# COMMON CORE GEORGIA PERFORMANCE STANDARDS
## ENGLISH LANGUAGE ARTS INTEGRATED LESSON PLANNING TEMPLATE

### NINE WEEK UNIT: INFORMATIONAL
#### EXTENDED TEXT - ANNE FRANK, THE DIARY OF A YOUNG GIRL
#### THEMATIC/RESEARCH CONNECTIONS - HUMAN RIGHTS, TOLERANCE, HOLOCAUST

<table>
<thead>
<tr>
<th>TEXTS</th>
<th>TASKS</th>
<th>STRATEGIES/SKILLS</th>
</tr>
</thead>
</table>
| Anne Frank: The Diary of a Young Girl  
Anne Frank  
Informational: Non-Fiction Memoir  
Anne Frank: The Whole Story (TV Mini-Series)  
Informational: Literary Non-Fiction/visual  
http://www.youtube.com/watch?v=XH2HxdnUdWE | Reading:  
Traditional Text  
*Anne Frank: The Diary of a Young Girl*  
Short Texts (various)  
Visual Text  
Film clips/extended film  
Photography exhibits | Close Reading  
Read Aloud  
Paired Reading  
Independent Reading  
Readers Theater  
Dramatic Production/skit  
Active Listening: Audio  
Active Viewing: Film Clips  
Summarize/Paraphrase  
Cite evidence  
Annotate text  
Take reliable and cogent notes (Cornell, etc.)  
Make inferences  
Recognize introduction of and elaboration on ideas/events  
Identify key details and extraneous information  
Identify figurative and connotative language  
Identify structural, literary, rhetorical elements  
Identify purpose and point of view  
Use text to enhance conventions, vocabulary, and grammatical learning  
Integrate information from written, visual, and digital text  
Trace and evaluate arguments and claims  
Compare and evaluate multiple perspectives on an event  
Comprehend text of grade-level appropriate complexity |

| EXTENDED TEXT | | |
|----------------|-----------------|
| "The Thaw," Primo Levi  
Excerpted from The Reawakening From The Holocaust Teacher | Analysis Essay #1:  
Anne Frank is often described as an optimistic person. What evidence from the text supports this belief? In a 2 page paper (typed, MLA style, 500 word minimum), | Graphic Organizer/Traditional Outline  
Brainstorming  
Peer Review/Editing  
Pre-writing/Drafting/Editing/Revising/Publishing |
<p>| Resource Center |
| <strong>Informational: Non-Fiction Memoir</strong> |
| <strong>SHORT TEXT</strong> |
| Literary discussion: “The Thaw” |
| Structure, imagery, context, purpose, point of view |
| <a href="http://www.holocaust-trc.org/thethawdiscussion.htm">http://www.holocaust-trc.org/thethawdiscussion.htm</a> |
| <strong>Informational: Academic</strong> |
| <strong>Research Paper:</strong> |
| Is human character shaped by &quot;nature&quot; (e.g., genes, nutrition, and inherent skill) or by &quot;nurture&quot; (e.g., upbringing, cultural values, good or bad habits). Research the latest scientific findings and philosophical debate on this issue and write a 3 page paper in APA format presenting your research. Use appropriate citations. |
| <strong>Analysis Essay #2:</strong> |
| Anne Frank's famous quote, &quot;In spite of everything, I still believe that people are really good at heart,&quot; is borne out by some of the people portrayed in the diary and disproved by others. Choose one individual from the diary and use evidence from the text to show how they prove or disprove Anne's maxim (2 pages typed, MLA style, 500 word minimum). |
| <strong>Writer's Workshop</strong> |
| Co-Construction |
| Rubric Study (e.g., diction, organization, fluency) |
| Student Models |
| Support claims with clear and relevant textual evidence |
| Evaluate sources for credibility |
| Use effective transitions and provide a concluding statement |
| Convey ideas/concepts/information through selection, organization, and analysis of relevant content |
| Adequately develop topic |
| Employ effective literary and rhetorical techniques |
| Engage and orient reader |
| Employ all steps of writing process |
| Use technology effectively |
| Use information from a variety of sources |
| Use writing assignment to enhance conventions, vocabulary, and grammatical learning |
| <strong>Anne Frank: Beyond the Diary - A Photographic Remembrance</strong> |
| Ruud van der Rol and Rian Verhoeven |
| <strong>Informational: Visual Text</strong> (photographs) |
| <strong>SHORT TEXT (VISUAL)</strong> |
| Shamash: Holocaust Photography Exhibit |
| <strong>Informational: Visual Text</strong> |
| <strong>SHORT TEXT (VISUAL)</strong> |
| “The Scream” |
| Edward Munch |
| Oil on Canvas |
| <strong>Literary: Visual Text</strong> |
| <strong>SHORT TEXT (VISUAL)</strong> |
| discuss Anne's word choice, syntax, imagery and any other pertinent rhetorical elements that help create her voice and tone in the diary. |
| <strong>Graphic Organizer</strong> |
| Traditional Outline |
| Brainstorming |
| Debate |
| Peer Review/Editing |
| Pre-writing/Drafting/Editing/Revising/Publishing Co-Construction |
| Rubric Study (e.g., diction, organization, fluency) |
| Student Models |
| Convey ideas/concepts/information through selection, organization, and analysis of relevant content |
| Employ relevant facts, definitions, details, quotations, and quantitative data including graphical data |
| Use precise language and domain specific vocabulary |
| Employ clear transitions |
| Employ formal style (including specified manuscript style such as APA or MLA when required) |
| Provide conclusion that follows from the information presented |
| Employ all steps of writing process |
| Use technology effectively |
| Use information from a variety of sources |
| Use primary and secondary sources as appropriate |</p>
<table>
<thead>
<tr>
<th>Routine Writing:</th>
<th>Co-Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example One: Keep your own diary daily for two weeks; examining your text, do you find yourself to be an optimistic person or a pessimistic person?</td>
<td>Student Models</td>
</tr>
<tr>
<td>Example Two: Look at the newspaper clippings provided to the class this morning. What human rights issues can you identify in our own country or community? Write a letter to the editor expressing your opinion on this issue and/or suggesting a course of action.</td>
<td>Shadow/Echo Writing (emulate an example text)</td>
</tr>
<tr>
<td>Example Three: Write a single diary entry for Anne describing an imaginary day that, unfortunately, never actually took place. Describe the successful rescue/liberation of the people in Anne’s hiding place. How does the rescue come about? What are the historic and personal circumstances (be accurate). How does everyone feel/react?</td>
<td>Multi-Modal Prompts (response to article, photograph, etc.)</td>
</tr>
</tbody>
</table>

