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| Unit Title | Research-Based Argument Essay  Issue: Immigration | | |
| Unit Summary | Students will investigate, recognize perspectives and choose a claim based on the following question:   * Should young undocumented immigrants be allowed to stay in the United States or be deported to their home countries?   They will try on others’ perspectives through extended talk and debate, will use a variety of resources and media in research and will ultimately plan and write argument essays based on their findings. They will present/submit their essays to a specific audience. | | |
| Subject Area | Writers’ Workshop | Grade Level | 6 |
| Teacher | Rachel Garcia | Estimated Time Needed | 4 weeks |
| Targeted Content Standards (i.e. state standards, CCSS, national standards) | CCSS.ELA-LITERACY.W.6.1  Write arguments to support claims with clear reasons and relevant evidence  A: Introduce claim(s) and organize the reasons and evidence…  B: Support claim(s) with clear reasons and relevant evidence…  C: Use words, phrases, and clauses to clarify relationships…  D: Establish and maintain a formal style  E: Provide a concluding statement  CCSS.ELA-LITERACY.W.6.8  Gather relevant information from multiple print and digital sources; assess the credibility of each source and quote or paraphrase the data…  CCSS.ELA-LITERACY R1.61  Cite textual evidence to support analysis…  CCSS.ELA-LITERACY.R1.67  Integrate information  CCSS.ELA-LITERACY.R1.68  Trace and evaluate the argument and specific claims in a text  CCSS.ELA-LITERACY.SL.61  Engage effectively in a range of collaborative discussions… | | |
| Accommodations for differentiated instruction | * Print resources at a variety of reading levels (many are Newsela adjustable articles) * Multi-media resources give opportunity for different learning styles * Collaborative talk (both partner and larger group) will support strugglers (particularly ELL students) in processing and understanding information * Glossary of terms will be used in conjunction with research articles * Conferences and small-group work will be initiated by teacher based on student-work analysis | | |
| Materials/Resources | * Many articles on immigration at grade levels 4-7 * Critical thinking documents to help guide article analysis * Debate protocol * Collaborative talk/Communication rubric * Argument Essay rubric * Student organizational folders with glossary of terms, editing and revising checklists, etc. * Daily charts with teaching points and steps for completion of daily goals * Teacher mentor text * Review of argument article for ELL and SPED classes * Resources for taking action * Thematic essential questions * Process for Socratic seminar | | |

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| Global Perspectives/Cultural Competence/21st Century Skills |
| Investigate the World Students investigate the world beyond their immediate environment    \* Information Access & Analysis (Students use appropriate technologies, manage and effectively use sources in ethical and legal ways)  \* Knowledge of Culture and Geography (Students inquire knowledge of geography and culture to become responsible citizens)  \*Curiosity & Imagination (Students think creatively, work creatively with others) Recognize Perspectives Students recognize their own and others’ perspectives  \*Critical Thinking Skills & Problem Solving (Students analyze and synthesize information to explore problems and issues)  \*Agility & Adaptability (Students are flexible, willing to take risks, and negotiate while balancing diverse global perspectives) Communicate Ideas Students communicate their ideas effectively with diverse audiences, students listen effectively  \*Collaborative talk: (Students follow standards and resources in partner and group discussions)  \*Communication of knowledge of issue: (Students demonstrate knowledge effectively through writing and oral presentations. Meet CCSS for language and speaking)  Proficiency in Second Language (Students learn other languages and understand the culture of the people who speak them)   |  |  |  | | --- | --- | --- | | Spanish | Mandarin | Japanese |  Take Action Students translate their ideas into appropriate actions to improve conditions  \*Collaboration & Leadership (Students collaborate to learn and work cooperatively, are open and share responsibility)  \*Character, Integrity, and Work Ethic (Students demonstrate integrity and ethical behavior in using influence and power) |

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| Assessment | | |
| Before Unit | During Unit | After Unit |
| -On-Demand Argument Essay Writing  - Oral or written assessment using essential questions of theme | -Ongoing review of student work and drafts  -Assessment of student talk and critical thinking using collaborative talk rubric  -Ongoing self-assessment by students of work in writing skills (using charts and rubric), collaborative talk (using rubric), effective communication (CCSS) and critical-thinking (using critical-thinking questions) | -Student self-assessment and teacher assessment using argument essay rubric  -Student self-assessment and teacher assessment using collaborative talk rubric  -Student and teacher reflection of action |

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| Content | Essential Questions | Skills |
| Issue: Immigration  Question: Should young undocumented immigrants be allowed to stay in the United States or be deported to their home countries? | See resource document for:  -Thematic essential questions  -Critical thinking questions | Students will improve and build on existing skills in the following areas:   * collaborative talk and debate * critical thinking * recognizing, adopting and forming perspectives * communicating ideas effectively through writing and speech for a given audience * using and organizing informational texts in a variety of media to conduct research regarding unit question * creating claims, reasons and evidence that support claims * Writing coherent essays that cite multimedia resources * Meeting CCSS standards for language in writing (grammar, conventions, etc.) |