

National Parks PBL

Content Area: **English Language Arts**
Course(s): **Language Arts 6**
Time Period: **April**
Length: **6-8 weeks**
Status: **Published**

Unit Summary

Standards

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| LA.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. |
| LA.RL.6.2 | Determine a theme or 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. |
| LA.RL.6.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| LA.RL.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| LA.RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| LA.RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
| LA.RL.6.7 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. |
| LA.RL.6.8 | (Not applicable to literature) |
| LA.RL.6.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| LA.W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| LA.W.6.1.A | Introduce claim(s) and organize the reasons and evidence clearly. |
| LA.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. |
| LA.W.6.1.C | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. |
| LA.W.6.1.D | Establish and maintain a formal/academic style, approach, and form. |
| LA.W.6.1.E | Provide a concluding statement or section that follows from the argument presented. |
| LA.W.6.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LA.W.6.2.A | Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. |
| LA.W.6.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other |

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| | information and examples. |
| LA.W.6.2.C | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| LA.W.6.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.W.6.2.E | Establish and maintain a formal/academic style, approach, and form. |
| LA.W.6.2.F | Provide a concluding statement or section that follows from the information or explanation presented. |
| LA.W.6.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| LA.W.6.6 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| LA.W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| LA.W.6.8 | 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. |
| LA.W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.6.9.A | Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). |
| LA.W.6.9.B | Apply grade 6 Reading standards to literary nonfiction (e.g., “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”). |
| LA.L.6.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.6.3.A | Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. |
| LA.L.6.3.B | Maintain consistency in style and tone. |
| CAEP.9.2.8.B.2 | Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. |
| TECH.8.1.8.A.1 | Demonstrate knowledge of a real world problem using digital tools. |
| TECH.8.1.8.A.CS1 | Understand and use technology systems. |
| TECH.8.1.8.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.8.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.8.D.CS2 | Demonstrate personal responsibility for lifelong learning. |

Student Learning Objectives

- Students will learn how national parks protect cultural and natural resources and what they can do to help protect them.
- Students will learn how to interpret the National Park Service mission statement.
- Students will learn how to interpret, “Leave No Trace” and discuss the seven principles.
- Students will learn how to create their own arrowhead to show what they believe is worth protecting.
- Students will learn how to research National Parks and present information by “creating a website.”

- Students will learn how the answer to the question, “How does the National Park Service attempt to balance the dueling mandates of preservation and use in complex dilemmas?”

Essential Questions

- Why are national parks important?
- How can I get others to value the national parks?
- What is the power of persuasion?

Enduring Understandings

- Students will understand that essays are a standard form of written expression utilized across subject areas in both the academic and "real" world.
- Students will understand that writing process helps writers more effectively communicate ideas, describe experiences, and inform readers.
- Students will understand that writers make choices about how to best incorporate researched facts in order to best show their perspective.
- Students will understand that sometimes different sources have conflicting information.
- Students will understand that presentation of information is an effective tool for sharing a person point of view.

Application

- Students will be able to independently use their learning to write an argumentative essay.
- Students will be able to independently use their learning to create an engaging web page that shows their perspective on an issue.
- Students will be able to independently use their learning to cite evidence when conveying a message.

Skills

Students will be skilled at

- Writing letters asking for resources and materials
- Compiling and organizing relevant facts while researching.
- Using multiple sources to uncover facts.
- Identifying elements of an essay
- Organizing evidence to create a meaningful argument.
- Revising and editing a written piece
- Crafting Claims
- Supporting claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Using words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Connecting content with relevant visuals that support their opinion, to help get their message across.

