Teamwork: Sixth Grade Curriculum Map

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EDLP 6180

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	6th Grade Integrated Map						
MONTH	**Sept.**	**Oct. / Nov.**	**Dec.**	**Jan. / Feb.**	**Feb. / Mar.**	**Apr. / May**	**May / Jun.**
DURATION	**4 Weeks**	**8 Weeks**	**3 weeks**	**6 weeks**	**6 weeks**	**5 weeks**	**5 weeks**
TOPIC	Earth's Place in the Universe (UbD)	Mars the Next Frontier?	Journey to the Center of the Earth Journal Writing: SRSD Writing Strategies	English Literacy Integration for Native and Non-Native Speakers (UbD)	Out of this World Words	PARCC	Earth and Human Activity Research Project
STANDARDS	**Science:**	**ELA:**					
	MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	**RL.6.1.** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	**See attachment below for Integrated Unit Lesson (UbD Template)**				

	ELA:						
	WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-ESS1-4						
UNDERSTANDINGS	Students will understand earth's place in the universe and its relationship to the surrounding planets.	Students will be able to identify and explain the challenges of successfully colonizing another planet.					
ESSENTIAL QUESTIONS	Are we alone in the universe?	How can we make Mars habitable for humans?					

Understanding by Design Unit Template

Title of Unit	English Literacy Integration for Native and Non-Native Speakers	**Grade Level**	6
Curriculum Area	ELA / Science	**Time Frame**	Jan. 6 weeks
Developed By	Julio Vargas, Joe Garcia, Deidre Wilson-Rechmond		

Identify Desired Results (Stage 1)

Content Standards

CCSS.ELA-LITERACY.RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.6.2
Determine a theme or central idea of a text and how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.L.6.4
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.

CCSS.ELA-LITERACY.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-LITERACY.RST.6-8.6
Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

CCSS.ELA-LITERACY.RST.6-8.2
Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

<table>
<tr><th colspan="2">Understandings</th><th colspan="2">Essential Questions</th></tr>
<tr><th>Overarching Understanding</th><th></th><th>Overarching</th><th>Topical</th></tr>
<tr><td>What specifically do you want students to understand?

Students will be able to understand that reading is a complex process where text has meaning and reading has a purpose.

Metacognition is a process to utilize in their learning.

What inferences should students make?

Students should be able to utilize their prior knowledge to contend with new and unfamiliar text.

Students should be able to cite and utilize textual evidence in forming conjectures based on their readings.</td><td></td><td rowspan="3">How does deciphering word structure aid students' syntax understanding in context?
What do good readers do to understand the content they are reading before, during, and after?</td><td rowspan="3">Topical EQ's are more unit-specific questions that lead into to specific topical understandings within a unit.</td></tr>
<tr><th>Related Misconceptions</th><td></td></tr>
<tr><td>Identify any misconceptions students may have during this unit.
Knowing word definitions will provide sufficient understanding.
Learning the Latin or Greek root of words is too challenging.
Learning essential content vocabulary is irrelevant.
Reading is pointless and requires minimal analytics.</td><td></td></tr>
<tr><td colspan="2">Knowledge (Declarative)

Students will know…</td><td colspan="2">Skills (Procedural)

Students will be able to…</td></tr>
</table>

Before Reading • Set a goal Preview the text Predict what the text will say **During Reading** • Reading sequentially, skimming some parts, focusing on others • Rereading some sections • Make notes • Tune into main ideas and ideas related to goal • Check and adapt predictions • Monitor and repair comprehension • Connect to world knowledge to make inferences • Paraphrase and summarize passages • Respond to and evaluate text **After Reading** • Reread selectively • Summarize • Reflect	ELA: • Sequence, find the main idea, draw conclusions and note details. • As students read be aware of the content. • Students will be able to reflect on their process of reading and connect to their strategies. Science: • Through observation, analysis, and data collections students will be able to make inferences and hypotheses when conducting experiments.

• Thinks about how information might be used in the future **Science:** • Students will be able to apply the scientific method when conducting an experiment to prove their hypotheses. • Students will utilize their self-regulatory process to better understand the content they are reading.	