**Shadow Poetry:** Write a poem based on the structure of the “They Came For” poem, expressing your own unique viewpoint or experience.

**Graphic Organizer**

- Traditional Outline
- Brainstorming
- Peer Review/Editing
- Pre-writing/Drafting/Editing/Revising/Publishing
- Writer's Workshop
- Co-Construction
- Rubric Study (e.g., diction, organization, fluency)
- Student Models

**Effectively structure plot and develop characters using strategies such as dialogue and pacing**

---

**The Freedom Writers Diary : How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them (Excerpts)**

**Narrative Writing:**

What Anne Frank experienced was an extreme version of the kinds of intolerance, bullying, and bigotry that people still experience every day. Write a personal narrative describing a time you were a victim of this type of behavior, or a time when you treated someone else unfairly. Be sure to let your own unique voice come through in your writing, using tense, voice, imagery, and all the other literary tools at your disposal to engage your audience.
<table>
<thead>
<tr>
<th>SHORT TEXT</th>
<th>Use effective transitions and provide a concluding statement</th>
<th>Use effective transitions to convey sequence and shifts</th>
</tr>
</thead>
</table>
| **Zlata’s Diary: A Child’s Life in Sarajevo (Excerpts)**  
Zlata Filipovic  
**Informational: Memoir** | Convey ideas/concepts/information through selection, organization, and analysis of relevant content | Provide conclusion that follows from narrated experiences |
| **Pictures of Love**  
Close study of visual images from short texts. Students compose photographs, film, or sculpture on a theme of tolerance and peace. Students will use evidence from the text to support and provide analysis for their graphic. | Adequately develop topic | Use technology effectively |
| **AnneFrank.Com**  
This definitive site focuses on Anne Frank and her world-famous diary. It contains excerpts from her diary, a photo scrapbook of her life, and information about a traveling museum exhibit about her.  
[http://www.annefrank.com](http://www.annefrank.com)  
**Informational: Digital** | Engage and orient reader | Use writing assignment to enhance conventions, vocabulary, and grammatical learning |
| **Mock Trial of Ann Frank’s Informant**  
Students use text-based evidence and additional research to indict and conduct a mock courtroom trial of the person or persons they believe betrayed the families to the Nazi authorities. | Employ all steps of writing process | Support claims with clear and relevant textual evidence |
| **Field Trip (formal or simply moving about the building)**  
**Brainstorm**  
**Student Models**  
**Shadow/Echo visuals (emulate an example visual)**  
**Rubric Study**  
**Practice/Training in artistic media/digital media as needed** | Collaborative Discussion  
**Field Trip (courthouse)**  
**Guest Speaker**  
**Debate**  
**Active Viewing: Film (Nuremberg Trials)**  
**Internet and Library Research**  
**Brainstorming**  
**Pair/Share**  
**Rubric Study** | Engage effectively in group collaboration  
Evaluate a speaker’s argument and claims  
Distinguish claims that are supported by evidence from...
<table>
<thead>
<tr>
<th><strong>“First They Came…”</strong></th>
<th><strong>No Hate Zone Campaign</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Niemoller</td>
<td>Students study human rights issues in their own environment and use various forms of persuasive media (e.g., public service announcement, brochure, print advertisement, billboard, t-shirts) to promote goodwill and tolerance.</td>
</tr>
<tr>
<td><strong>Literary: Poem</strong></td>
<td></td>
</tr>
<tr>
<td>SHORT TEXT</td>
<td></td>
</tr>
</tbody>
</table>

