

Grade Level: 6	Trimester 2	Length 12 weeks
Unit 2 SELF-ACCEPTANCE		
<p>Unit Overview</p> <p>How does self-acceptance lead to accomplishment? What are the common attributes among fictional and non-fictional characters that allow self-acceptance to drive their decision making? In this unit, students will read poetry, drama, short stories, historical fiction, and informational text to identify examples of words and actions that demonstrate characters’ self-acceptance? They will read the play, <i>A Christmas Carol</i>, to encounter a classic example of a character that was able to change for the better by accepting the negative qualities that affected his relationships with others. They will connect those examples to their own experiences and to other characters in literature. The unit will conclude with the reading of Iqbal as they read about a person who overcame the injustices of the human population.</p>		
<p>Focus Standards</p> <p>Bold = assessment included</p> <p>RL. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <hr/> <p>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.</p> <hr/> <p>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.</p> <p><i>Craft and Structure</i></p> <hr/> <p>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.</p> <hr/> <p>RL6.5 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.</p> <hr/> <p>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.</p>		

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

MA.8.A. Identify the conventions of legends and epics (e.g., the hero, quest, journey, seemingly impossible tasks) in historical and modern literary works.

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.

RI6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI6.2. 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.

RI6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

RI6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI6.5. 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.

RI6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

W 1. Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 2 a. Introduce a topic; 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.

- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from the information or explanation presented.
- 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.)
- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 65.)
- 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 9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. 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”).
 - b. 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”).
- SL**
- 1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - 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.
 - 3.** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - 4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 65 for specific expectations.)

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1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - b. Use intensive pronouns (e.g., *myself*, *ourselves*).
 - c. Recognize and correct inappropriate shifts in pronoun number and person.*
 - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
 - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
 - b. Spell correctly.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Vary sentence patterns for meaning, reader/listener interest, and style.*
 - b. Maintain consistency in style and tone.*
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.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., personification) in context.
 - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
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.

Overarching Standards:

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

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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 6.10 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.

Key Understandings to Explore

Students will understand that

Self-acceptance leads to accomplishment.

Everyone can develop the qualities of self-acceptance.

Certain universal attributes lead to success.

We learn things about ourselves through characters in literature.

Essential Questions for thought, discussion, and collaboration

To what extent do specific qualities enable a person to obtain self-acceptance?

How does a character's self-acceptance affect the character's development and the outcome of the situation?

To what extent is self-acceptance a desirable quality?

Why is it so difficult to acquire self-acceptance?

<p>Declarative and Factual Knowledge (Recall, memorize, define) Students will know...</p> <ul style="list-style-type: none"> • Theme • Story or drama elements • Structure of a drama (flashback) • Point of View • Characters • Narrator • Audio, film, stage and multimedia techniques • Literature genres • Poetry (similes) • Comprehension strategies • Impact of word choice • Tone • Different authors present key information in different ways • Evidence interpretation of facts • Range of topics in informational text • Informative, explanatory, compare/contrast text structure • Transition words and phrases • Formal writing style • Writers write for different purposes and audiences • Rules for class discussion • Dictionary/thesaurus skills 	<p>Skills (Organize, apply, analyze, integrate, evaluate) Students will be able to....</p> <ul style="list-style-type: none"> • Determine the theme or central idea of a text • Identify the elements of a story or drama • Describe the structure of a drama • Analyze how the form or structure helps to convey the meaning of the drama. • Describe the different points of view of characters or narrators in a text • Analyze how the author develops and contrasts these points of view • Compare and contrast a written text with its audio, filmed, staged, or multimedia version. • Read grade-level literature, poetry and informational text • Apply comprehension strategies • Demonstrate understandings of texts read • Identify unknown words and phrases in text • Recognize and analyze the impact of word choice on meaning and tone • Identify key points of two or more authors on the same topic • Analyze how authors emphasize and present different evidence and interpretation of facts • Write various texts using the particular text structure • Include preview of topic in the introduction • Use facts, definitions, details, quotations, etc to develop topic • Use appropriate transition words, phrases and clauses • Use precise language and domain-specific vocabulary • Employ a formal writing style • Write a concluding statement • Write routinely over time for a range of audiences and purposes • Pose questions that elicit elaboration • Acknowledge new viewpoints • Locate the meaning/usage of a word
<p>Key Vocabulary:</p>	

Attributes: Self-acceptance, perseverance, confident, bold, fearless, daring, generosity, heroism, leadership

Drama: Flashback, dialogue, stage directions, plot, character, act, conflict, setting, theme, protagonist

Performance Assessments (may be formative or summative)

Summative:

Compare/Contrast Essay: Compare and contrast how a character changed during the unfolding of his life.

Character sketch Paragraph on attributes that contribute to or detract from the ability of a person to persevere

Group Presentation showing the story map and following the theme of Truth throughout their Literature Circle novel.

Other Evidence/Assessments

- "Character Traits Sheet" – keys to success. Complete sheet.

- Venn Diagram comparing and contrasting drama text, theater presentation, and movie

- Drama text dependent questions

- Literature circle discussion notebooks bi-weekly entries

Unit Title (continued from previous page):

Literary Texts: Poems

I Build Walls
Sometimes

Literary Texts: Stories/Novels

Drama:

A Christmas Carol by Charles Dickens

Independent Novels

Iqbal (Francesco D’Adamo)
Stargirl (Jerry Spinelli)
Nothing But the Truth (AVI)
Blackwater (Eve Bunting)

Gollywhopper Games (Jody Feldman)
Alabama Moon (Watt Key)
Hidden Summer (Gin Phillips)
Among the Hidden (Margaret Peterson Haddix)

Art/Music/Media

A Christmas Carol movie

Differentiation for Struggling Learners and ELL

For Independent Reading :

- Differentiated level of options available for Literature Circles

- Graphic organizers for writing assignments
- Venn Diagram to organize compare and contrast
- Paragraph frames

Interdisciplinary Connections

- historical connections of place (Sudan, Pakistan)