Assessment Evidence (Stage 2)

Performance Task Description –

- Analyze selected text and identify the main idea. (non-informational text)
- Refer to textual details in order to support a claim. (amount of sleep impacts a teenager's brain development)
- Conduct an experiment by following a sequence of steps to depict a volcanic eruption.

Goal	Instruct students on multiple strategies for reading comprehension.
Role	Students will apply their checklist of reading strategies while reading a selected text.
Audience	
Situation	
Product/Performance	Conduct an experiment by following a sequence of steps to depict a volcanic eruption. (science)
Standards	

Other Evidence	
informal checks for understanding, observations and dialogues, tests and quizzes, academic prompts, performance tasks, student work samples, peer reviews, student demonstration, visual presentations, etc.	
Learning Plan (Stage 3) WHERETO: Acronym that summarizes key elements to consider when designing and effective and engaging learning plan. Defines how you will get to the desire learning in Stage 1.	
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	• Students should be able to utilize textual evidence to support a claim. • Students will review and apply their reader's checklist of what good reader's do. • As students read, they can identify key terms, define unfamiliar vocabulary using Greek and Latin affixes. • Teachers will provide exits slips (digital) to check for understanding.
How will you hook students at the beginning of the unit?	• Teacher will provide students with a video on metacognition to which students will complete a KWL chart.
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	• Teacher will provide reading samples and video clips to aid students in researching a claim on a specific topic. • Students will conduct experiments to test hypotheses and analyze their data collected. • Students will be allowed to depict a conjecture using a suitable medium such as a visual/audio recording, performance, or any other form of communication aside from written.
How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?	• Students will conduct a peer-to-peer evaluation to determine validity of evidence in support of their claim and sources are cited correctly.

	• Teacher will permit a reassessment (at their discretion), when warranted by student merit. • Students will be allowed to formulate "drafts" to improve their comprehension when reading.
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	• Students will report out and collaborate with their partner to fact check and formulate their claim based on their findings. • Partners will make suggestions for possible revisions. • Students will be provided timely feedback by teacher to aid in their self-evaluation. • Students will be allotted time for self-reflection and goal planning each quarter. Analysis of prior goals will also be conducted by the student.
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	• Provide audible version of the text with headsets. • Provide video links on the topic. • Read aloud for students to cement understanding. • Students create graphic organizers to help them organize their facts of the article to support their claim. • Provide opportunity to model (act out) scenario taken from the text. • Provide supplemental bilingual copy of the text. • Partner students based on skill level and language proficiency.

How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	• Follow the natural progression of lesson design • Scaffolding • Small group • Peer groupings • Instructional / language proficiency groupings • Organize the learning activities based on student proficiency and desired expectations.

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development

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Reflection

Creating this curriculum map with my teammates Julio and Joseph was really quite fun and eye-opening. Working collaboratively is the key to the success of curriculum writing and cements the old adage that two (or more) heads are better than one. This exercise and field of the education process and its formality is involved and requires a great deal of thought. There are intricacies that must be taken into account and like writing, it requires writes and rewrites before everyone is in agreement. My colleagues and I balanced out strengths and weaknesses to produce this curriculum map. The part that I find interesting and enriching is that undergirding the curriculum map are layers of other educators' input like teacher lesson plans. Teachers are given the ability to tailor their lesson plans to meet the needs of the students who are in front of them. Good teachers modify these plans, which are based on the curriculum map, every year they have a new class.

My reflection in general about writing curriculum is that is appears, on its face, to be extremely daunting and in order to establish a starting point there needs to be some framework that draws a continuum of learning from year to year, building on prior knowledge. In order for curriculum mapping to really be impactful and rigorous, cross-curricular alignment is the ideal because students connect with material throughout the day in all disciplines…in an ideal academic world. When one thinks about how children kand remember what they have learned (music lyrics are a perfect example), repetition is a huge factor.

The more things change, the more they stay the same is an adage that also can be incorporated into this process. School norms are reevaluated more often than other industries' norms. Heidi Hayes Jacobs tells us that we should be addressing the needs of the child in the future not today. Examining trends in education is a good way to make projections on what students need to learn and what teachers must be teaching, Curriculum writers must be visionary thinkers because they have to be ahead of the curve…if ever so slightly.