



Unit-at-a-Glance

This unit is approximately 2 weeks or 8 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 1 RI.6.1, RI.6.4, SL.6.2, L.6.4, L.6.5c	Discover Our Topic: Remarkable Accomplishments in Space Science Opening A. Engage the Learner – RI.6.1 (5 minutes) Work Time A. Infer the Topic – RI.6.1, SL.6.2 (15 minutes) A. Introduce the Performance Task (10 minutes) A. Review the Module Guiding Questions – L.6.4 (10 minutes) Closing and Assessment A. Exit Ticket: Unit 1, Lesson 1 – L.6.5c (5 minutes) Homework A. Read and Reflect: Students will read and reflect on the guiding questions for the module and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas. Students participate in the Infer the Topic protocol, using evidence from informational texts (e.g., excerpts from historical documents) to draw inferences about the topic of the module. They are also introduced to the module guiding questions and the parameters of the performance task.	<ul style="list-style-type: none"> I can infer the topic of this module from resources. (RI.6.1, SL.6.2) 	<ul style="list-style-type: none"> Work Time A: Infer the Topic: I Notice/I Wonder note-catcher (RI.6.1, SL.6.2) Closing and Assessment A: Exit Ticket: Unit 1, Lesson 1 (RI.6.4, W.6.10, L.6.5c)
Lesson 2 RI.6.1, RI.6.2, RI.6.4, RI.6.6, L.6.5c	Determine Central Idea and Analyze Point of View Opening A. Engage the Learner – W.6.10 (5 minutes) Work Time A. Read and Annotate “The Space Race” – RI.6.2 (15 minutes) A. Listen to and Read President John F. Kennedy’s Speech Excerpt – RI.6.6 (20 minutes) Closing and Assessment A. QuickWrite – W.6.10 (5 minutes) Homework A. Apollo Missions and Space Race Events Timeline: Students read and annotate Homework: Apollo Missions for key details about the missions leading up to Apollo 11. They then complete Homework: Space Race Events Timeline based on the information they learned from reading “The Space Race,” the excerpt from President John F. Kennedy’s speech, and the Apollo mission descriptions. Students learn more about the goals of the Space Race by examining two supplemental texts. They practice determining the central idea, analyzing point of view, and interpreting the technical meanings of words from the texts.	<ul style="list-style-type: none"> I can determine the central idea of a text about the Space Race. (RI.6.2) I can analyze John F. Kennedy’s point of view and how it is conveyed in the text. (RI.6.4, RI.6.6) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1 Lesson 2 (W.6.10) Work Time A: “The Space Race” annotations (RI.6.1, RI.6.2, RI.6.10) Work Time B: Analyze Point of View: President Kennedy’s Speech note-catcher (RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.10, W.6.10, L.6.5c) Closing and Assessment A: QuickWrite: Develop Understanding of the Topic (W.6.10)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 3 RI.6.1, RI.6.4, RI.6.6, RI.6.8, L.6.4, L.6.5	Analyze Point of View: <i>Team Moon</i> Opening A. Engage the Learner (5 minutes) Work Time A. Read <i>Team Moon</i> Excerpt – RI.6.6 (15 minutes) A. Language Dive: <i>Team Moon</i> , Paragraph 4 – RI.6.6, L.6.5 (15 minutes) Closing and Assessment A. Exit Ticket: Unit 1, Lesson 3 – RI.6.6, RI.6.8 (10 minutes) Homework A. Complete Space Race Events Timeline: Students look up dates and details of one or two other Apollo missions and add them to their Homework: Space Race Events Timeline. This lesson features a text that describes the final events before the Apollo 11 launch. Students engage with the text using a variation of the Annotating Text protocol, which students first experienced in Lesson 2. This lesson also continues to develop students' abilities to identify the way in which an author's use of words with specific connotations helps express her point of view.	<ul style="list-style-type: none"> I can analyze the author's point of view and purpose and how they are conveyed in the <i>Team Moon</i> text. (RI.6.6, L.6.5) I can determine an author's claim made in an excerpt of <i>Team Moon</i>. (RI.6.8) 	<ul style="list-style-type: none"> Work Time A: <i>Team Moon</i> annotations (RI.6.1, RI.6.6, RI.6.10) Work Time B: Language Dive: <i>Team Moon</i>, Paragraph 4 note-catcher (RI.6.1, RI.6.4, RI.6.6, L.6.4, L.6.5) Closing and Assessment A: Exit Ticket: Unit 1, Lesson 3 (RI.6.1, RI.6.6, RI.6.8)
Lesson 4 RI.6.1, RI.6.4, RI.6.6, L.6.5c	Mid-Unit 1 Assessment: Analyze Point of View: "An Account of the Moon Landing" Opening A. Engage the Learner – W.6.10 (5 minutes) Work Time A. Mid-Unit 1 Assessment: Analyze Point of View: "An Account of the Moon Landing" (35 minutes) Closing and Assessment A. Track Progress – RI.6.1 (5 minutes) Homework A. Evaluate a Claim: Students read "Benefits of NASA's Space Technology on Earth" and evaluate how well the author supports claims in the text to complete Homework: Evaluate a Claim. In the first half of this unit, students read excerpts of informational texts and primary source documents, building background knowledge about the Space Race and analyzing the author's point of view and use of connotative and figurative language. This lesson continues those routines in an assessment, asking students to apply their learning to a new informational text.	<ul style="list-style-type: none"> I can analyze an author's point of view and how it is conveyed in the text "An Account of the Moon Landing." (RI.6.6) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 4 (W.6.10) Work Time A: Mid-Unit 1 Assessment: Analyze Point of View: "An Account of the Moon Landing" (RI.6.1, RI.6.4, RI.6.6, RI.6.10, W.6.10, L.6.5c) Closing and Assessment A: Track Progress (RI.6.1, RI.6.4, RI.6.10, L.6.4)

