

ELA COMMON CORE CURRICULUM UNIT Grade 6*
North Smithfield School Department

TITLE OF UNIT: Individuals within a community **COURSE OR GRADE :** 6

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** Several weeks, quarter, semester

OVERVIEW OF UNIT:

During this unit, students will be answering the essential question: “How do communities shape us? Students will also answer two smaller essential questions: “Is it more important to fit into a group or express your individuality?”, “When do communities value individuality?” Students will read an extended literary text that will be supplemented by poetry, short stories, and informational text.

**ESSENTIAL QUESTION, PROMPT,
PROBLEM**

How do communities shape us?

During this unit, students will write an essay based on different perspectives on one community. They will perform role plays, write constructed and extended responses, use graphic organizers, work on language conventions, and extend their vocabulary. Students read, study, and discuss *Schooled* by Gordon Korman as their extended piece of literary text. They consider the essential questions, as well as the idea of staying true to your individuality despite the pressures of a particular community. Students read informational and fictional pieces, as well as poetry to explore these ideas.

STANDARDS: Common Core ELA Standards

Reading RL/R.I 1-10	Writing W. 1-10	Speaking & Listening SL. 1-6	Language L. 1-6
<input type="checkbox"/> Literature & Informational <input type="checkbox"/> Key Ideas and Details <input type="checkbox"/> Craft and Structure <input type="checkbox"/> Integration of Knowledge <input type="checkbox"/> Range of Reading	<input type="checkbox"/> Text Types and Purposes <input type="checkbox"/> Production and Distribution <input type="checkbox"/> Research to Build and Present Knowledge <input type="checkbox"/> Range of Writing	<input type="checkbox"/> Comprehension and Collaboration <input type="checkbox"/> Presentation of Knowledge and Ideas	<input type="checkbox"/> Knowledge of Language <input type="checkbox"/> Vocabulary Acquisition Use

FOCUS ELA STANDARDS: [see curriculum](#) _____ [for specific standards, e.g. RL. 8.1, RI 8.2, W 8.1, etc.](#)

Reading Literary and Informational

- Cite textual evidence, draw inferences **RL and RI 6.1**
- Determine a theme or central ideas **RL and RI 6.2**
- Describe how characters respond or change as the plot moves to a resolution **RL 6.3**
- Analyze how individual, event, or idea is introduced, illustrated and elaborated **RI 6.3**
- Meaning of words and phrases **RI and RL 6.4**
- Analyze structure of text **RI and RL 6.5**
- Explain how author develops point of view **RI and RL 6.6**
- Read and comprehend **6.10 RI and RL**

Writing

- Argument **W.6.1**
- Narrative **W. 6.3**
- Clear and coherent writing **W.6.4.**
- Strengthen writing **W.6.5.**
- Write routinely **W.6.10.**

Speaking and Listening

- Collaborative discussion **SL.6.1**

Language

- Command of conventions **S.L.6.1**
- Command of standard English capitalization, punctuation, spelling **S.L.6.2**
- Knowledge of language and its conventions when writing , speaking, reading, or listening **S.L.6.3**
- Meaning of unknown words **S.L.6.4**
- Figurative language, word relationships, and nuances **L.6.5**

Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING:

- How do you hold on to your individuality and also be part of a community?

PRIOR KNOWLEDGE:

- How to be a successful, contributing member to a new community
- Communes, foster care/social services

ELA COMMON CORE CURRICULUM UNIT Grade 6*
North Smithfield School Department

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Extend knowledge and awareness of various types of communities
- Advantages of disadvantages of homeschooling
- To respect and appreciate values of other cultures
- To develop empathy/understanding for a person's different point of view/perspective
- To recognize personal strengths within their own individuality

SUGGESTED WORKS:

LITERARY TEXTS

Schooled, Karman

STORIES

"All in a Summer's Day"
"The Great American Slurp"
"The Horse Snake"
"A Childhood in Cuba"

Poetry

"In a Neighborhood in Los Angeles"
"For Gwen"

Optional Read Aloud/Excerpts:

Star girl by Jerry Spinelli
Maniac McGee by Jerry Spinelli
Freak the Mighty

INFORMATIONAL TEXT

NONFICTION

Magazine Articles To Be Determined: Homeschooling, IQ,
and Bullying

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:

- | | | | |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 16. Research project |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 17. Vocabulary word wall |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 18. Writer's notebook |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 19. Word Study |
| 5. Graphic organizers | 10. Media appreciation | 15. Oral presentation | 20. |
- Class discussions about: individuality vs. conforming, homeschooling vs. public schooling, and best way to prevent bullying
 - Argument writing follow up to class discussions and research, e.g. Home schooling vs. public education
 - Narrative:
 - extended chapters and/or sequels
 - taking on character's perspective
 - going to another world and being the outsider
 - Role Playing: Students will take on persona of different characters, role play bullying skits
 - Research homeschooling and various bullying prevention programs (also IQ)

ELA COMMON CORE CURRICULUM UNIT Grade 6*
North Smithfield School Department

- Summarizing and note taking: Students will keep chapter summaries, character charts, list questions while reading both literary and informational texts
- Media appreciation: *Maniac McGee* short video on Discovery
- Compare and Contrast/Graphic Organizers: Venn Diagram, constructed response, focusing on different characters and different communities
- Journal Writing/ Writer's Notebook for short text and poems
- Word Study: Personal Glossaries
- Grammar and Usage- Command of pronouns, capitalization, punctuation, spelling
- Vocabulary with meaning of unknown and multiple meaning words and grade appropriate academic and domain specific words (Non-linguistic representations)

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES:

- Non-fiction articles, videos, clips on bullying, homeschooling, IQ, individuality
- Media clip: *Maniac McGee* Discovery Education
- Maniac McGee* and *Star girl* by Jerry Spinelli (excerpts/whole novel) also, *Freak the Mighty* by WR Philbrick

VOCABULARY

- Authority
- Commune
- Conformity
- Foster homes
- Hippies
- Homeschooling
- Ignorance
- Individualism
- Materialism
- Naive
- Philosophy
- Protests
- Resolution
- Social services
- Suppression
- TAI CHI

ELA COMMON CORE CURRICULUM UNIT Grade 6*
North Smithfield School Department

LESSON PLAN for UNIT _____

LESSONS

- Lesson # 1 Summary:

- Lesson #2 Summary:

- Lesson #3 Summary:

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - Lead –in

 - Step by step

 - Closure

- Instructional strategies:**

- Assessments:**
 - Formative

 - Summative