

Chino Unified School District
6th Grade: Unit 5: Documenting Innovations

Grade:	6th	Unit Overview:	
Unit Title:	Documenting Innovations	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.	
Length of Unit:	90 minutes 25 days (5 days buffer)		
Text Set/Suggested Novels:	Holt Ancient Civilization Textbook (Social Studies Textbook)	Performance Task 1: 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.	Performance Task 2: 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.
Content/Domain Specific Vocabulary:	Analyze Infer Argument Introduce Cite Organize Demonstrate Propaganda Distinguish Trace Engage Evaluate	Performance Task 3: Students create a storyboard to plan and organize the information to be presented in a documentary highlighting their civilizations’ advancements.	Performance Task 4: 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.
Academic Cross-Curricular Words:	Achievement Innovation Accomplishment Advancement Civilization Contribution	Culminating Activity: Students attend a “documentary premiere” and watch the documentaries from all sixth graders.	
Essential Questions:	Corresponding Big Ideas:		
Why is textual evidence essential to a reader’s understanding? (RI 6.1)	Readers support their analysis of text by citing textual evidence. (RI 6.1)		
Why does an author support their claim? (RI 6.8) Why do readers need specific claims in an argument? (W 6.1)	Quality arguments are based on clearly stated claims that are supported by convincing reasons and relevant evidence. (RI 6.8, W 6.1))		
What is the importance of reflection in a collegial discussion? (SL 6.1)	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)		

ELA CCSS for this Unit:

Key:
RL: Reading for Literature
RI: Reag for Information
RF: Reading Foundational Skills
W: Writing
SL: Speaking/Listening

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.8: 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.

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.a: Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.b: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

SL.6.1: 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.

SL.6.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.