

# Englewood Public Schools

## English Language Arts

### Grade 6

#### Unit 4: Social Justice

**Overview:** This unit is based on the theme of “Social Justice.” Through the study of short stories, videos and informational texts, students will consider the meaning of social justice. This unit seeks to give students the foundational skills needed to understand the depth of social justice. Students will be asked to conduct a self-assessment of their own attitudes and behaviors as they relate to selected social justice issues. Students will compare and contrast topics across genres.

**Time Frame:** One Marking Period

#### Enduring Understandings:

*Social justice can be defined using examples from history.*

*There were multiple events that led to the start of World War II.*

*Japanese Internment Camps are one example of social injustice during World War II.*

*Gender equality has been a social issue throughout history.*

#### Essential Questions:

*What events led up to WWII?*

*What does social justice mean?*

*How does an individual’s identity frame their perspective of social justice?*

*What is gender equality?*

Standards	Topics	Activities	Resources	Assessments
<b>RI.6.1.</b> Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>RI.6.8.</b> Trace and evaluate the argument and specific claims in a text, distinguishing	<b>Topics</b> The Meaning of Social Justice  Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> <li>The Four C’s</li> <li>Civic Literacy</li> <li>Global Awareness</li> </ul>	Working in groups of 3 to 5, students will conduct research on the meaning of social justice and how different organizations define it. <b>(CRP4, CRP6, CRP7, CP11)</b> <ul style="list-style-type: none"> <li>“Social Justice”  <a href="https://www.socialworkers.org/pressroom/features/issue/peace.asp">https://www.socialworkers.org/pressroom/features/issue/peace.asp</a> </li> </ul>	<b>Texts:</b> “Citing Evidence as Support” by Standards Solution  “Tracking the Argument” by Standards Solution  <b>Companion Texts:</b> Scholastic Magazine  <b>Video:</b>	<b>Benchmark Assessment:</b> <ul style="list-style-type: none"> <li>Exact Path</li> </ul> <b>Formative Assessment:</b> Students will be evaluated on their participation in group discussion and activities.  <b>Summative Assessment:</b>
	<b>Objectives</b>			

claims that are supported by reasons and evidence from claims that are not.

**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.

**W.6.7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**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.

**W.6.9.** Draw evidence from literary or informational texts to

Students will conduct research and identify the meaning of social justice for different groups.

Students will understand that the meaning of justice is dependent upon the individual's and groups' perspective.

- “Defining Economic Justice and Social Justice”  
<http://www.cesj.org/learn/definitions/defining-economic-justice-and-social-justice/>
- “What is Social Justice”  
<https://www.pachamama.org/social-justice/what-is-social-justice>
- “What is Social Justice?”  
<http://www.socialjusticesolutions.org/2013/01/10/what-is-social-justice-part-one/>

Each group will create a multimedia presentation regarding their findings. Each presentation will identify one organization's definition and an analysis of why and how they defined social justice.  
**(CRP4, CRP6, CRP7, CP11, 8.1.8.A.1)**

“I Am Enough: The Art of Social Change”  
<https://www.pbs.org/video/i-am-enough-the-art-of-social-change-kfvun7/>

Students will be evaluated on the correctness of their answers on a vocabulary test.

**Alternative Assessments:**  
Students will present their multimedia presentations to the class

Students will create a class chart of strategies for effectively using and citing evidence.

support analysis, reflection, and research.

**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).

**SL.6.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**SL.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**L.6.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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).

Topics	Students will research the events that led to World War II by reading the assigned texts and taking notes. (CRP4, CRP6, CRP7, CP11, 8.1.8.A.1, 2.4.8.B.5)	Texts:	Formative Assessment:
Events that Led to WWII		“Causes of WWII” <a href="http://www.ducksters.com/history/world_war_ii/causes_of_ww2.php">http://www.ducksters.com/history/world_war_ii/causes_of_ww2.php</a>	Students will be evaluated on their participation in group discussion and activities.
Twenty-First Century Themes and Skills include:		“World War II History” <a href="http://www.history.com/topics/world-war-ii/world-war-ii-history">http://www.history.com/topics/world-war-ii/world-war-ii-history</a>	<b>Summative Assessment:</b> Students will be evaluated on the correctness of their answers on a test on timeline events.
<ul style="list-style-type: none"> <li>The Four C’s</li> <li>Civic Literacy</li> <li>Global Awareness</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://freeology.com/graphicorgs/note-taking-organizer/">https://freeology.com/graphicorgs/note-taking-organizer/</a></li> </ul>	“World War II Causes” <a href="http://www.historyonthenet.com/ww2/causes.htm">http://www.historyonthenet.com/ww2/causes.htm</a>	<b>Alternative Assessments:</b> Students will peer review their timelines for accuracy
Objectives	Students will identify the countries, people, and historical events involved in World War II, and create a timeline of their findings. (CRP4, CRP6, CRP7, CP11, 8.1.8.A.1)	“WWII Europe: The Road to War” <a href="http://militaryhistory.about.com/od/worldwarII/a/wwiieurcauses.htm">http://militaryhistory.about.com/od/worldwarII/a/wwiieurcauses.htm</a>	Students will deliver informal presentations sharing their timelines
Students will conduct research to identify the events that led up to WWII.	<ul style="list-style-type: none"> <li><a href="https://freeology.com/graphicorgs/note-taking-organizer/">https://freeology.com/graphicorgs/note-taking-organizer/</a></li> </ul>	<b>Companion Texts:</b> <i>Scholastic Magazine</i>	
		“In 1914 Germany and Russia Talked About Avoiding War but Failed to Stop It” <a href="https://newsela.com/read/facing-history-last-ditch-ww1">https://newsela.com/read/facing-history-last-ditch-ww1</a>	

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.

