

# 03\_ A Sense of Fairness

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **8 weeks (40 Days)**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The New Jersey Student Learning Standards for English Language Arts / Literacy lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek wide, deep, and thoughtful engagement with high-quality literary and informational texts that build knowledge, enlarge experience, and broaden worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Essential Question: What happens when people decided who is in the picture of history?

Students will understand:

- Authors of nonfiction texts employ rhetorical devices and strategies to engage readers, convey their message effectively, and support their arguments.
- Nonfiction texts often include features such as headings, subheadings, captions, and graphics to enhance organization, clarity, and visual appeal.
- Nonfiction texts require critical reading skills, including identifying main ideas, evaluating evidence, analyzing arguments, and drawing inferences.
- An author's purpose in nonfiction writing can be to inform, entertain, persuade, or reflect upon a particular subject or issue.
- Nonfiction texts provide opportunities for readers to develop their knowledge base, expand their understanding of the world, and foster critical thinking skills.
- Different nonfiction genres offer unique perspectives and narrative approaches, such as personal reflections, investigative reporting, or historical analysis.
- Nonfiction texts often explore contemporary issues, historical events, scientific discoveries, cultural phenomena, or social and political developments.

-Evaluating the credibility and reliability of nonfiction sources is essential to ensure the accuracy and trustworthiness of the information presented.

## **CONTENT AREA STANDARDS**

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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.

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.

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.

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.

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) and organize the reasons and evidence clearly.

B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events.

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.)

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.

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.

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.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

B. Use intensive pronouns (e.g., myself, ourselves).

C. Recognize and correct inappropriate shifts in pronoun number and person.

D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. B. Spell correctly.

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.RI.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.RI.6.2	Determine a 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.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.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.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.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.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.SL.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
SOC.6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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TECH.9.4.8.CI	Creativity and Innovation
TECH.9.4.8.DC	Digital Citizenship

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- Nonfiction texts, such as speeches, essays, and memoirs, provide firsthand accounts and analysis of historical and contemporary struggles for equity, fairness, and equality.
- Nonfiction texts present factual information about real people, events, and topics, aiming to inform, educate, or persuade readers.
- Nonfiction texts can take various forms, including articles, essays, biographies, memoirs, speeches, and documentary films.
- Authors of nonfiction texts employ rhetorical devices and strategies to engage readers, convey their message effectively, and support their arguments.

### **Procedural Knowledge**

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Students will be able to:

- write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text

and contributes to the development of the ideas.

- compare and contrast one author's presentation of events with that of another.
- 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.
- explain how the author's point of view or purpose is conveyed in the text.
- explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
- pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.
- assess the credibility of each source.
- by the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- cite textual evidence from the text.
- come to discussions prepared, having read or studied required material.
- determine an author's point of view or purpose in a text.
- determine the central idea of the text and how it is conveyed through particular details.
- determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- gather relevant information from multiple print and digital sources.
- provide an objective summary of the text distinct from personal opinions or judgments.
- quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- support analysis of what the text says explicitly as well as inferences drawn from the text.
- follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Alternate Assessments**

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- Podcast Creations
- Interviews
- Portfolio Assessments
- Modified Rubrics
- Individual Teacher/Student Conferences

### **Summative Assessments**

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Response/reflection writing, informational essays, oral presentations with multimedia included

### **Formative Assessments**

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Research-based informational writing and presentations, narrative writing, discussions, questioning, independent reading

### **Benchmark Assessments**

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- iXL
- Edulastic

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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-Various nonfiction articles at an appropriate level of complexity. -Core Texts

-Student choice–nonfiction book

[Common Lit](#)

[Scope Magazine](#)

## **INTERDISCIPLINARY CONNECTIONS**

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### Social Studies

- Current Events- Students will examine current events that focus on contemporary issues, historical events, scientific discoveries, cultural phenomena, and social and political developments. This will lead into the topics covered in the book club unit.
- Ethics
- Social Justice
- Social relationships among people

### Technology/Multimedia

- Audio/visual media analysis
- Google
- Media Literacy
- Educational tech applications

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.