Remarkable Accomplishments in Space Science

Module 4: Unit 1

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 5 RI.6.1, RI.6.2, RI.6.4, RI.6.6	<p>Close Read: “This Is How the Space Race Changed the Great Power Rivalry Forever”</p> <p>Opening A. Engage the Learner – RI.6.7 (10 minutes)</p> <p>Work Time A. Close Read: “This Is How the Space Race Changed the Great Power Rivalry Forever” – RI.6.4, RI.6.6 (30 minutes)</p> <p>Closing and Assessment A. Close Read Culminating Task – RI.6.6 (5 minutes)</p> <p>Homework • None for this lesson</p> <p>Students read a new text to better understand the political context of the Space Race, and determine the central idea and the main claim of the text by engaging in a Close Read. This text starts to introduce different perspectives about the Space Race and its legacy as students shift their focus to argument texts.</p>	<ul style="list-style-type: none"> • I can determine the meanings of words and phrases as they are used in a text about the Space Race, including technical meanings. (RI.6.4) • I can determine the author’s purpose and point of view in a text about the Space Race. (RI.6.6) • I can determine the central ideas and how they are conveyed in a text about the Space Race. (RI.6.2) 	<ul style="list-style-type: none"> • Opening A: Picture Puzzles (RI.6.7) • Work Time A and Closing and Assessment A: Close Read: “This Is How the Space Race Changed the Great Power Rivalry Forever” note-catcher (RI.6.1, RI.6.2, RI.6.4, RI.6.6)
Lesson 6 RI.6.1, RI.6.2, RI.6.5	<p>Language Dive: “This Is How the Space Race Changed the Great Power Rivalry Forever”</p> <p>Opening A. Engage the Learner – RI.6.6 (5 minutes)</p> <p>Work Time A. Language Dive: “This Is How the Space Race Changed the Great Power Rivalry Forever” – RI.6.2 (20 minutes) A. Read and Annotate <i>The Space Shuttle Decision</i> Excerpt – RI.6.2 (15 minutes)</p> <p>Closing and Assessment A. Exit Ticket – RI.6.2 (5 minutes)</p> <p>Homework • None for this lesson</p> <p>Students participate in a Language Dive to analyze a sentence from the conclusion of “This Is How the Space Race Changed the Great Power Rivalry Forever.” This sentence reiterates a main claim and central idea of the text.</p> <p>Students also read and annotate the text <i>The Space Shuttle Decision</i> to determine central ideas conveyed by the text.</p>	<ul style="list-style-type: none"> • I can determine the central ideas and how they are conveyed in a text about the Space Race. (RI.6.2) • I can analyze how the sentence fits into the structure of the overall article. (RI.6.5) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 1, Lesson 6 (RI.6.1, RI.6.6) • Work Time A: Language Dive: “This Is How the Space Race Changed the Great Power Rivalry Forever” note-catcher (RI.6.1, RI.6.2, RI.6.5) • Work Time B: Annotate Text: <i>The Space Shuttle Decision</i> Excerpt (RI.6.2, RI.6.10) • Closing and Assessment A: Exit Ticket: Unit 1, Lesson 6 (RI.6.1, RI.6.2, W.6.10)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 7 RI.6.1, RI.6.4, RI.6.6, RI.6.8	Trace an Argument: The Space Race and the Great Political Rivalry Opening A. Engage the Learner – RI.6.8 (5 minutes) Work Time A. Trace an Argument: “This Is How the Space Race Changed the Great Power Rivalry Forever” – RI.6.8 (15 minutes) A. Analyze Point of View: <i>The Space Shuttle Decision</i> – RI.6.6 (10 minutes) Closing and Assessment A. Launch Independent Research Reading – RI.6.10, RI.6.10 (15 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students return to the text introduced in the previous lesson, this time examining it as an argument and identifying its claim, reasons, evidence, and reasoning. Students also return to the text they read for homework and analyze a new point of view on the Space Race—that rather than the mission to the moon being a noble cause, it was actually a financial burden that distracted people from the bigger and more pressing issues of the nation, like widespread poverty and discrimination.	<ul style="list-style-type: none"> I can trace and evaluate an argument in an essay about the Space Race. (RI.6.8) I can analyze the author’s point of view in <i>The Space Shuttle Decision</i> and how it is conveyed in the text. (RI.6.6) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 7 (RI.6.1, RI.6.8) Work Time A: Trace an Argument: Evidence Cards (RI.6.1, RI.6.8, W.6.10) Work Time B: Analyze Point of View: <i>The Space Shuttle Decision</i> (RI.6.1, RI.6.4, RI.6.6, W.6.10)
Lesson 8 RI.6.1, RI.6.4, RI.6.6, RI.6.8	End of Unit 1 Assessment: Analyze Argument and Point of View: “An Argument against the Moon Mission” Opening A. Engage the Learner – W.6.10 (5 minutes) Work Time A. End of Unit 1 Assessment: Analyze Point of View and Argument (35 minutes) Closing and Assessment A. Track Progress – RI.6.1 (5 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In the second half of this unit, students read excerpts of informational texts and primary source documents, building background knowledge about the Space Race and analyzing the author’s point of view and use of connotative and figurative language. This lesson continues those routines in an assessment, asking students to apply their learning to a new informational text.	<ul style="list-style-type: none"> I can trace and evaluate the argument in the text “An Argument against the Moon Mission.” (RI.6.8) I can analyze an author’s point of view and how it is conveyed in the text “An Argument against the Moon Mission.” (RI.6.6) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 1, Lesson 8 (W.6.10) Work Time A: End of Unit 1 Assessment: Analyze Point of View and Argument: “An Argument against the Moon Mission” (RI.6.1, RI.6.4, RI.6.6, RI.6.8, RI.6.10, W.6.10) Closing and Assessment A: Track Progress: Read, Understand, and Explain New Text (RI.6.1)