

<b>Approx Time Frame</b>	6 Weeks (September 10- October12)
<b>Unit Topic/Title and Key Components</b>	<p>Unit 1 T1- Our world their ecosystems</p> <p><u>RL 6.2:</u> Determine theme/central idea of text and how it is conveyed through particular details.</p> <p><u>RL 6.2:</u> Write an objective summary of text (no opinions or judgments).</p> <p><u>RL 6.4:</u> Determine the meaning of words and phrases in text, including figurative and connotative meanings.</p> <p><u>RL6.10:</u> <u>Read and comprehend literary nonfiction in grades 6-8 text</u></p> <p><u>RL 6.5 :</u> Analyze how a story’s structure contributes to the development of theme, setting, plot.</p> <p><u>RI 6.2:</u> Determine central idea of text and how it is conveyed through details.</p> <p><u>RI 6.5:</u> Analyze structure of text- how sentence/paragraph/section/chapter contribute to development of ideas.</p> <p><u>RI 6.8:</u> Trace/evaluate the argument and specific claims in a text- which claims are supported by reason/evidence, which are not?</p> <p><u>L 6.1:</u> Ensure pronouns are in the proper case (subjective, objective, possessive).</p> <p><u>S&amp;L6.2:</u> <u>Interpret information presented in diverse media</u></p> <p><u>S&amp;L6.1.a</u> <u>Come to discussion prepared , having read or studied required material referring to evidence and reflect</u></p> <p><u>L 6.2 :</u> Use commas, parentheses, and dashes correctly.</p> <p><u>L 6.4:</u> Use Greek or Latin affixes and roots as clues to the meaning of a word. (Mis-,un-, dis-, bio,-, anti-, re-, pre,)</p> <p><u>L 6.5:</u> Use the relationship between words to better understand each of the words.</p> <p><u>SL 6.1:</u> Follow rules for collegial discussions, set/track specific goals / deadlines, and define individual roles.</p> <p><u>W 6.1B:</u> Support claims with clear reasons and relevant evidence, using accurate and credible sources.</p> <p><u>W 6.1C:</u> Use words, phrases, clauses to clarify the relationship among claim(s) and reasons.</p> <p><u>W 6.2B:</u> Develop topic with relevant facts, definitions, concrete details, quotations, or other information/examples.</p> <p><u>W 6.2C:</u> Use appropriate transitions.</p>

	<p><u>W 6.2F</u>: Provide a concluding statement or section that supports the information or explanation presented.</p> <p><u>W 6.4</u> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>W 6.8</u>: Quote/paraphrase data while avoiding plagiarism and provide basic bibliographic information.</p> <p><u>W 6.9</u> : Draw evidence from literary or informational texts to support analysis, reflection, and research.( Non fiction environmental books)</p>		
	How can help to protect our Earth?		
	<b>Main Activity</b>		
	<p>Week 1. Non-fiction reading on Global warming and Climate Changes</p> <p>Week 2. Pose Unit Question: How we can help the world around us?</p> <p>Week 3. Introduction to PSA announcements and requirements. (How are they effective in today’s society?)</p> <p>Week 5. Impact of our actions on climate (littering, trash, oil spills,)</p> <p>Week 6. Organize our posters, Videos, Brochures for our climate change project</p>		
<b>Unit Question</b>	<p>Week 1. Non-fiction reading on Global warming and Climate Changes</p> <p>Week 2. Pose Unit Question: How we can help the world around us?</p> <p>Week 3. Introduction to PSA announcements and requirements. (How are they effective in today’s society?)</p> <p>Week 5. Impact of our actions on climate (littering, trash, oil spills,)</p> <p>Week 6. Organize our posters, Videos, Brochures for our climate change project</p>		
<b>Significant Concept (s)</b>	<p>Collaboration/Teamwork (Creating PSA announcement to stop hurting our Earth) ( Partners)</p> <p>Creativity</p> <p>Global and Environmental Awareness (What can we do as students to help protect our earth today and tomorrow?)</p>		
<b>Theme</b>	<p>How do we protect the things around us? Do we put ourselves in danger?</p> <p>Where are most places effected by People’s actions?</p> <p>How do people who stand up for their beliefs act? ( emotions)</p> <p>Classification/Definition Writing ( Use new words found in text and able to use in writing)</p>		
<b>Weekly Planning</b>	<p>Accurately summarize a text with appropriate details using paraphrasing ( Research)</p> <p>Correctly discern between main idea and supporting details</p> <p>Creatively present a PSA announcement about how we can protect our Earth</p>	<b>Reading focus</b>	<b>Writing/Language Focus</b>
	<p>Brain pop, Reading Ato Z</p> <p>Pearson Reading Street Unit 1</p>	<p>Main Idea and Supporting details</p> <p>Summary</p> <p>Non fiction text</p>	<p>Prefixes</p> <p>Vocabulary</p> <p>Pronouns</p>

			transitions conclusions Rules of speaking and listening
<b>SCF</b>	Leadership and Responsibility, Creativity, Care/ respect, Team work or collaboration.		
<b>Possible Assessment Tasks and Bloom's Level</b>	Create Informative Writing poster ( Explanatory text) - Create Paragraphs to introduce what you will be explaining. Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. ( Topics: Why and how do we recycle? , How is plastic killing our Earth?, Cutting Trees, Water is important)		
<b>Assessment Criteria</b>	Informative Brochure citing nonfiction information, PSA clear and coherent facts and judgments, Use of new vocabulary in informative writing. (text features, language features, word and sentence work, rhetorical questioning) Written in simple present tense. Use of temporal connectives, e.g. first, then, after that, finally. Use of causal connectives, e.g. so, because of this when writing compound sentences.		
<b>Possible Resources</b>	Non fiction Global warming books, Levelled readers, Reading A to Z		