

GRADE 6

Unit overviews



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Progression of content and skills

The following unit overviews illustrate how the Amplify ELA curriculum has been carefully designed around sets and sequences of compelling texts that support deep engagement with the three instructional shifts called out by the English Language Arts standards. Each unit targets what is most powerful about each text, engaging students in a variety of reading, writing, and speaking and listening activities that put the text at the center of instruction.

Over the year, students explore text structures and elements across a broad range of genres—including plays, poetry, memoirs, visual documents, primary and secondary sources, and audio and video performances. Equally important, students develop a broad vocabulary and knowledge of a wide range of subject areas—from classic literature to contemporary literature; from neuroscience to key American thinkers; from modern, seminal drama to Greek mythology.

Designated ELD support

In addition to the embedded English learner supports included within each Amplify ELA unit, we help teachers ensure success for all students with Amplify ELD—the language development companion to Amplify ELA.

With uniquely crafted lessons that align with Amplify ELA units, Amplify ELD leverages the content students encounter during their core ELA time to build oral language. Amplify ELD lessons provide students working at all language proficiency levels—Emerging, Expanding, and Bridging—effective support to practice and develop their conversational and academic communication skills.

For more information about Amplify ELD, download the [Amplify ELD Program Guide](#).



Path of text complexity

Amplify carefully selects and curates texts with the goal that all students work with increasing independence and proficiency with texts at their grade band level of complexity. To accomplish this goal, Amplify carefully considers three factors in determining the placement of texts within a grade and unit: qualitative measures, quantitative measures, and reader and task considerations.



i = Informational texts
L = Literary texts



QT = Quantitative measure



QL = Qualitative measure



RT = Reader and task measure



PROGRESSION OF CONTENT AND SKILLS

Quantitative measure ●●●●● QT: 820L–1420L

The **quantitative** measure in purple reflects the Lexile band, based on the Lexile scores of the range of texts within the unit. Lexile scores are based on a measurement of vocabulary word frequency and sentence complexity.

Band 1—Lexile 450–790
 Band 2—Lexile 770–980
 Band 3—Lexile 955–1155
 Band 4—Lexile 1080–1305
 Band 5—Lexile 1215–1355

Qualitative measure ●●●●● QL: 2

The **qualitative** measure in blue reflects the texts' structural and stylistic complexity (TS); the levels of meaning (LM) or purpose (P); the clarity and complexity of language and sentences (LCC); and the knowledge demands required of the reader to understand the text (KD). At a unit level, this measure also takes into account the inter-textual complexity. The scale is from 0–5, with 5 indicating the highest level of complexity.

	Accessible ●	Moderate ●●●	Complex ●●●●●
TS	(L) Organized clearly and/or chronologically; plot is linear; poetry has explicit and predictable structural elements	Prose includes multiple storylines or a plot that is somewhat difficult to predict; poetry has some implicit or unpredictable structural elements	Includes more intricate elements such as subplots, shifts in point-of-view or time, or non-standard text structures
	(i) Connections are explicit and clear; organization is linear; text features help readers but are not essential to understanding	Connections are implicit or subtle; organization is generally evident and sequential; text features help facilitate comprehension	Connections are often implicit, subtle, or ambiguous; organization exhibits discipline-specific traits; any text features are essential to comprehension
LCC	Language is explicit and literal, with mostly familiar vocabulary; mostly simple sentences	Language is often explicit and literal but includes some academic or archaic words, or words with complex meaning; some complex sentences with subordinate phrases or clauses	Abstract, ironic, and/or figurative language; archaic and academic vocabulary and domain-specific words; complex sentences with subordinate phrases and clauses
KD	The text explores a single theme; the subject matter relies on little or no discipline-specific knowledge; any references or allusions are fully explained in the text	The text explores several themes; the subject matter involves some discipline-specific knowledge; some references or allusions; the meaning of references or allusions are partially explained	Text explores complex or abstract themes; the subject matter relies on discipline-specific knowledge; text is dependent on allusions or references that require inference and evaluation
LM	One level of meaning; theme is obvious and revealed early in the text	Multiple levels of meaning that are relatively easy to identify; theme is clear but may be conveyed with some subtlety	Multiple levels of meaning that may be difficult to identify and interpret; theme is implicit, subtle, or ambiguous and may be revealed over the entirety of the text
P	Primary purpose is narrowly focused, and explicitly stated; the text has a singular perspective	Primary purpose is not explicit but is easily inferred; the text may include multiple perspectives	Text contains multiple purposes, and the primary purpose is subtle, intricate, and/or abstract

