

## CVUSD's Unit Planning Organizer

<b>Subject Grade</b>	ELA 6
<b>Unit Title</b>	Unit 5: Documenting Innovations
<b>Length of Unit (Include days and minutes per day)</b>	25 days (5 days buffer), 90 minutes per day
<b>Overview of Unit</b>	This unit focuses on the innovative advances of ancient civilizations. Students will research a specific ancient civilization, write a business letter, create a storyboard, and film a documentary. The overarching theme is to argue that a specific ancient civilization is the most innovative in its contributions to contemporary culture.

<b>Priority Common Core State Standards</b> *Priority Standards are the standards around which supporting standards are organized	<b>Reading Foundations Standard</b>  <i>(For Grades K-5 only)</i>
<p><b>RI.6.1.:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.6.8.:</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>W.6.1.:</b> Write arguments to support claims with clear reasons and relevant evidence.  <b>W.6.1.a.:</b> Introduce claim(s) and organize the reasons and evidence clearly.  <b>W.6.1.b.:</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p><b>SL.6.1.:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.  <b>SL.6.1.b.:</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  <b>SL.6.1.d.:</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	
<b>Supporting Standards</b> *Supporting Standards are intricately woven through each of the performance tasks of the unit	<b>ELD Standards</b>

**W.6.4.:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**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.

**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.6.3.:** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**L.6.1.:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.6.1.a.:** Ensure that pronouns are in the proper case (subjective, objective, possessive).

RI 6.1, RI 6.8  
W 6.1A-B, W 6.4, W 6.6  
SL 6.1B, SL 6.1D, SL 6.3  
L 6.1A

<b>“Unwrapped” Concepts (Students need to know)</b>	<b>“Unwrapped” Skills (Students need to be able to do)</b>	<b>Bloom’s Taxonomy Levels of Cognitive Rigor</b>	<b>Webb’s Depth of Knowledge</b>
<b>RI.6.1.</b> <ul style="list-style-type: none"> <li>• Text Evidence</li> <li>• Of what the text says explicitly</li> <li>• Inferences drawn from text</li> </ul>	Cite  Analyze  Infer	Level 4: Analyze	Level 3: Strategic Thinking/ Reasoning
<b>RI.6.8</b> <ul style="list-style-type: none"> <li>• The argument and specific claims in the text</li> <li>• Claims that are supported by reasons and evidence and those that are not</li> </ul>	Trace Evaluate  Distinguish	Level 5: Evaluate	Level 4: Extended Thinking
<b>W.1.a.b</b> <ul style="list-style-type: none"> <li>• Arguments to support claims with clear reasons and relevant evidence</li> <li>• Claim(s)</li> <li>• Reasons and evidence clearly</li> <li>• Credible sources</li> <li>• An understanding of the topic or text</li> </ul>	Write  Introduce  Organize  Use  Demonstrate	Level 6: Create	Level 4: Extended Thinking
<b>SL.6.1.b.d</b> <ul style="list-style-type: none"> <li>• Collaborative discussions</li> <li>• Rules for collegial discussion</li> <li>• Multiple perspective through reflection and paraphrasing</li> </ul>	Engage  Follow  Demonstrate	Level 4: Analysis	Level 3: Strategic Thinking and Reasoning


Essential Questions	Corresponding Big Ideas
<p>Why is textual evidence essential to a reader’s understanding? (RI 6.1)</p> <p>Why does an author support their claim? (RI 6.8)</p> <p>Why do readers need specific claims in an argument? (W 6.1)</p> <p>What is the importance of reflection in a collegial discussion? (SL 6.1)</p>	<p>Readers support their analysis of text by citing textual evidence. (RI 6.1)</p> <p>Quality arguments are based on clearly stated claims that are supported by convincing reasons and relevant evidence. (RI 6.8, W 6.1)</p> <p>Having an understanding of multiple perspectives within a structured interaction can help strengthen an argument through the use of reflection and paraphrasing claims. (SL 6.1)</p>
Unit Vocabulary Words	
Academic Cross-Curricular Words	Content/Domain Specific Vocabulary
<ul style="list-style-type: none"> <li>• Achievement</li> <li>• Accomplishment</li> <li>• Advancement</li> <li>• Civilization</li> <li>• Contribution</li> <li>• Innovative</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Argument</li> <li>• Cite</li> <li>• Demonstrate</li> <li>• Distinguish</li> <li>• Engage</li> <li>• Evaluate</li> <li>• Infer</li> <li>• Introduce</li> <li>• Organize</li> <li>• Propaganda</li> </ul>