| **“Tolerance”**       | **Guest Speaker (public relations/advertising)** |
| Egal Bohen            | Active Viewing: PSAs |
| **http://www.poemhunter.com/poem/tolerance/** | Interview/Debate |
| **Literary: Poem**    | Internet and Library Research |
| SHORT TEXT            | Collaborative Discussion |
|                       | Brainstorming |
|                       | Practice/Training in artistic media/digital media as needed |

| **Rubric Study**      | **Annotation** |
|                       | Citation |
|                       | Website vetting |
|                       | Engage effectively in group collaboration |
|                       | Integrate information from written, visual, and digital text |
|                       | Trace and evaluate arguments and claims |
|                       | Compare and evaluate multiple perspectives on an event |
|                       | Convey ideas/concepts/information through selection, organization, and analysis of relevant content |
|                       | Employ effective rhetorical techniques |
|                       | Present claims and findings logically |
|                       | Use multi-media components |
|                       | Adapt speech to a variety of contexts and tasks |
|                       | Use assignment to enhance conventions, vocabulary, and grammatical learning |
### Calendar

#### Week One:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson One</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Lesson One

**Anne Frank: Diary of a Young Girl (1-100*)**  
**Anne Frank: The Whole Story (Parts 1-2)**

**RI:** Close reading, annotation, active viewing, inference, textual evidence  
**L:** Vocabulary from Text - Anne’s diction  
Syntax - Anne’s sentence structure  
parts of speech, phrase/clause, compound, complex, how style creates tone, shows age  
**SL:** Collaborative discussion, Socratic Seminar  
Dramatic reading, skits, pair reading  

**W:** Routine Writing  
Engage and orient reader  
Employ genre appropriate style and format  
Use routine writing as a forum for free expression and creativity

**Differentiation:**  
☐ Content  ☐ Interest  ☐ Process  
☐ Readiness

**Assessment (include Rubric if appropriate):**

*All recommendations for number of pages of assigned reading for a particular lesson are approximate. You may want to spread the reading over several weeks or do it in concentration. Reading more or fewer pages in a given lesson will not impact your ability to navigate through subsequent lessons.*

#### Lesson Two

**Pictures of Love**  
Close study of visual images from short texts.  
Students compose photographs, film, or sculpture on a theme of tolerance and peace.  
“Tolerance”  
Egal Bohen  
http://www.poemhunter.com/poem/tolerance/

**Literary: Poem**  
Anne Frank: Beyond the Diary - A Photographic Remembrance  
Ruud van der Rol and Rian Verhoeven  

**Informational: Visual Text**

**RI:** Identify figurative and connotative language  
Identify structural, literary, rhetorical elements  
Identify purpose and point of view  
**L:** Figurative language and word relationships  
**SL:** Demonstrate understanding of multiple perspectives; presentation  

**W:** Mini-argument - rationale for graphic  
Support claims with clear and relevant textual evidence  
Convey ideas/concepts/information through selection, organization, and analysis of relevant content

**Differentiation:**  
☐ Content  ☐ Interest  ☐ Process  
☐ Readiness

**Assessment (include Rubric if appropriate):**
<table>
<thead>
<tr>
<th>4</th>
<th>5</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Content Assessment for Reading - informal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare Rubric for Pictures of Love</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation for Pictures of Love (gallery?)</td>
</tr>
</tbody>
</table>

**Week Two:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Three</td>
<td>Lesson Four</td>
<td></td>
</tr>
</tbody>
</table>

**Anne Frank: Diary of a Young Girl (101-150)**

**Anne Frank: The Whole Story (Part 3)**

RI: Close reading, independent/paired reading
- Cite evidence, active viewing
- Make inferences
- Recognize introduction of and elaboration on ideas/events

L: Commas and parenthetical elements

SL: Collaborative discussion drawing on explicit evidence from text; interpret presentation in diverse format (text vs. film)

W: Routine Writing
- Demonstrate an awareness of texts and themes under discussion within the Unit
- Use writing assignment to enhance conventions, vocabulary, and grammatical learning

**Differentiation:**
- ☐ Content
- ☐ Interest
- ☐ Process
- ☐ Readiness

**Assessment (include Rubric if appropriate):**

**Freedom Writers**

**Analysis Essay #1**

RI: Reader's Theater, active listening audio book
- Make inferences
- Recognize introduction of and elaboration on ideas/events
- Identify key details and extraneous information
- Identify figurative and connotative language
- Identify structural, literary, rhetorical elements
- Identify purpose and point of view