PROGRESSION OF CONTENT AND SKILLS

Reader and task measure ●●●●● RL: 2

The **reader and task measure** in green considers the complexity of the tasks that accompany the texts and the demands that these tasks place on readers. In determining this measure, Amplify considers the placement of texts within a unit, grade, or program; the knowledge demands and the supports put in place to scaffold this knowledge; the complexity of the key tasks and sequence of steps leading up to those tasks.

Accessible ●

Tasks and activities are typically straightforward or highly engaging and do not require abstract inferencing or substantial external knowledge or experience.

Moderate ●●●

Tasks and activities may contain some complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.

Complex ●●●●●

Tasks and activities contain nuance and complexity and require students to be persistent, make high level inferences, and draw on the knowledge they have built throughout Amplify. Areas of high complexity balanced by scaffolds and engaging activities.

A variety of genres

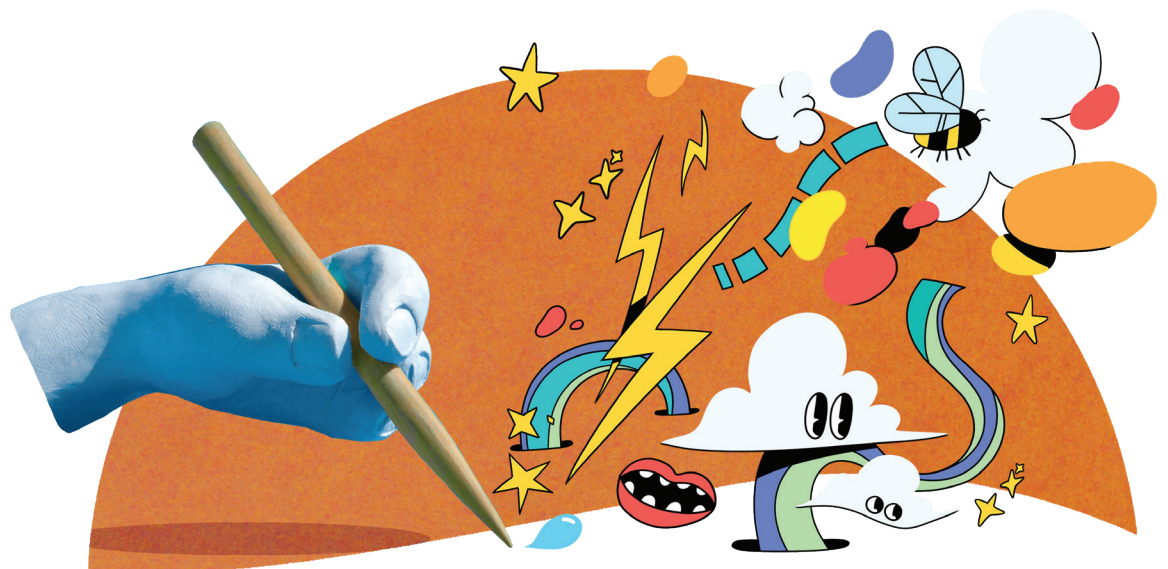
The Amplify units expose students to a wide variety of text genres and types, identified in this document with the following abbreviations:

LITERATURE

L/S - Story
L/D - Drama
L/P - Poetry

INFORMATIONAL

I/LN - Literary Nonfiction
I/H - Historical
I/S&T - Scientific and Technical



Grade 6 units



6A: Dahl & Narrative

ELD in Whole Unit

TOPIC & THEME

The impression of a moment

READING

Observe how an author creates a character

WRITING

Focus on a moment in the text and develop a unique perspective about it

ACTIVITY HIGHLIGHTS

Respond with constructive comments to peers' writing

TEXT FEATURES

Memoir with vivid descriptions and 20th-century British slang



●●●●● QT: 1090L

●●●●● QL: 2

●●●●● RT: 2



6B: Mysteries & Investigations

ELD in Sub-units 2 & 3

TOPIC & THEME

Reading like an investigator

READING

Assess the credibility of evidence used to support conclusions

WRITING

Explain which trait is most useful to problem-solving investigators

ACTIVITY HIGHLIGHTS

Use an app to identify, organize, and evaluate claims and supporting evidence

TEXT FEATURES

Narrative nonfiction of scientific discoveries, detective stories, inductive reasoning



●●●●● QT: 750L–1170L

●●●●● QL: 3

●●●●● RT: 3



6C: The Chocolate Collection

ELD in Whole Unit

TOPIC & THEME

Facts and stories of chocolate through the ages

READING

Identify various sources' perspectives on a topic

WRITING

Synthesize information from several sources to develop an argument

ACTIVITY HIGHLIGHTS

Scavenger hunts, debate, internet research, and media project

TEXT FEATURES

Primary and secondary source materials, varied topics and perspectives



●●●●● QT: 860L–1540L

●●●●● QL: 4

●●●●● RT: 4

GRADE 6 UNITS



6D: The Greeks

ELD in Whole Unit

TOPIC & THEME

Man vs. gods in Ancient Greece

READING

Analyze what symbolic characters show about human nature

WRITING

Write about the development of a shared theme in two texts

ACTIVITY HIGHLIGHTS

Myth World Quest, write original interpretations of ancient myths

TEXT FEATURES

Modern prose retellings of myths and translation of ancient narrative poem

L

●●●●● QT: 870L–1140L

●●●●● QL: 4

●●●●● RT: 3



6E: Summer of the Mariposas

ELD in Whole Unit

TOPIC & THEME

The hero's journey through Aztec mythology

READING

Trace a character's arc from the beginning of a novel to the end

WRITING

Analyze how character traits assist a heroic character on their journey

ACTIVITY HIGHLIGHTS

Fishbowl discussions, presentations of research on Aztec mythology

TEXT FEATURES

Latinx YA novel incorporating magical realism, Aztec mythology, hero's journey

L

●●●●● QT: 840L–860L

●●●●● QL: 3

●●●●● RT: 4



6F: The *Titanic* Collection

ELD in Whole Unit

TOPIC & THEME

The lives and experiences of the *Titanic* passengers

READING

Compare and contrast perspectives on a single event

WRITING

Develop a question, conduct research, and create a multi-media project

ACTIVITY HIGHLIGHTS

Research and role-play as a *Titanic* passenger and write from their point of view

TEXT FEATURES

Compelling artifacts from voyage (menus, journals), letters, photographs

i L

●●●●● QT: 800L–1620L

●●●●● QL: 4

●●●●● RT: 4

Grade 6 curriculum map

6A: Dahl & Narrative

Unit summary

Students begin with narrative writing to quickly boost their writing production, learn the foundational skill of Focus, and become comfortable with key classroom habits and routines they will use all year. Then, students apply their new observational skills to lively readings from Roald Dahl's memoir, *Boy: Tales of Childhood*, and learn how to work closely with textual evidence.

Roald Dahl's 1984 memoir describes a childhood filled with contrasts of love and cruelty, mischief and suffering, humor and anguish. All the sensitivity, bravado, and drama of childhood are present, conveyed in the adult Dahl's compact, powerful prose, brimming with sensory detail. At the end of the unit, students write an essay arguing whether the boys or the adults cause more trouble in the book.



QT: 1090L
●●●●●

QL: 2
●●●●●

RT: 2
●●●●●

Rationale(s) for QL

- The subject matter relies on little discipline knowledge and/or is fully explained
- Language includes some complex words or usage and/or sentence complexity

Rationale(s) for RT

- Tasks and activities may contain some complexity, balanced with engaging topics

Essay prompt

Who does Dahl describe as causing more trouble: the boys or the adults? Use details from one moment in the book to show who is really causing more trouble.

