

Proposed Date & Length of Unit in Weeks	Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Subject Objectives & Strands	Overview of Summative Assessment Task	Approaches to Learning Skill Clusters	Content/Genre/Theme (including names of major texts)	Writing Genre	Writing Product	Primary CCSS	Secondary CCSS
Q1	Creating my identity as a reader	Identity	Setting/ Point of View/ Characters	Identities and Relationships	Individuals impact communities through their identities and relationships.	Criterion C: Producing Text: i	Write the 14th Chapter: How would you contribute to this garden? Write yourself into the story thinking about your own identity and culture and how you would fit into the narrative.	Reflection- Develop new skills, techniques and strategies for effective learning Organization- Plan short and long-term assignments; meet deadlines	Seedfolks- 710L Non-Fiction leveled articles First 20 Days Materials Comprehension Toolkit	Introduction to quality writing/narrative	Chapter 14 Narrative	RL.6.1, RL.6.4, RL.6.6, W.6.3	CCSS.ELA-LITERACY.W.6.3, 6.4, 6.5, 6.10, RL 6.9, RL 6.10
Q1	Africa Unit	Perspective	Setting / Point of View / Context	Globalization and sustainability •interconnection	An individual's actions depend on their setting and perspective. In an interconnected world, individual's actions can have a global impact.	Objective A: Analysing iii Objective B: Organizing iii	Part I Criterion A Does a person's actions depend on their setting and perspective? Compare and contrast the novel, articles and short stories we have used to support your answer. Differentiation: could be a chart, venn diagram, etc. Part II Criterion B & D How can our actions have a global impact?? Students will research one of the following topics and the role it plays in survival in Africa today: • Water sustainability • Refugee camps • Waterborne illness	Critical-thinking skills- Revise understanding based on new information and evidence Creative thinking- consider ideas from multiple perspectives	Long Walk to Water- 720L Leveled non-fiction articles	Inform & explain/Argumentative writing	Research paper and action plan/Lucy Calkins	RL.6.1, W.6.1, W.6.2, W6.7, W6.8, W6.9	RL.6.1, W.6.4, 6.5, 6.6, 6.10 RL 6.9, RL 6.10
Q2	It's All Greek to Me!	Creativity	Intertextuality / audience imperatives / style	Personal & Cultural Expression	Cultures use creative ways, such as myths, to express their beliefs.	Objective C: Producing Text ii	Create your own myth that demonstrates one of your beliefs or values by using at least 6 of the Greek myth elements—could be an oral presentation, a written presentation or some type of graphic representation of the myth.	Creative Thinking- create original works and ideas, use existing works and ideas in new ways Communication - use a variety of media to communicate with a range of audiences	The Lightning Thief - 740L The Lost Hero-660L Black Ships Before Troy (a story of the Iliad)- 1300L Greek Myths	Narrative/Argumentative	Create your own myth/Lucy Calkins	RL.6.1, R.L 6.2, RL. 6.3, W.6.3, W.6.1, RL 6.7	W.6.4, 6.5, 6.6, 6.10, RL 6.9, RL 6.10
Q3	Poetry	Communication	Self-Expression/Style/Theme	Personal & Cultural Expression	Humans communicate through a variety of styles, including poetry, to express themselves	Objective A: Analysing i & Objective C: Producing Text ii	Part 1: Criterion A: Analysis of poem at student's level by annotating and using SIFT analysis Part 2: Criterion C: Creation of multiple styles of poems combined into a student-created poetry book. Oral presentation to class where students will share their self-created poetry with others.	Communication - negotiate ideas and knowledge with peers and teachers Creative Thinking - create original works and ideas; use existing works and ideas in new ways	Love That Dog Stopping by Woods on a Snowy Evening Anthology of poetry for middle school linked to Common Core	Poetry (Creative Writing)	Chapbook of Poetry	RL 6.1, RL 6.2, RI 6.4, RL 6.7, SL 6.1a	
Q4	Identity/Power: Utopian Societies	Connections	Structure / setting / audience imperatives	Orientation in Time and Space	Individuals have unique perspectives on what creates a utopian society	Objective C: Producing Texts; iii	Utopian Society Projects Students will create their own utopia society—they will chose their presentation mode.	Transfer - combine knowledge, understanding, and skills to create products or solutions	The Giver- 760L	Argument	Write an argumentative paper to explain why your utopian society is superior/Lucy Calkins	RL.6.1, RL 6.2, RL 6.3, RL 6.7, W.6.1	W.6.4, 6.5, 6.6, 6.10 RL 6.10