L: Vague pronouns/ambiguous antecedents (text)
- Compound/complex sentence structure, phrase, clause, parenthetical elements (writing)

SL: Interpret information presented in diverse media and formats explaining how it contribute to the topic

W: Analysis Essay #1
- Support claims with clear and relevant textual evidence
- Evaluate sources for credibility
- Use effective transitions and provide a concluding statement
- Convey ideas/concepts/information through selection, organization, and analysis of relevant content

**Differentiation:**
- ☐ Content
- ☐ Interest
- ☐ Process
- ☐ Readiness
<table>
<thead>
<tr>
<th>Week Three:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lesson Five</td>
<td>2</td>
</tr>
</tbody>
</table>

**Anne Frank: Diary of a Young Girl (151-250)**  
**Anne Frank: The Whole Story (Part 4,5)**  

**RI:** Independent reading, summary and paraphrase  
Dramatic interpretation (skit)  
Compare and evaluate multiple perspectives on an event  
Annotate text  
Take reliable and cogent notes ( Cornell, etc.)  

**L:** Academic vocabulary, text vocabulary  

**SL:** Dramatic interpretation (skit)  

**W:** Routine Writing  
Use routine writing as a forum for free expression and creativity  
Employ appropriate and effective text structures  
Establish voice and style  

**Differentiation:**  
☐ Content  ☑ Interest  ☐ Process  
☐ Readiness  

**Assessment (include Rubric if appropriate):**  

**Notes:**  
MLA style, formatting requirements

---

<table>
<thead>
<tr>
<th>Lesson Six</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

“First They Came…”  
Martin Niemoller  
**Literary:** Poem  

Shamash: Holocaust Photography Exhibit  

**Informational:** Visual Text  

“The Scream” Oil on Canvas  
Edward Munch  

**RI:** Identify figurative and connotative language  
Identify structural, literary, rhetorical elements  
Identify purpose and point of view  
Integrate information from written, visual, and digital text  

**L:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  

**Assessment (include Rubric if appropriate):**  

**Notes:**  
Field Trip/Speaker
<table>
<thead>
<tr>
<th>Week Four:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lesson Seven</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Literary: Visual Text**

**Differentiation:**
- Content
- Interest
- Process
- Readiness

**SL:** Dramatic interpretation of poem; adapting speech to context and task

**W:** Echo Poem, Routine Writing
- Employ genre appropriate style and format
- Use routine writing as a forum for free expression and creativity
- Employ appropriate and effective text structures
- Establish voice and style

**Assessment (include Rubric if appropriate):**

**Anne Frank: Diary of a Young Girl (251-336 end)**
**Anne Frank: The Whole Story (Part 6, end)**

**RI:** Independent reading, summary and paraphrase
- Dramatic interpretation (skit)
- Compare and evaluate multiple perspectives on an event
- Annotate text
- Take reliable and cogent notes (Cornell, etc.)

**L:** Academic vocabulary, text vocabulary

**SL:** Dramatic interpretation (skit)

**W:** Routine Writing
- Employ appropriate and effective text structures
- Establish voice and style
- Draw evidence from or establish relation to relevant text when appropriate

**Differentiation:**
- Content
- Interest
- Process
- Readiness

**Assessment (include Rubric if appropriate):**

**Lesson Eight**

**Analysis Essay #2**

**RI:** Cite evidence, determine central idea
- Analyze in detail how key individuals, events and ideas are introduced and elaborated
- Determine author’s point of view and purpose

**Adequately develop topic**
- Employ effective literary and rhetorical techniques
- Engage and orient reader
### Week Five:

**1**  
Lessons Eight

#### Analysis Essay #2, continued

| RI: Cite evidence, determine central idea  
Analyze in detail how key individuals, events  
and ideas are introduced and elaborated  
Determine author’s point of view and purpose | L: Commas and parenthetical elements, sentence  
Structure, pronoun antecedents  
SL: Collaborative discussion, peer review  
W: Support claims with clear and relevant textual  
evidence  
Evaluate sources for credibility  
Use effective transitions and provide a  
concluding statement  
Convey ideas/concepts/information through  
selection, organization, and analysis of relevant  
content | Employ all steps of writing process  
Use technology effectively  
Use information from a variety of sources  
Differentiation:  
☐ Content  
☐ Interest  
☐ Process  
☐ Readiness  
Assessment (include Rubric if appropriate):  
Notes:  
Cinema Day, popcorn  
Library research day |