	<ul style="list-style-type: none"> <li>Trace</li> </ul>
<b>Resources for Vocabulary Development (Include at least one resource for English Learner)</b> <a href="#">Word Chart</a> • <a href="#">Frayer Model</a>	

<b>Unit Formative Assessments of Priority Standards (Embed Documents)</b>	
<b>Pre-Assessment</b>	<b>Post-Assessment</b>
<a href="#">Grade 6 ELA Unit 5 Pre Test</a>	<a href="#">Grade 6 ELA Unit 5 Post Test</a>
<b>Pre-Assessment Rubrics and Answer Keys</b>	<b>Post-Assessment Rubrics and Answer Keys</b>
<a href="#">Grade 6 ELA Unit 5 Pre Test Teacher Booklet</a>	<a href="#">Grade 6 ELA Unit 5 Post Test Teacher Booklet</a>

<b>Overview of the Culminating Learning Experience (Situation, challenge, role, audience, product or performance)</b>		
<b>Describe the Culminating Learning Experience for this unit of study:</b>		<b>Suggested Length of Time</b> (Include days and minutes per day)
Students attend a “documentary premiere” and watch the documentaries from all sixth graders.		1 day, 90 minutes per day
<b>Synopsis of Performance Tasks</b>		
<b>Authentic Performance Tasks</b>	<b>Description</b>	<b>Suggested Length of Time</b> (Include days and minutes per day)

<b>Task 1:</b>	Use a graphic organizer to record the textual evidence and inferences to support your claim that your ancient civilization is more innovative than other civilizations.	3 days, 90 minutes per day
<b>Task 2:</b>	Use the graphic organizer to write a letter for the following prompt:  There is a new organization that is looking to recognize the ancient civilization that was the most innovative in their contributions to society. Write a letter to the “Nobel Innovation Award” committee to convince them that your civilization was the most innovative. Students need to support their claim with citations from three credible sources.	4 days, 90 minutes per day
<b>Task 3:</b>	Students create a storyboard to plan and organize the information to be presented in a documentary highlighting their civilizations’ advancements.	7 days, 90 minutes per day
<b>Task 4:</b>	Collaborate with your group to create and film a two-minute commercial that will convince the audience, the “Noble Innovation Award” committee, that your ancient civilization was the most innovative and deserves recognition.	10 days, 90 minutes per day

### PERFORMANCE TASK 1


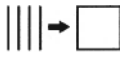

<b>Title of Authentic Performance Task 1</b>	Ancient Civilization Innovation	<b>Length:</b> 3 days, 90 minutes per day
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<b>Standards Addressed in Authentic Performance Task 1</b>	<p><b>Priority Standards for Task 1:</b></p> <p><b>RI.6.8.:</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>SL.6.1.:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p style="padding-left: 20px;"><b>SL.6.1.b.:</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p style="padding-left: 20px;"><b>SL.6.1.d.:</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>		
	<p><b>Supporting Standards for Task 1:</b></p> <p><b>W.6.4.:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.6.7.:</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>L.6.1.:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;"><b>L.6.1.a.:</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p><b>SL.6.2.:</b> 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.</p>		
<b>Detailed Description of Authentic Performance Task 1</b>	<p><b>Performance Task:</b></p> <p>Use a graphic organizer to record the textual evidence and inferences to support your claim that your ancient civilization is more innovative than other civilizations.</p>	<b>Bloom’s Taxonomy Levels</b>	<b>Webb’s DOK</b>
	<p><b>Suggested Teaching and Learning Sequence:</b></p> <ul style="list-style-type: none"> <li>• Reteach stating a claim, citing textual evidence, and making inferences about the text. (RI.6.8)</li> <li>• Teach how to trace and evaluate an argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims</li> </ul>	Level 4 - Analyze	Level 3 – Strategic Thinking and Reasoning
	<b>Rubric for Authentic Performance Task 1 (Embed Document)</b>		