Texts in the unit

Core texts

- *Boy: Tales of Childhood* by Roald Dahl I/LN, 1090L

Extra texts

- Excerpt from *Tony Hawk: Professional Skateboarder* by Tony Hawk and Sean Mortimer I/LN
- Excerpt from *The Story of My Life* by Hellen Keller I/H
- Excerpt from *The Secret Garden* by Frances Hodgson Burnett L/S
- Excerpts from *Inside Out & Back Again* by Thanhha Lai L/S

Sub-units and # of lessons

Core lessons

- SU1: Welcome! (1 lesson)
- SU2: Get Started (10 lessons)
- SU3: *Boy: Tales of Childhood* by Roald Dahl (12 lessons)

Summative assessments

- SU4: Write an Essay (4 lessons)
- SU5: Dahl & Narrative Reading Assessment

6B: Mysteries & Investigations

Unit summary

Students read like an investigator to embark on a multi-genre study into the mesmerizing world of scientific and investigative sleuthing. *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain and Sir Arthur Conan Doyle's Sherlock Holmes stories take place in the late 19th century, when medical diagnostics and criminal investigations were still evolving into scientific fields.

The lessons based on *The Secret of the Yellow Death* challenge students to grapple with clues, evidence, and scientific data to make meaning as Dr. Walter Reed and his team of scientific investigators seek the truth about yellow fever. Reading Sherlock Holmes, students break down deductive observations of a crime scene and read closely to understand how the detective cracks seemingly-unsolvable mysteries wide open. At the end of the unit, students write an essay explaining which trait is most useful to problem-solving investigators.



QT: 750L–1170L



QL: 3



RT: 3



Rationale(s) for QL

- Language includes some complex words or usage and/or sentence complexity
- The subject matter requires some discipline-specific knowledge but references are largely explained

Rationale(s) for RT

- Tasks and activities may contain some complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.

Essay prompt

People—like scientists, detectives, and health workers—take many approaches to solving problems. They may take bold and brave action, work methodically, think carefully and logically, collaborate with others, or try new approaches.

Based on the texts you have read, what stands out to you as one important characteristic to have as a problem solver or investigator?

Include two examples of individuals demonstrating this characteristic in your response.

Texts in the unit

Core texts

- *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain I/H, 1010L*
- Excerpt from *Fever 1793* by Laurie Halse Anderson L/S, 750L
- Letter from Mabel H. Lazear to Dr. James Carroll I/H*
- “Yellow Fever Circles Brazil’s Huge Cities” by Shasta Darlington and Donald G. McNeil Jr. I/H, 1170L
- The Hippocratic Oath I/S&T, 990L
- “The Speckled Band” by Sir Arthur Conan Doyle L/S, 1090L*
- “The Red-Headed League” by Sir Arthur Conan Doyle L/S, 1070L*

Extra texts

- “See It Through” by Edgar Guest L/P
- Excerpt from “Outwitting Nature’s Greatest Killer” by Mark Johnson, Mark Hoffman, & Devi Shastri I/S&T
- Excerpt from “Young Goodman Brown” by Nathaniel Hawthorne L/S
- Excerpt from “A Mysterious Visit” by Mark Twain L/S

* Full text provided

Sub-units and # of lessons

Core lessons

- SU1: Fever (1 lesson)
- SU2: *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain (15 lessons)
- SU3: “The Speckled Band” by Sir Arthur Conan Doyle (6 lessons)
- SU4: “The Red-Headed League” by Sir Arthur Conan Doyle (4 lessons)

Summative assessments

- SU5: Write an Essay (5 lessons)
- SU6: Mysteries & Investigations Reading Assessment

6C: The Chocolate Collection

Unit summary

In this Collection, students explore primary documents and conduct independent research to understand the strange and wide range of roles that chocolate has played in cultures around the world throughout its long history. Students build information literacy skills and learn how to construct an evidence-based argument. They write a short piece aimed at convincing readers that their favorite kind of chocolate is the best, then debate whether or not chocolate should be included in school lunches.

