

Chino Unified School District
6th Grade: Unit 4: Conflicting Perspectives

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| Grade: | 6th | Unit Overview: | |
| Unit Title: | Inquiring Minds | This unit will focus on the topic of equality from multiple sources, genres and perspectives and create a graphic organizer, an informative/ explanatory essay, a visual representation, and an oral presentation will be done. | |
| Length of Unit: | 90 minutes | | |
| 23 days (4 days buffer) | | | |
| Text Set/Suggested Novels: | Performance Task 1: | Performance Task 2: | |
| Number the Stars – Lois Lawry Boy in Striped Pajamas – John Boyne Watson’s go to Birmingham – Christopher Paul Curtis Roll of Thunder, Hear my Cry - Mildred D. Taylor Milkweed – Jerry Spinelli | Compare and contrast two author’s presentation of the same event in different genres of literature using a graphic organizer. | Using the topic of equality, write an informative/explanatory essay in Google docs on how the central idea is communicated. Cite textual evidence from at least three sources of different genres that support the central idea. | 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. 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. 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.6.2.a.: Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA W.6.2.b.: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. SL.6.4.: Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA SL.6.4.a.: Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA |
| Content/Domain Specific Vocabulary: | Performance Task 3: | ELA CCSS for this Unit: | |
| Transitions Informative Essay Explanatory Essay Compare Contrast | Create a layout proposal using visual representation of your choice that includes information from each of your five resources. Include a heading, a relevant quote, a poem, topic specific vocabulary, pictures, and five facts about your topic. | Key: RL: Reading for Literature RI: Reag for Information RF: Reading Foundational Skills W: Writing SL: Speaking/Listening | |
| Academic Cross-Curricular Words: | Culminating Activity: | | |
| Genre Informative Compare Explanatory Contrast Central Idea Summary | Imagine that your favorite magazine or news show is publishing an issue on the topic of equality. Students want to publish their essay on the platform of their choice. Students create a proposal using their presentation layout and essay to preset their idea for publication. | | |
| Essential Questions: | | Corresponding Big Ideas: | |
| Why is it important to be able to present claims and findings on an issue? (SL 6.4) | | When presenting to others, it is essential to know the audience, organize ideas, and speak clearly to get the message across. (SL | |
| Why is it necessary to look at different types of text that refer to the same theme? (RL 6.9) | | Well informed individuals consider multiple sources on a specific topic to shape their ideas and understanding. (RL 6.9) | |
| How is the central idea of a text conveyed? (RI 6.2) | | Central idea, in well written texts, are supported by details presented within the body of work and are essential to comprehension. (RI 6.2) | |
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