	<p>that are not. (RI.6.8)</p> <ul style="list-style-type: none"> <li>○ Teach propaganda so students understand unsupported claims.</li> <li>● Teacher needs to explain the different performance tasks of Unit 5, so students have a clear direction <ul style="list-style-type: none"> <li>○ For a class of 31, there will be four groups of six students and one group of seven students <ul style="list-style-type: none"> <li>▪ Each group will be assigned a different civilization to research: <ol style="list-style-type: none"> <li>1. Mesopotamia</li> <li>2. Egypt</li> <li>3. Greece</li> <li>4. China</li> <li>5. Rome</li> <li>6. India</li> </ol> <p>**Some other civilizations lack the supporting evidence to be innovative.</p> </li> </ul> </li> </ul> </li> <li>● In their groups, students need to research the advancements of their assigned civilization. Research can be obtained from the social studies text, library resources, and online resources. Assigning research as homework may be more time efficient. Students need at least three credible sources. (SL.6.1.b.d)</li> <li>● Students independently record their findings on the graphic organizer <ul style="list-style-type: none"> <li>○ Refer to “Graphic Organizer” in the resources.</li> </ul> </li> </ul>	<a href="#">Graphic Organizer Rubric</a>
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**Response to Instruction and Intervention**

Instructional Strategies (Minimum of 3)	Differentiated Strategies for Intervention (Minimum of 6)	Differentiation Strategies for Enrichment (Minimum of 3)	Interdisciplinary Connections
<ul style="list-style-type: none"> <li>● <b>Vocabulary Development:</b> Discuss the definition of “innovations”. List synonyms and use the word in a sentence. Brainstorm American innovations.</li> <li>● <b>Small Groups:</b> Review propaganda and their use in</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Small group:</b> Review the different types of propaganda.</li> <li>● <b>Adjusted level of rigor:</b> Reduce the number of sources to two, including the Social Studies text</li> <li>● <b>Small group or individual:</b> Assist with research and</li> </ul>	<ul style="list-style-type: none"> <li>● Students will look at the overall impact  of the society and pay special attention to translating what  the impact  has been on</li> </ul>	Ancient Civilizations

<p>commercials. Students can discuss current commercials and the propaganda used in each.</p> <ul style="list-style-type: none"> <li>• <b>Credibility:</b> Use the provided materials to review credibility. Students can brainstorm examples of credible sources and not credible sources.</li> </ul>	<p>completing the graphic organizer.</p>	<p>today's world.</p> <ul style="list-style-type: none"> <li>• TLAD –Adopt a particular discipline to support arguments of your civilization utilizing the disciplines particular area of study.</li> </ul>	
<p><b>Teacher Resources and Materials</b> (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>		<p><b>Student Resources and Materials</b></p>	
<p><b>Textbook References:</b></p> <p>Holt Ancient Civilizations Textbook</p> <p><b>Other Books:</b></p> <p><b>Audio/Visual Resources:</b></p> <p><a href="#">Propaganda Techniques Prezi</a> – this prezi addresses five propaganda techniques used in commercials. Youtube videos are embedded in this prezi. There is also checking for understanding and a homework assignment at the end. Preview before showing the class.</p> <p><a href="#">Propaganda in Commercials and Politics</a> – this prezi has commercials and political commercials that addresses different propaganda techniques. Preview before showing the class.</p> <p><a href="#">Purdue Owl Argument Website</a></p> <p><b>Additional Print Sources:</b></p>			

Other Resources:	
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## PERFORMANCE TASK 2