**2**

**3**

**4**  
Lesson Nine

| Convey ideas/concepts/information through  
selection, organization, and analysis of relevant  
content  
Adequately develop topic  
Employ effective literary and rhetorical  
techniques  
Engage and orient reader  
Employ all steps of writing process  
Use technology effectively  
Use information from a variety of sources | Differentiation:  
☐ Content  
☐ Interest  
☐ Process  
☐ Readiness  
Assessment (include Rubric if appropriate):  
Notes: |
| “The Thaw,” | SL: Delineate a speaker’s argument and claims | Primo Levi story, audio tapes |
| Primo Levi | Pose and respond to specific questions in discussion | Flip chart for Smartboard |
| Excerpted from The Reawakening | Come to discussion prepared | |
| Structure, imagery, context, purpose, point of view | RI: Close Reading | |
| [http://www.holocaust-trc.org/thethawdiscussion.htm](http://www.holocaust-trc.org/thethawdiscussion.htm) | Read Aloud | |
| Summarize/paraphrase | Summarize/paraphrase | |
| Inference | Inference | |
| L: Sentence structure, vocabulary study | L: Sentence structure, vocabulary study | |
| SL: Delineate a speaker’s argument and claims | SL: Delineate a speaker’s argument and claims | |
| Pose and respond to specific questions in discussion | Pose and respond to specific questions in discussion | |
| Come to discussion prepared | Come to discussion prepared | |
| Week Six: | Week Six: | |
| 1 | 2 | 3 |
| Lesson Nine, continued | Lesson Ten | Lesson Ten |
| “The Thaw,” | “The Thaw,” | “Zlata’s Diary: A Child’s Life in Sarajevo (Excerpts)” |
| Primo Levi | Primo Levi | Zlata Filipovic |
| Excerpted from The Reawakening | Excerpted from The Reawakening | Children of War/Webquest |
| Literary discussion: “The Thaw” | Literary discussion: “The Thaw” | RI: Identify structural, literary, rhetorical elements |
| Structure, imagery, context, purpose, point of view | Structure, imagery, context, purpose, point of view | Identify purpose and point of view |
| [http://www.holocaust-trc.org/thethawdiscussion.htm](http://www.holocaust-trc.org/thethawdiscussion.htm) | [http://www.holocaust-trc.org/thethawdiscussion.htm](http://www.holocaust-trc.org/thethawdiscussion.htm) | Integrate information from written, visual, and digital text |
| RI: Close Reading | RI: Close Reading | Trace and evaluate arguments and claims |
| Read Aloud | Read Aloud | Compare and evaluate multiple perspectives on an event |
| Summarize/paraphrase | Summarize/paraphrase | |
| Inference | Inference | L: Vocabulary strategies/thesaurus and dictionary |
| L: Sentence structure, vocabulary study | L: Sentence structure, vocabulary study | SL: Collaborative discussion with preparation |
| SL: Delineate a speaker’s argument and claims | SL: Delineate a speaker’s argument and claims | Review key ideas, demonstrate understanding |
| Pose and respond to specific questions in discussion | Pose and respond to specific questions in discussion | W: Routine Writing |
**Mock Trial**

**RI:**
- Cite evidence
- Annotate text
- Take reliable and cogent notes (Cornell, etc.)
- Make inferences
- Recognize introduction of and elaboration on ideas/events
- Identify key details and extraneous information
- Identify figurative and connotative language
- Identify structural, literary, rhetorical elements
- Identify purpose and point of view
- Use text to enhance conventions, vocabulary, and grammatical learning
- Integrate information from written, visual, and

**SL:**
- Collaborative Discussion
- Debate
- Engage effectively in group collaboration
- Evaluate a speaker's argument and claims
- Distinguish claims that are supported by evidence from those that are not
- Present claims and findings logically
- Include multimedia components to strengthen case or testimony where appropriate

**W:**
- Choose pertinent and relevant facts
- Recognize and exclude extraneous details
- Support claims with clear and relevant textual evidence
- Evaluate sources for credibility

**Assessment (include Rubric if appropriate):**
- Draw evidence from or establish relation to relevant text when appropriate
- Demonstrate an awareness of texts and themes under discussion within the Unit

**Differentiation:**
- [ ] Content
- [ ] Interest
- [ ] Process
- [ ] Readiness

**Notes:**
- Computer lab
- Meet with media specialist

**Week Seven:**

<table>
<thead>
<tr>
<th>1</th>
<th>Lesson Eleven</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>digital text Trace and evaluate arguments and claims Compare and evaluate multiple perspectives on an event</td>
<td>Use effective concluding statements where appropriate Convey ideas/concepts/information through selection, organization, and analysis of relevant content</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| **L:** Use appropriate domain-specific vocabulary (for example courtroom/legal vocabulary) | **Differentiation:**
|  | ☐ Content  ☐ Interest  ☐ Process  ☐ Readiness |
|  | **Assessment (include Rubric if appropriate):** |
| 4 | 5 | **Notes:** |
| **Week Eight:** |  | AV Equipment Reserve presentation room |
| **1** | **2** | **3** |
| 1 Lesson Eleven, continued |  |  |
| 2 |  |  |
| 3 |  |  |
| **Mock Trial** |  |  |
| **4** | **5** | **Notes:** Reserve Library/Computer Lab |
| 4 Lesson Twelve |  |  |
| **Research Project: Nature vs. Nurture** |  |  |
| **RI:** Cite evidence Annotate text Take reliable and cogent notes (Cornell, etc.) Make inferences Identify key details and extraneous information | Employ all steps of writing process Use technology effectively Use information from a variety of sources Use primary and secondary sources as appropriate Employ effective text structures (e.g., |
**L:** Commas and parenthetical elements  
Compound/complex sentence structure, phrase/clause  
Recognize and correct vague pronouns  
Ensure proper case pronouns