Throughout these activities, students learn to develop their positions by identifying and researching source documents and constructing explanations and arguments on solid, relevant evidence and information. As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research project—part essay, part interactive timeline.

Essay prompt

Research Option 1: Chocolate and Slavery

When did slavery become a part of chocolate production? Is slavery still used on cacao plantations today? Write an informative essay about the history of slavery in the production of chocolate.

Research Option 2: Chocolate = Happiness...or Does It?

Can eating chocolate affect your mood? Your brain chemistry? Is it addictive? Study the scientific research on chocolate and determine what experts have found. Research the texts in the Collection and on the internet to find the information you need. Be ready to make a claim and cite sources.

Texts in the unit

Core texts

- Excerpt: "Prehistoric Americans Traded Chocolate for Turquoise?" from *National Geographic News* by Christine Dell'Amore I/H, 1360L
- Letter from Lord Rothschild to Laurence Fish I/H, 1120L
- "Pilot Dropped Candy into Hearts of Berlin" by *ABC News* I/H, 1040L
- Excerpt: Appendix C Statement from *Labour in Portuguese West Africa* by William A. Cadbury I/H, original version: 1650L, adapted version: 1410L, paraphrased version: 1050L
- "Is It Fair to Eat Chocolate?" from *Skipping Stones* by Deborah Dunn I/LN, 1020L
- "Eat More Chocolate, Win More Nobels?" from *Associated Press* by Karl Ritter and Marilyn Marchione I/S&T, 1310L
- "Can Chocolate Be Good for My Health?" by Katherine Zeratsky, R.D., L.D. I/S&T, 1110L
- Excerpt: "Dark Chocolate: A Bittersweet Pill to Take" from *USA Today* by Mary Brophy Marcus I/H, 1540L
- "Chocolate" from *American Smooth* by Rita Dove L/P, Lexile n/a,



QT: 860L–1540L

QL: 4

RT: 4

Rationale(s) for QL

- Texts include multiple or intricate purposes
- Language includes some complex words or usage and/or sentence complexity
- The subject matter requires knowledge of discipline or of other texts

Rationale(s) for RT

- Tasks and activities contain nuance and complexity and require students to be persistent, make high level inferences, and draw on the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: Information Literacy (4 lessons)
- SU2: Scavenger Hunt and Internet Research (4 lessons)
- SU3: Argumentative Writing and Collection Research (4 lessons)
- SU4: Debate and Internet Research (4 lessons)

Summative assessments

- SU5: Write an Essay (8 lessons)
- SU6: The Chocolate Collection Reading Assessment

- Excerpt: Act I, Scene Eight from *Così fan tutte: English National Opera Guide 22* L/D, Lexile n/a,
- Excerpt: *Chocolat* by Joanne Harris L/S, 860L
- Excerpt: *The Dharma Bums* by Jack Kerouac L/S, 970L
- Excerpt: "The Sweet Lure of Chocolate" by Jim Spadaccini I/H, 970L
- Excerpt: "The Tropics" from *The Story of Chocolate* by National Confectioners Association's Chocolate Council I/S&T, 1110L
- Excerpt: "Good Harvest" from *All Animals* magazine/The Humane Society of the United States by Karen E. Lange I/H, 1190L
- Excerpt: Chapter 7—"Monseigneur in Town" from *A Tale of Two Cities* by Charles Dickens L/S, 1130L

Extra texts

- Excerpt from *The Autobiography of Benjamin Franklin* by Benjamin Franklin I/H
- Excerpt from *Life on the Mississippi* by Mark Twain I/H
- Excerpt from *A History of US 10: All the People Since 1945* by Joy Hakim I/H

6D: The Greeks

Unit summary

Students explore three stories from Greek mythology: Prometheus, Odysseus, and Arachne. Drawing on the routines and skills established in previous units, these lessons ask students to move from considering the state of a single person—themselves or a character—to contemplating broader questions concerning the role people play in the world and the various communities they inhabit.

“Prometheus” is an excerpt from Bernard Evslin’s book *Heroes, Gods and Monsters of the Greek Myths*. This myth raises a number of engaging questions about justice, responsibility, and what it means to be human. Homer’s epic poem *The Odyssey* recounts the story of Odysseus as he makes his journey home from the Trojan War. These lessons challenge students to consider how character traits can be both beneficial and harmful, and what constitutes leadership. “Arachne,” a poem by Ted Hughes, offers a retelling of Ovid’s original. In this subunit, students confront the question of how humans should conduct themselves and the line between pride and arrogance. They also consider some of the different layers that authors throughout the centuries have added to Greek myths. At the end of the unit, students write an essay arguing whether characters from two of these myths are destroyed by their pride.



QT: 870L–1140L



QL: 4



RT: 3



Rationale(s) for QL

- Levels of meaning and theme are multiple, ambiguous and/or revealed over the course of the text
- Language includes some complex words or usage and/or sentence complexity

Rationale(s) for RT

Tasks and activities may contain some complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.

Essay prompt

Using two of the following characters—the humans from “Prometheus,” Odysseus from *The Odyssey*, or Arachne from “Arachne”—answer the following question: Are humans destroyed by their pride? Why or why not? Use your answer to stake a claim about whether or not these characters have been destroyed by their pride. Be sure to support your claim with textual evidence.

Texts in the unit

Core texts

- “Prometheus” from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin L/S, 870L *
- “Daedalus” from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin L/S, 870L *
- “Demeter” from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin L/S, 870L *
- Excerpts from *The Odyssey* by Homer, translated by E.V. Rieu L/S, 1140L *
- “Arachne” from *Selected Tales from Ovid* by Ted Hughes L/S, Lexile n/a *
- Excerpt from *The Arabian Nights’ Entertainments*, “Second Voyage,” by Andrew Lang L/S, 1270L

Extra texts

- Excerpt from *Prometheus Bound* by Aeschylus L/S
- Excerpt from “Circe’s Palace” by Nathaniel Hawthorne L/S
- Excerpt from “The Picture Minerva Wove” by Carolyn Sherwin Bailey L/S

* Full text provided

Sub-units and # of lessons

Core lessons

- SU1: Prometheus (6 lessons)
- SU2: Odysseus (7 lessons)
- SU3: Arachne (6 lessons)

Summative assessments

- SU4: Write an Essay (5 lessons)
- SU5: The Greeks Reading Assessment

Quest

- *Myth World*

6E: Summer of the Mariposas

Unit summary

Students read *Summer of the Mariposas* by Guadalupe Garcia McCall, a novel that follows the journey of the Garza sisters into Mexico and back. The story takes the sisters on a journey to find themselves, each other, and their family. Using the hero's journey structure and Homer's *Odyssey* as inspiration, McCall creates a world in which Mexican folklore and Aztec legends are woven into the more realistic experiences of Odilia and her sisters.

Over the course of the unit, students consider how characters change and develop, compare McCall's retelling to episodes from Homer's *Odyssey*, contrast the sisters' fictional journey to the nonfiction account of a migrant boy's journey, and research Aztec mythology. After completing the novel, students write an essay explaining what allows one of the heroes of *Summer of the Mariposas* to be successful in specific moments.



QT: 840L–860L



QL: 3



RT: 4



Rationale(s) for QL

- Levels of meanings and/or theme may be conveyed with some subtlety.
- The subject matter requires some literary/cultural knowledge but references are largely explained

Rationale(s) for RT

Tasks and activities contain nuance and complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.

Essay prompt

What is a special characteristic or source of strength for one of the Garza sisters? How does this characteristic or strength help her succeed in any two moments of her hero's journey?

Texts in the unit

Core texts

- *Summer of the Mariposas* by Guadalupe Garcia McCall L/S, 840L
- Excerpt from *The Odyssey*, a graphic novel by Gareth Hinds L/S, 940L
- Excerpt from *The Odyssey* by Homer, translated by E.V. Rieu L/S, 1140L
- Excerpt from *Enrique's Journey* by Sonia Nazario I/LN, 860L

Extra texts

- Excerpt from "The Boy and the Bayonet" by Paul Laurence Dunbar L/S
- Excerpt from *A Wonder Book and Tanglewood Tales for Girls and Boys* by Nathaniel Hawthorne, "The Minotaur" L/S
- "Mariposa" by Edna St. Vincent Millay L/S

Sub-units and # of lessons

Core lessons

- SU1: *Summer of the Mariposas* by Guadalupe Garcia McCall (20 lessons)

Summative assessments

- SU2: Write an Essay (5 lessons)
- SU3: Summer of the Mariposas Reading Assessment

6F: The *Titanic* Collection

Unit summary

In this Collection, students explore documents and conduct independent research to better understand what really happened on the fateful night in 1912 when the *Titanic* sank in the North Atlantic Ocean. Students build information literacy skills and learn how to construct an evidence-based argument. They are each assigned a passenger from the *Titanic*'s manifest and consider gender and class issues as they research and write narrative accounts from the point of view of their passenger. They also participate in a Socratic seminar in which they rely on their research to examine the complicated issues inherent in the *Titanic* story.

Throughout these activities, students learn to tell the difference between primary, secondary, and tertiary sources; determine if a source is reliable; and understand the ethical uses of information. As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research assignment—part essay, part multimedia project.

Essay prompt

Research Option 1: Who's to blame for the loss of life on the *Titanic*?

Research a list of several parties involved in the tragedy. Some options include the *Titanic*'s Captain Smith, the telegraph officers, the *Titanic*'s lookouts, the captain of the *Carpathia*, and the White Star Line's owners and shipbuilders.

Research Option 2: Who were the *Titanic* orphans?

Write an informative essay detailing the experience of the two young children known as the *Titanic* Orphans.

Texts in the unit

Core texts

- Introduction from *Sinking of the "Titanic" Most Appalling Ocean Horror* by Jay Henry Mowbray, Ph.D., LL.D I/H, original version: 1500L, adapted version: 1200L, paraphrased version: 1000L
- A Letter from Mary Lines I/H, 800L
- Excerpt: "Testimony of Olaus Abelseth" from United States Senate Inquiry I/H
- Excerpt: Chapter 7—"There Is Your Beautiful Nightdress Gone" from *A Night to Remember* by Walter Lord I/H, 1120L
- Excerpts from various public domain sources: Final Wireless Transmissions Aboard the RMS *Titanic* I/H
- Excerpt: Chapter 6—"Women and Children First!" from *Sinking of the Titanic and Great Sea Disasters* by Logan Marshall (I/H, original version: 1330L, adapted version: 1270L, paraphrased version: 960L
- Untitled Poem read at the *Titanic* Memorial Dedication in Belfast, Ireland—June 1920, anonymous L/P



QT: 800L-1620L



QL: 4



RT: 4



Rationale(s) for QL

- Text structure is generally straightforward and contains features essential to comprehension
- The subject matter requires knowledge of discipline or of other texts

Rationale(s) for RT

Tasks and activities contain nuance and complexity and require students to be persistent, make high level inferences, and draw on the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: Information Literacy (4 lessons)
- SU2: Scavenger Hunt and Internet Research (4 lessons)
- SU3: Passport and Collection Research (4 lessons)
- SU4: Socratic Seminar and Internet Research (4 lessons)

Summative assessments

- SU5: Write an Essay (8 lessons)
- SU6: The *Titanic* Collection Reading Assessment

- "MAY BE WAIFS' MOTHER. Mme. Navratil of Nice Believes Babies Saved from *Titanic* Are Hers." from *The New York Times* I/H, 1170L
- *Discovery of the Titanic by Lapham's Quarterly* editors I/H, 1170L
- "Rusticles on *Titanic* Contain New Iron-Eating Bacteria, Study Says" from *Epoch Times* by Jack Phillips I/S&T, 1350L
- Excerpt: "The Iceberg Was Only Part of It" from *The New York Times* by William J. Broad I/H, 1260L
- Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland I/H, 1620L

Extra texts

- "The Harvest Of The Sea (On the sinking of the 'Titanic')" by Charles Hanson Towne L/P
- Excerpt from the British Government report submitted to US Senate on April 15, 1912: "The Third-Class Passengers" I/H

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