<b>Title of Authentic Performance Task 2</b>	Writing to Win	<b>Length:</b> 4 days, 90 minutes per day	
<b>Standards Addressed in Authentic Performance Task 2</b>	<p><b>Priority Standards for Task 2:</b></p> <p><b>RI.6.1.:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>W.6.1.:</b> Write arguments to support claims with clear reasons and relevant evidence.  <b>W.6.1.a.:</b> Introduce claim(s) and organize the reasons and evidence clearly.  <b>W.6.1.b.:</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p><b>Supporting Standards for Task 2:</b></p> <p><b>W.6.4.:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.6.6.:</b> 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.</p> <p><b>L.6.1.:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>L.6.1.a.:</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>		
<b>Detailed Description of Authentic Performance Task 2</b>	<p><b>Performance Task:</b></p> <p>Use the graphic organizer to write a letter for the following prompt:</p> <p>There is a new organization that is looking to recognize the ancient civilization that was the most innovative in their contributions to society. Write a letter to the “Nobel Innovation Award” committee to convince them that your civilization was the most</p>	<b>Bloom’s Taxonomy Levels</b>	<b>Webb’s DOK</b>
		Level 6 - Create	Level 4 – Extended Thinking

	<p>innovative. Support your claim with citations from credible sources.</p> <p><b>Suggested Teaching and Learning Sequence:</b></p> <ul style="list-style-type: none"> <li>• Teach how to write a business letter. (RI.6.1) (W.1.a.b) (W.6.4) (W.6.6) (L.6.1.a) <ul style="list-style-type: none"> <li>○ Refer to business letter resources</li> </ul> </li> <li>• Students use graphic organizer from performance task 1 to construct a business letter to the “Nobel Innovation Award” committee. <ul style="list-style-type: none"> <li>○ This will be an argumentative letter on why their civilization is innovative. <ul style="list-style-type: none"> <li>▪ Since this is an imaginary committee, this is the business address students can use for their letter:  Nobel Innovation Award  1234 Achievement Road  New York, NY 11111</li> </ul> </li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Refer to Print Resources</li> </ul>	<p><b>Rubric for Authentic Performance Task 2 (Embed Document)</b></p> <p><a href="#">Argumentative Rubric</a></p>
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**Response to Instruction and Intervention**

<b>Instructional Strategies (Minimum of 3)</b>	<b>Differentiated Strategies for Intervention (Minimum of 6)</b>	<b>Differentiation Strategies for Enrichment (Minimum of 3)</b>	<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>• <b>Direct Instruction/Format of a Business Letter:</b> Use Step Up To Writing or Nancy Fetzer materials to teach the format of a business letter.</li> <li>• <b>Application:</b> Provide a sample business letter and have students identify the parts of the business letter.</li> <li>• <b>Small Group:</b> In a small group or with a partner, students can</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Small group:</b> Review the parts of a business letter</li> <li>• <b>Individual:</b> Assist students with outlining the information for their business letter</li> <li>• <b>Small group/ individual:</b> With students, proof read and correct business letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Write your letter from a different perspective other than yourself supporting the argument for your civilization.</li> <li>• GATE students could also extend their letter by incorporating a counter argument component into their body.</li> <li>• GATE students could write a response as a “Nobel Innovative Award” committee member and</li> </ul>	






<p>write a business letter requesting information on a specific product.</p>		<p>provide feedback.</p>	
<p><b>Teacher Resources and Materials</b> (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>		<p><b>Student Resources and Materials</b></p>	
<p><b>Textbook References:</b></p> <p><b>Other Books:</b></p> <p><b>Audio/Visual Resources:</b></p> <p><a href="#">How to Write a Business Letter Prezi</a> – This Prezi goes over how a business letter should be formatted on Word with appropriate spacing and information to include.</p> <p><a href="#">Business Letter Prezi</a> – This prezi goes over the elements in a business letter.</p> <p><a href="#">Business Letter Format</a> – This is a very in depth prezi about each element of a business letter.</p> <p><a href="#">Argumentative Letter Instructions Website</a> •</p> <p><b>Additional Print Sources:</b></p> <p><a href="#">Argumentative Organizer 1</a> • <a href="#">Argumentative Organizer 2</a> • <a href="#">Argumentative Chart</a> • <a href="#">Argument Letter Checklist</a> • <a href="#">Business Letter Writing</a></p> <p><b>Other Resources:</b></p>			