**SL:** Convey ideas/concepts/information through selection, organization, and analysis of relevant content

**W:** Employ relevant facts, definitions, details, quotations, and quantitative data including graphical data  
Use precise language and domain specific vocabulary  
Employ clear transitions  
Employ formal style (including specified manuscript style such as APA or MLA when required)  
Provide conclusion that follows from the information presented

**Differentiation:**  
☐ Content  ☐ Interest  ☐ Process  
☐ Readiness

**Assessment (include Rubric if appropriate):**

**Week Nine:**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lesson Twelve, continued</td>
<td>Research Project</td>
<td>Lesson Thirteen</td>
</tr>
</tbody>
</table>
| No Hate Campaign | Trace and evaluate arguments and claims  
**RI:** Cite evidence  
Annotate text  
Take reliable and cogent notes (Cornell, etc.)  
Make inferences | Compare and evaluate multiple perspectives on an event  
Employ effective rhetorical techniques  
Present claims and findings logically  
Use multi-media components |
<table>
<thead>
<tr>
<th>Recognize introduction of and elaboration on ideas/events</th>
<th>Adapt speech to a variety of contexts and tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify key details and extraneous information</td>
<td>W: Employ effective rhetorical techniques</td>
</tr>
<tr>
<td>L: Demonstrate command of the conventions of standard English</td>
<td>Present claims and findings logically</td>
</tr>
<tr>
<td>SL: Collaborative Discussion</td>
<td>Use multi-media components</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>Convey ideas/concepts/information through selection, organization, and analysis of relevant content</td>
</tr>
<tr>
<td>Engage effectively in group collaboration</td>
<td></td>
</tr>
<tr>
<td>Integrate information from written, visual, and digital text</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiation:**
- ☐ Content
- ☐ Interest
- ☐ Process
- ☐ Readiness

**Assessment (include Rubric if appropriate):**

<table>
<thead>
<tr>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**Notes:**
- No Place for Hate
- Campaign activities
- School buy-in
Lesson 11

Task: Mock Trial
As the unit reaches its last few weeks, students will revisit the original extended text for a close analysis of character (in this case actual individuals), narrative, and setting. Although there has been a great deal of speculation over the years, it has never been discovered who turned in the Frank family to the Nazi authorities. Students will consider evidence from the text and will conduct research from other reliable sources in order to form a supportable accusation (indictment). Students will adopt roles: prosecuting and defending attorney(s), jurors, judge, witnesses, accused, and court reporter. As the mock trial progresses, judge and jurors will use their content knowledge about logical fallacies, supportable claims, what constitutes reliable evidence, what is extraneous detail, and the facts from the text and from history to reach a verdict. All evidence used in the trial must be cited, whether formally or informally.

Essential Question for Lesson 11

How much evidence and what kind of evidence must accrue before we assume a thing to be true?

<table>
<thead>
<tr>
<th>Task</th>
<th>Skill</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revisit the text Group discussion</td>
<td>Collaborative discussion Brainstorm Close reading Annotation</td>
<td>ELACC6SL1: 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. ELACC6RI2: 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. ELACC6RI8: 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. 6T2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</td>
</tr>
<tr>
<td>Break into small groups Conduct preliminary research</td>
<td>Work effectively in student-centered activities Work effectively in collaboration with others Understand multiple perspectives Introduce claims with clearly</td>
<td>ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ELACC6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and</td>
</tr>
</tbody>
</table>
organized and relevant evidence conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **ELACC6W9**: Draw evidence from literary or informational texts to support analysis, reflection, and research. 6T3a. Plan strategies to guide inquiry. 6T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Each group will contribute the name or description of the individual or individuals they believe most likely to have turned the families in to the authorities, along with a brief outline of how they arrived at their conclusion. Students will vote by secret ballot on the person to be tried for this “crime.”

