



## Grade 6: Module 4: Module-at-a-Glance

### Unit 1

#### Unit 1: Remarkable Accomplishments of the Space Race

##### Week 1 (Lessons 1–5)

Students read and analyze supplemental texts that describe key events in the Space Race leading up to the moon landing of 1969. Students analyze the author’s point of view in these texts, noting ways in which the connotative, figurative, and technical meanings of language used by the authors helps convey their points of view.

- Mid-Unit 1 Assessment: Analyze Point of View: “An Account of the Moon Landing”

##### Week 2 (Lessons 6–8)

Students examine additional supplemental texts to better understand the social and political context surrounding the Space Race. Students trace the arguments presented in these supplemental texts, determining their main claims and identifying the evidence and reasoning used to support the claims.

- End of Unit 1 Assessment: Analyze Argument and Point of View: “An Argument against the Moon Mission”

### Unit 2

#### Unit 2: Remarkable Accomplishments of the Hidden Figures

##### Weeks 1–2 (Lessons 1–7)

The anchor text, *Hidden Figures*, is introduced. Students examine the way that key individuals, like Dorothy Vaughan, Mary Jackson, and Katherine Johnson, are introduced and elaborated upon in the text. Students identify claims that can be made based on excerpts in the text and locate textual evidence to support those claims. They also revisit and reinforce skills addressed in earlier modules and units, like interpreting multiple-meaning words and correcting vague or ambiguous pronoun antecedents.

- Mid-Unit 2 Assessment: Analyze Dorothy Vaughan: *Hidden Figures*, Chapter 9

##### Weeks 2–4 (Lessons 8–16)

Students read supplemental texts about Dorothy, Mary, and the moon landing and compare them to passages in the anchor text that describe the same events. Students note differences and similarities in the authors’ presentations of events, including content, author’s methods, point of view, and characterization of key individuals in the texts. They also begin conducting research about their “focus figures”: other important figures in space science whose remarkable accomplishments have not received the recognition they deserve.

- End of Unit 2 Assessment: Compare and Contrast Presentations of Events: *Hidden Figures* and “Katherine Johnson: A Lifetime of STEM”

## Unit 3

**Unit 3: Remarkable Accomplishments in Space Science****Weeks 1–2 (Lessons 1–9)**

Students deconstruct a model argument essay, examining a discrete aspect of the essay writing process in each lesson and practicing it as they draft a practice argument essay collaboratively with a partner. Students are then prepared to independently plan and draft an argument essay to answer the following prompt: why are my focus figure's accomplishments remarkable?

- Mid-Unit 3 Assessment: Write an Argument Essay

**Week 3 (Lessons 10–17)**

Students move toward the culmination of the module: completion of a narrative nonfiction picture book about their focus figures. Students study characteristics of narrative nonfiction writing, then write and illustrate three pages about the accomplishments of their focus figures. They present their pages to the class in an argument presentation, supporting claims about what makes their focus figures' accomplishments remarkable.

- End of Unit 3 Assessment Part I: Present and Delineate Argument: Picture Book Presentation
- End of Unit 3 Assessment Part II: Collaborative Discussion