## PERFORMANCE TASK 3

<b>Title of Authentic Performance Task 3</b>	Presentation to Amaze	<b>Length:</b> 7 days, 90 minutes per day	
<b>Standards Addressed in Authentic Performance Task 3</b>	<p><b>Priority Standards for Task 3:</b></p> <p><b>SL.6.1.:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.6.1.b.:</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.6.1.d.:</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>		
	<p><b>Supporting Standards for Task 3:</b></p> <p><b>SL.6.3.:</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>		
<b>Detailed Description of Authentic Performance Task 3</b>	<p><b>Performance Task:</b></p> <p>Students create a storyboard to plan and organize the information to be presented in a documentary highlighting their civilizations' advancements.</p>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
	<p><b>Suggested Teaching and Learning Sequence:</b></p> <ul style="list-style-type: none"> <li>• Teach students how to make a storyboard <ul style="list-style-type: none"> <li>○ Refer to storyboard resources</li> </ul> </li> </ul>	Level 6 - Create	Level 4 – Extended Thinking
			<b>Rubric for Authentic Performance Task 3 (Embed Document)</b>

	<ul style="list-style-type: none"> <li>Students create their own storyboard that organizes the information for their documentary. <ul style="list-style-type: none"> <li>Refer to “How to Create a Storyboard Website” to teach students the elements that need to be included</li> <li>Use “Storyboard Template” for drafting ideas. <ul style="list-style-type: none"> <li>Students need to include time frames - video cannot exceed five minutes</li> <li>Written description needs to be included per frame.</li> </ul> </li> </ul> </li> <li>After students complete their individual storyboard, they will meet with their group and present their ideas <ul style="list-style-type: none"> <li>Students use the evaluation form to evaluate the speaker’s argument and presentation of supporting evidence. (SL.6.3) <ul style="list-style-type: none"> <li>Refer to “Peer Evaluation Form” in resources</li> </ul> </li> </ul> </li> <li>Groups collaborate on the final plans for their group documentary and prepare to film. (SL.6.1.b.d)</li> </ul>	<a href="#">Storyboard Rubric</a>
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**Response to Instruction and Intervention**

Instructional Strategies (Minimum of 3)	Differentiated Strategies for Intervention (Minimum of 6)	Differentiation Strategies for Enrichment (Minimum of 3)	Interdisciplinary Connections
<ul style="list-style-type: none"> <li><b>Writing:</b> Use Nancy Fetzer or Step Up To Writing to review writing a description.</li> <li><b>Evaluation:</b> Students can read their description to the small group and have the other students identify what is being described, ultimately evaluating the effectiveness of the descriptive paragraph.</li> <li><b>Direct Instruction:</b> Create a</li> </ul>	<ul style="list-style-type: none"> <li><b>Flexible Grouping:</b> pair student with another student, in the same civilization group, to work on the storyboard.</li> <li><b>Small group:</b> Review the “Peer Evaluation Form” and have students practice presenting their storyboards.</li> </ul>	<p>Students will look focus on:</p> <p>impact,</p>  <p>changes over time, </p> <p> origins,</p> <p> →  translations</p>	

<p>storyboard, modeling the process for the students.</p>			
<p align="center"><b>Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p>		<p align="center"><b>Student Resources and Materials</b></p>	
<p><b>Textbook References:</b></p> <p><b>Other Books:</b></p> <p><b>Audio/Visual Resources:</b></p> <p><a href="#">Website on Creating a Storyboard</a> • <a href="#">How to Create Storyboard Website</a></p> <p><b>Additional Print Sources:</b></p> <p><a href="#">Storyboard Image</a> • <a href="#">Storyboard Template</a> • <a href="#">Peer Evaluation Form</a></p> <p><b>Other Resources:</b></p> <p><a href="#">Website for Free Applications to Download to Make Videos</a> – This website has five free applications that students can download on their phones to create a video for their documentary. Applications can be used on Mac or Android products.</p>			