<table>
<thead>
<tr>
<th>Present findings</th>
<th>Collaborative discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELACC6SL2</strong>: 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. <strong>ELACC6SL1</strong>: 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. <strong>ELACC6SL4</strong>: 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. 6T3d. Process data and report results.</td>
<td></td>
</tr>
</tbody>
</table>

Through volunteering or assignment, students will be adopt roles and will begin to prepare for trial. Checklists or guidelines may be prepared if necessary, but students should be able to define their own roles in most cases. Roles may include: judge, jurors, witnesses, accused, attorneys, court reporter, and any other role students identify. Students identified as witnesses will be assigned specific identities by the attorneys as they prepare their witness lists.

<table>
<thead>
<tr>
<th>Work effectively in student-centered activities</th>
<th>Work effectively in collaboration with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand multiple perspectives</td>
<td>Complete multiple steps in a process</td>
</tr>
<tr>
<td><strong>ELACC6SL1</strong>: 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. <strong>6T4b</strong>: Plan and manage activities to develop a solution or complete a project.</td>
<td></td>
</tr>
</tbody>
</table>
| Research/Preparation | Internet and Library Research  
Close Text Study - evidence search  
Annotation  
Note-taking  
Citation/Bibliography list  
Construct Arguments  
Evaluate the reliability of evidence/sources  
Understand logical fallacies  
Use rhetorical strategies for persuasion  
Convey ideas/concepts/information through selection, organization, and analysis of relevant content  
Employ relevant facts, definitions, details, quotations, and quantitative data  
Use precise language and domain specific vocabulary  
Use technology effectively  
Use information from a variety of sources  
Use primary and secondary sources as appropriate | **ELACC6RI1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
**ELACC6RI2:** 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.  
**ELACC6RI3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  
**ELACC6RI7:** 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.  
**ELACC6RI8:** 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.  
**ELACC6RI9:** 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).  
**ELACC6W1:** 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.  
**6T1a:** Apply existing knowledge to generate new ideas, products, or processes.  
**6T1a1.** Students will create digital products to demonstrate curriculum-related knowledge or processes that could be used to provide innovative solutions in the real world.  
**6T1a2.** Students will research real-world topics using online resources. |
| Conduct Trial | Work effectively in student-centered activities  
Work effectively in collaboration with others  
Understand multiple perspectives  
Introduce claims with clearly organized and relevant evidence  
Employ close text study - evidence search  
Effectively use annotation and note-taking  
Present findings  
Use technology effectively  
Adapt speech to context  
Convey ideas/concepts/information through selection, organization, and analysis of relevant content | **ELACC6SL2:** 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.  
**ELACC6SL1:** 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.  
**ELACC6RI1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
**ELACC6RI2:** 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.  
**ELACC6RI3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  
**ELACC6RI7:** 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.  
**ELACC6RI8:** 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.  
**ELACC6RI9:** 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).  
**ELACC6W1:** 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.  
**6T1a:** Apply existing knowledge to generate new ideas, products, or processes.  
**6T1a1.** Students will create digital products to demonstrate curriculum-related knowledge or processes that could be used to provide innovative solutions in the real world.  
**6T1a2.** Students will research real-world topics using online resources. |
| Employ relevant facts, definitions, details, quotations, and quantitative data | as well as inferences drawn from the text. **ELACC6RI2:** 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.

**ELACC6RI3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**ELACC6RI7:** 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.

**ELACC6RI8:** 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.

**ELACC6RI9:** 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).

**ELACC6W1:** 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.

**6T2b.** Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

**6T3b.** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

---

**Grammar Focus:**

Pronoun usage can become complicated when relating events involving multiple individuals (he said she went to the window but they didn’t see her). Be aware of:

1. overuse of pronouns in the courtroom setting
2. use of unclear antecedents
3. vague pronoun use
4. correct number and person

**Correct pronoun usage**

**ELACC6L1:** 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.*

---

**Differentiation:**

- Content
- Interest
- Process
- Readiness
Assessment/Rubric:

Additional Resources:
Lesson 13

Task: No Hate Zone Campaign
In this end-of-unit project students will self-direct a multi-modal project designed to communicate the positive lessons learned this unit of study to their school or local communities. Students will brainstorm together to conceptualize a public relations campaign to promote the message that their school/community will be a place of tolerance, peace, and safety for all its members. Students can focus on inter-faith cooperation, racism, cyber-bullying awareness, or any other human rights issues in scope of their personal experiences. The Freedom Writer’s Diary, one of the short text resources for this unit, contains moving stories of struggle against racism, bullying, poverty, and indifference, and may serve as a particularly good resource for this task. Students may be given a menu of suggestions (brochure, public service announcement, t-shirts), or may be charged with inventing their own campaign from scratch. A guest speaker from the public relations or advertising field may help to spur creativity. Special focus in this project should be placed on researching the latest innovations in digital, print, and visual promotions (Prezi, wikis, Twitter, Cloud, various new apps). This project also presents an opportunity for the students to write about their own experiences as they relate to individuals they’ve read about in the unit (for example they could compose a booklet of personal stories of triumph over personal challenges in “Freedom Writer” style.