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.

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).

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.

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or

Topics	Texts:	Formative Assessment:
World War II	“Standing United Against Injustice,” and participate in a Socratic Seminar, focusing on key sentences of the passage that contribute to the theme of injustice. (CRP4, CRP6, CRP7, 2.4.8.B.5)	Students will be evaluated on their participation in group discussion and activities.
Women in WWII	“First They Came” by Pastor Martin Niemöller	Students will be evaluated on the quality of their research notes.
Twenty-First Century Themes and Skills include:	<b>Companion Texts:</b> <i>Scholastic Magazine</i>	<b>Summative Assessment:</b> Students will be evaluated on the correctness of their answers on a comprehension test
<b>Objectives</b> Students will consider the role that women played during WWII.	Students will participate in virtual field trips to better understand the events of WWII. (CRP4, CRP11, 8.1.8.A.1) <ul style="list-style-type: none"><li><a href="http://www.nationalww2museum.org/learn/education/for-teachers/distance-learning/virtual-field-trips.html">http://www.nationalww2museum.org/learn/education/for-teachers/distance-learning/virtual-field-trips.html</a></li></ul> Students will conduct research on women during WWII in three countries: The United States, Great Britain, and Germany. (CRP4, CRP11, 8.1.8.A.1) <ul style="list-style-type: none"><li><a href="https://www.educationworld.com/tools_templates/note-taking.doc">https://www.educationworld.com/tools_templates/note-taking.doc</a></li></ul> In small groups, students will conduct a short skit to depict the life and contributions of the women of their assigned country. (CRP4, CRP11, 9.2.8.B.3)	<b>Alternative Assessments:</b> Students will participate in a Socratic Seminar.  Students will engage in a large group discussion about the virtual field trip  Students will act out their “Women during WWII” skits.  Students will engage in small group discussion to analyze the implications of the poem.  Students will engage in a dramatic reading of ‘The Perils of Indifference’

above, with scaffolding as needed.

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.6.2. 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.

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.

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

- <http://www.discoveryeducation.com/teachers/first-lesson-plans/world-war-ii.cfm>

Students will read the poem, "First They Came" to understand the implications of staying quiet while witnessing injustice. (2.4.8.B.5, CRP8)

**Topics**  
Japanese Internment Camps  
Twenty-First Century Themes and Skills include:  
• The Four C's

Students will read the texts, highlight and define unknown words, and take notes on Internment Camps in the United States following the attack on

**Texts:**  
"Daily Life in the Internment Camps"  
<http://amhistory.si.edu/our-story/activities/internment/more.html>

**Formative Assessment:**  
Students will be evaluated on their participation in group discussion and activities.

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.

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.

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).

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.

- Civic Literacy
- Global Awareness

### Objectives

Students will read about Japanese Americans' experience in Internment Camps.

Students will learn about prejudice against Japanese Americans during and after WWII.

Pearl Harbor, including events that led up to the creation of the camps, what life was like in the camps, and what life was like for Japanese Americans after WWII. (2.4.8.B.5, CRP4, CRP8, CRP11)

- <https://freeology.com/graphicorgs/note-taking-organizer/>

Students will create a picture using a medium of choice (colored pencils, charcoal, markers, paint, collage, etc.) depicting their perspective of the aforementioned topics. (CRP6)

“Children of the Camps”  
<http://www.pbs.org/childofcamp/>

**Video:**  
“Challenges of Japanese Americans During WWII”  
<http://www.watchknowlearn.org/Video.aspx?VideoID=43213&CategoryID=3694>

“Fort Minor” by Kenji  
<https://youtu.be/dBhwIo9GiLE>

**Companion Texts:**  
*Scholastic Magazine*

“Japanese American Relocation Photographs:  
<https://encyclopedia.ushmm.org/content/en/gallery/japanese-american-relocation-photographs>

“Primary Sources: Harold Icke’s Letter to Roosevelt on Japanese Internment”  
<https://newsela.com/read/primary-source-ickes-roosevelt-japanese-internment>

“Primary Sources: Japanese Civilian Exclusion Order Number 5”

Students will be evaluated on the correctness of their answers on a vocabulary quiz.

Students will be evaluated on the accuracy of their pictures.

**Summative Assessment:**  
Students will be evaluated on the correctness of their answers on a comprehension test.

**Alternative Assessments:**  
Students will engage in group discussion about events that led up to the creation of the camps, what life was like in the camps, and what life was like for Japanese Americans after WWII.