**PERFORMANCE TASK 4**

<p><b>Title of Authentic Performance Task 4</b></p>	<p>Worthy Documentaries</p>	<p><b>Length:</b> 10 days, 90 minutes per day</p>
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<b>Standards Addressed in Authentic Performance Task 4</b>	<p><b>Priority Standards for Task 4:</b></p> <p><b>SL.6.1.:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>SL.6.1.b.:</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.6.1.d.:</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>			
	<p><b>Supporting Standards for Task 4:</b></p> <p><b>L.6.1.:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.6.1.a.:</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>			
<b>Detailed Description of Authentic Performance Task 4</b>	<p><b>Performance Task:</b></p> <p>Collaborate with your group to create and film a two to five minute documentary that will convince the audience, the “Noble Innovation Award” committee, that your ancient civilization was the most innovative and deserves recognition.</p>	<b>Bloom’s Taxonomy Levels</b>	<b>Webb’s DOK</b>	
	<p><b>Suggested Teaching and Learning Sequence:</b></p> <ul style="list-style-type: none"> <li>• Use the “Introducing Documentaries Lesson” teach Introducing Documentaries to your students in resources. <ul style="list-style-type: none"> <li>○ Refer to “Documentary Vocabulary Handout” provided in resources to use along with lesson</li> <li>○ While watching a documentary from Safari Montage, have students use the Documentary Viewing Form to look for the elements in the documentary. (found in resources)</li> </ul> </li> <li>• Teach Creating a Documentation (PDF in resources)</li> <li>• Websites are given for extensive explanations and extended activities.</li> </ul>	Level 6 - Create	Level 4 – Extended Thinking	
			<b>Rubric for Authentic Performance Task 4 (Embed Document)</b>	
			<a href="#">Documentary Rubric Including Roles and Organization</a>	
<b>Response to Instruction and Intervention</b>				
<b>Instructional Strategies (Minimum of 3)</b>	<b>Differentiated Strategies for Intervention (Minimum of 6)</b>	<b>Differentiation Strategies for Enrichment (Minimum of 3)</b>	<b>Interdisciplinary Connections</b>	

<ul style="list-style-type: none"> <li>• <b>Multiple Intelligences:</b> visual/spatial, bodily/kinesthetic, interpersonal, and/or intrapersonal.</li> <li>• <b>Direct Instruction:</b> a structured lesson teaching the parts of a documentary.</li> <li>• <b>Peer Editing:</b> Working collaborative within small groups, students will edit each other's work on their documentary.</li> <li>• <b>Cooperative learning:</b> Students will need to work together in small groups to create, design, and produce quality documentaries.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Small Group:</b> Review the features of a documentary.</li> <li>• <b>Small Group:</b> Sit with the small group to view the documentary and complete the viewing form. Discuss the features the students noticed in the documentary.</li> </ul>	<p>GATE students have the opportunity to create a movie trailer in addition to their documentary. Their documentary will include at least four Depth and Complexity prompts. Students can use Gizmos and incorporate it into their documentary.</p> <p><a href="http://www.explorellearning.com/">http://www.explorellearning.com/</a></p>	
<p align="center"><b>Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p>		<p align="center"><b>Student Resources and Materials</b></p>	
<p><b>Textbook References:</b></p> <p><b>Other Books:</b></p> <p><b>Audio/Visual Resources:</b></p> <p><a href="#">How to Make a Documentary Prezi</a> – This Prezi reviews the different elements in a documentary. Preview before showing.</p> <p><b><u>Safari Montage videos:</u></b></p>			

Search: Ancient Mesopotamia, Ancient China, Ancient Greece, Ancient Egypt, Ancient Rome, and Ancient India

**Additional Print Sources:**

[Introducing Documentaries Lesson](#) – This lesson plan introduces documentaries to students.

[Documentary Vocabulary Handout](#) • [Documentary Viewing Guide](#)

**Other Resources:**

[Introducing Documentaries](#) – This website has information to introduce the purpose of a documentary.

[Making a Documentary Resource](#) – This is a WikiHow website that has information on how to create a documentary and the elements needed.

[Documentary Website](#) – This website has information on the steps to create a documentary

### CULMINATING LEARNING EXPERIENCE

#### Description of Culminating Learning Experience (situation, challenge, role, audience, product or performance)

Students attend a “documentary premiere” and watch the documentaries from all sixth graders.

Rubric for Culminating Learning Experience (Embed Document)

[Documentary Rubric](#)

[Documentary Rubric 2](#)

Length

1 days, 90 minutes per day

**Overall Reflections on the Instructional Unit (Feedback to Curriculum Team)**

**Suggestions for Improvement**

**Student Response**

<b>Overall Reflections on the Instructional Unit (Feedback to Curriculum Team)</b>	
<b>Suggestions for Improvement</b>	<b>Student Response</b>