Essential Question for Lesson 13
Can individuals or small communities ever truly have an impact on global policies and perceptions? How can your personal actions influence others?

<table>
<thead>
<tr>
<th>Task</th>
<th>Skill</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest Speaker(s)</td>
<td>Collaborative discussion</td>
<td>ELACC6SL1: 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.</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>Brainstorm</td>
<td>ELACC6RI2: 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.</td>
</tr>
<tr>
<td>Project Definition</td>
<td>Close reading</td>
<td>ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</td>
</tr>
<tr>
<td>Relevant Text Review</td>
<td>Annotation</td>
<td>ELACC6RI7: 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6T2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6T2d. Contribute to project teams to produce original works or to solve problems.</td>
</tr>
</tbody>
</table>
| Research into media options and promotional materials | Work effectively in student-centered activities  
Work effectively in collaboration with others  
Complete multiple steps in a process  
Brainstorming  
Internet and Library Research drawing evidence from text to support analysis and research  
Annotation  
Note-taking  
Evaluate the reliability of evidence/sources |
| 6T4b. Plan and manage activities to develop a solution or complete a project. |
| ELACC6SL1: 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.  
ELACC6SL2: 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.  
ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  
ELACC6W8: 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. |
| Team and task assignment  
Deliverables identified  
Timeline, goals | Work effectively in student-centered activities  
Work effectively in collaboration with others  
Complete multiple steps in a process  
Brainstorming |
| 6T1d2. Students will use technology to manipulate data to identify trends, forecast results, and identify variables that affect a process. |
| Project production (Create ads, posters, produce films, create website, etc.) | Collaborative discussion  
Demonstrate command of conventions  
Use texts to support claims  
Analyze how events were developed or elaborated in texts  
Understand multiple perspectives  
Determine author’s point of view  
Interegrate information from different media formats  
Trace and evaluate arguments  
Compare and contrast different presentation of events  
Use technology to produce and publish work  
Include multi-media components  
Adapt speech to variety of context and task  
Use language for effect; demonstrate understanding of figurative and other connotative vocabulary | 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.  
**6T3a**. Plan strategies to guide inquiry.  

|  |  | **ELACC6L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**ELACC6L2**: 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.  
**ELACC6SL1**: 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.  
**ELACC6SL2**: 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.  
**ELACC6SL4**: 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.  
**ELACC6RI1**: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
**ELACC6RI2**: 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.  
**ELACC6RI3**: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  
**ELACC6RI7**: 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.  
**ELACC6RI8**: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are... |
<table>
<thead>
<tr>
<th>ELACC6RI9:</th>
<th>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).</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELACC6W1:</td>
<td>Write arguments to support claims with clear reasons and relevant evidence.</td>
</tr>
<tr>
<td>a.</td>
<td>Introduce claim(s) and organize the reasons and evidence clearly.</td>
</tr>
<tr>
<td>b.</td>
<td>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</td>
</tr>
<tr>
<td>6T1b.</td>
<td>Create original works as a means of personal or group expression.</td>
</tr>
<tr>
<td>6T1b1.</td>
<td>Students will create original digital products (animations, videos, podcasts, web pages, blogs, etc) about a topic of personal interest or in response to a learning activity and document a reflection on the quality of the production.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Publish/Present PR campaign</th>
<th>Present findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work effectively in student-centered activities</td>
<td></td>
</tr>
<tr>
<td>Work effectively in collaboration with others</td>
<td></td>
</tr>
<tr>
<td>Complete multiple steps in a process</td>
<td></td>
</tr>
<tr>
<td>Include multi-media components</td>
<td>ELACC6SL4: 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.</td>
</tr>
<tr>
<td>ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</td>
<td></td>
</tr>
<tr>
<td>ELACC6SL6: 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 for specific expectations.)</td>
<td></td>
</tr>
<tr>
<td>6T2b.</td>
<td>Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</td>
</tr>
<tr>
<td>6T2c2.</td>
<td>Students will identify potential solutions or create products that help others understand a global issue/perspective.</td>
</tr>
<tr>
<td>6T2d.</td>
<td>Contribute to project teams to produce original works or to solve problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Debrief/Reflection</th>
<th>Work effectively in collaboration with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a reflection on your experience or a summary of the project</td>
<td></td>
</tr>
<tr>
<td>Complete multiple steps in a process</td>
<td>ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
</tr>
<tr>
<td>ELACC6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
<td></td>
</tr>
<tr>
<td>ELACC6SL1: 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.</td>
<td></td>
</tr>
<tr>
<td>6T1b1.</td>
<td>Students will create original digital products (e.g., animations, videos, podcasts, web pages, blogs) about a topic of personal interest or in response to a learning activity and document a reflection on the quality of the production.</td>
</tr>
</tbody>
</table>
☐ Content ☐ Interest ☐ Process
☐ Readiness

Assessment/Rubric:

Additional Resources: