

Objectives:

By completing this module, students will be able to:

- (1) Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- (2) Articulate the position of self and others using experiential and material logic
- (3) Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- (4) Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- (5) Understand solid waste management is a global problem that can only be solved if individuals take action in their own lives and in their own communities

State Standards: The exact language from the standard is used on the student instruction pages; they are in bold for your convenience.

Content Area: Reading, Writing and Communicating

Grade Level Expectations: Sixth Grade

Standard: 4. Research and Reasoning

Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration

2. Assumptions can be concealed, and require identification and evaluation

Students Can:

- a. Accurately identify own assumptions, as well as those of others
- b. Make assumptions that are consistent with one another
- c. Identify the natural tendency in humans to use stereotypes, prejudices, biases, and distortions
- d. Identify stereotypes, prejudices, biases, and distortions in self and thinking of others
- e. Accurately state the assumptions underlying the inferences they or others make, and then accurately assess those assumptions for justifiability

Inquiry Questions:

1. How do assumptions shape people's thinking?

Articulate the position of self and others using experiential and material logic

Concepts and skills students master:

3. Monitoring the thinking of self and others is a disciplined way to maintain awareness

Students Can:

- a. Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision
- b. Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (Intellectual autonomy)

Inquiry Questions:

1. Why is it important to understand what others are thinking?

Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Concepts and skills students master:

1. Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation

- a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
 - i. Identify a topic for research, developing the central idea or focus and potential research question(s)
- b. 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. (CCSS: W.6.8)
 - i. Use a range of print and nonprint sources (atlases, data bases, reference materials, online and electronic resources, interviews, direct observation) to locate information to answer research questions
 - ii. Locate specific information within resources using indexes, tables of contents, electronic search key words, etc.

Inquiry question:

2. With all of the resources available to me, which one would I not want to be without? Why?

Content Area: Reading, Writing and Communicating

Grade Level Expectations: Sixth Grade

Standard: 1. Oral Expression and Listening

This standard is broadly met.

Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

Concepts and skills students master:

1. Successful group discussions require planning and participation by all

Students Can:

- a. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)
- b. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS: SL.6.5)
- c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)
- d. 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. (CCSS: SL.6.1)
 - i. 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. (CCSS: SL.6.1a)
 - ii. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
 - iii. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
 - iv. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
- e. 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. (CCSS: SL.6.2)
- f. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: SL.6.3)
- g. Use evidence to develop credibility (such as citing textual evidence to support opinions)
- h. Recognize the difference between informal and formal language and make choices appropriate for group purposes

Inquiry questions:

1. What happens when members of a group don't listen to one another?
2. How do members of a group know if they are using credible sources?
3. What active listening strategies can individuals use while working in a group?
4. Why is it important for people to wait their turn before providing an opinion or giving feedback?
5. What tools can be used in a small group to organize the discussion?