Students will display and explain their picture to the class.



L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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.

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.

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.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and

[https://newsela.com/read/pr  
imary-source-japanese-  
exclusion](https://newsela.com/read/primary-source-japanese-exclusion)

### Topics

Gender Equality

Twenty-First Century Themes and Skills include:

- The Four C's
- Civic Literacy
- Global Awareness

### Objectives

Students will consider how photographs can depict gender inequality.

Students consider the perspective of what it means, "to be like a girl."

Students will consider what it means to experience and construct social justice by considering messages related by photographs.

(CRP8)

- <http://www.tolerance.org/lesson/using-photographs-teach-social-justice-exposing-gender-bias>
- <http://www.tolerance.org/lesson/using-photographs-teach-social-justice-exposing-racism>

Students consider gender equality by watching a video about perceptions of "what it is to be *like* a girl." (2.4.8.B.5, CRP8)

Students will create and present a photo collage about social justice. (CRP4, CRP6)

### Topics

Social Justice

One People's Experience

Students self-select a narrative book related to a specific group of people about social justice. (CRP4)

### Video:

"Always #LikeAGirl"  
<https://youtu.be/XjQBJWYDTs>

### Companion Texts:

*Scholastic Magazine*

"How Title IX Works: Gender Equality in Education"

[https://newsela.com/read/li  
b-how-title-ix-works](https://newsela.com/read/lib-how-title-ix-works)

"Paired Text: Women Who Challenged Gender Stereotypes"  
[https://www.readworks.org/  
article/Women-Who-  
Challenged-Gender-  
Stereotypes/67b98448-  
f6d8-456e-a2ce-  
74859979921e](https://www.readworks.org/article/Women-Who-Challenged-Gender-Stereotypes/67b98448-f6d8-456e-a2ce-74859979921e)

### Formative Assessment:

Students will be evaluated on their participation in group discussion and activities.

### Summative Assessment:

Students will be evaluated on the quality of their photo collage.

### Alternative Assessments

Student will write and read aloud a literary response to one of the companion texts.

### Companion Texts:

*Scholastic Magazine*

### Formative Assessment:

Students will be evaluated on their participation in group discussion and activities.



contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

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).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Twenty-First Century Themes and Skills include:

- The Four C's
- Civic Literacy
- Global Awareness

### Objectives

Students will read a self-selected book regarding one people's experience with social justice.

Students will create and conduct a presentation regarding a narrative book's elements of literature.

Students can select from one of the following groups:

- American Indians
- African Americans
- American Muslims
- Japanese-Americans during World War II
- Latinos
- European Jews during the Holocaust

Students will create a document presenting the book's plot, themes, characters, setting, and how the book displays social justice. (8.1.8. A.1, CRP4, CRP6, CRP11)

Students can use one of the following:

- Prezi
- Glogster Edu
- Animoto
- Kizoa
- Slideful

"Popular Social Justice Books"

<https://www.goodreads.com/shelf/show/social-justice>

### Summative Assessment:

Students will be evaluated on the quality of their multimedia presentations.

### Alternative Assessments:

Students will present their book report projects to the class.

Students will peer review their presentations before submission to instructor using the grading rubric.

### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support

this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"><li>● Shorten assignments to focus on mastery of key concepts.</li><li>● Teacher modeling</li><li>● Peer modeling</li><li>● Develop and post routines</li><li>● Label classroom materials</li><li>● Word walls</li><li>● Give directions/instructions verbally and in simple written format.</li><li>● Provide audiotapes of textbooks and have the</li></ul>	<ul style="list-style-type: none"><li>● Utilize modifications &amp; accommodations delineated in the student’s IEP</li><li>● Work with paraprofessional</li><li>● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.</li><li>● Work with a partner</li><li>● Give</li></ul>	<ul style="list-style-type: none"><li>● Using visual demonstrations, illustrations, and models</li><li>● Give directions/instructions verbally and in simple written format.</li><li>● Peer Support</li><li>● Increase one on one time</li><li>● Teachers may modify instructions by modeling what the student is expected to do</li></ul>	<ul style="list-style-type: none"><li>● Curriculum compacting</li><li>● Inquiry-based instruction</li><li>● Independent study</li><li>● Higher order thinking skills</li><li>● Adjusting the pace of lessons</li><li>● Interest based content</li><li>● Real world scenarios</li><li>● Student Driven Instruction</li></ul>

<p>student follow the text while listening</p> <ul style="list-style-type: none"> <li>● Allow students to use a dual language dictionary</li> </ul>	<p>directions/instructions verbally and in simple written format.</p> <ul style="list-style-type: none"> <li>● Provide extra time to complete assignments.</li> <li>● Adjust the pace of lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and adjust for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</li> </ul>	
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**Integration of 21<sup>st</sup> Century Standards NJSL 9:**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Interdisciplinary Connections:**

**Comprehensive Health and Physical Education:**

2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

**Integration of Technology Standards NJSL 8:**

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

**Career Ready Practices:**

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.