the content of the text, students will conduct independent research into the individual of their choosing to locate particularly remarkable accomplishments worthy of being shared. Then, students will collaborate within their crew to compose the text for their three-page contribution to the class picture book. Illustrations (hand-drawn sketches or images found online) will accompany each section of text. This performance task intends to uplift the mostly unknown stories of these other hidden figures and distill information about them into simpler language that can be easily shared with younger students so that they, too, may learn about these important figures in space science.	**Other Evidence:** ● Analyze Point of View: "An Account of the Moon Landing" ● Analyze Argument and Point of View: "An Argument against the Moon Mission" ● Analyze Dorothy Vaughan: Hidden Figures ● Compare and Contrast Presentations of Events: Hidden Figures and "Katherine Johnson: A Lifetime of STEM" ● Write an Argument Essay ● Participate in a collaborative discussion

Learning Plan

CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- End of unit assessment - student crews present the picture book pages that they produced for their performance task about the focus figures they researched. Students show the picture book pages, highlight the figure's most important achievements, and convey their argument about why this person's accomplishments are remarkable. Members of the audience delineate their argument, claims, reasoning, and evidence. Then, students participate in a final collaborative discussion to reflect on their learning throughout the module, revisit the module's guiding questions, and reflect on the value of learning about multiple perspectives.

CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- All assessments in this unit

Teacher Resources: Hidden Figures (Young Readers' Edition), Margot Lee Shetterly (RI 1120L); Hidden Figures: The True Story of Four Black Women and the Space Race, Margot Lee Shetterly and Laura Freeman (RI 980L); "Special Message to the Congress on Urgent National Needs," President John F. Kennedy (RI 1370L); "This Is How the Space Race Changed the Great Power Rivalry Forever," Martand Jha (RI 1310L); "Moon Dust and Black Disgust," Booker Griffin (RI 1190L); Open EL Resources - Module 4 Teacher Guide