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PROHUMAN CURRICULUM - GRADE 6

OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

UNIT 3: GRATITUDE

LESSON 4: PEER REVIEW OF INFORMATIVE TEXTS ABOUT GRATITUDE

SUMMARY:

The Prohuman Grade 6 curriculum is aligned to two sets of standards: Common Core State Standards for English Language Arts and Character and Social Emotional Development (CSED) National Guidelines. The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

In Unit 3, Lesson 4, “Peer Review of Informative Texts About Gratitude,” students will participate in a peer review of 3 classmates’ essays. Students will write a one-page peer review letter for each student in their group and participate in respectful discussions where they share the successful aspects of their classmates’ writing and provide constructive feedback for revision.

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SUGGESTED TIME: 1 class period for students to read their peer review group's writings and write a peer review letter for each classmate (letters they don't complete in class can be finished as homework); 1 class period for peer review workshops

RELATED SUBJECT: English Language Arts

LEARNING OUTCOMES:

- Read classmate's writing and write a one-page peer review letter to develop assessment and constructive feedback skills
- Engage in collaborative discussions with peers
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

REQUIRED MATERIALS:

- Video: How to Give Good Feedback About Writing by CTL at UofA (~4 min)
- Prohuman Grade 6 Unit 3 Worksheet 4: Peer Review of Informative Texts About Gratitude

ELA COMMON CORE STANDARDS MET

CCSS.ELA-Literacy.SL.6.1	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.ELA-Literacy.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	✔
CCSS.ELA-Literacy.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	✔

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CCSS.ELA-Literacy.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✔
CCSS.ELA-Literacy.SL.6.4	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.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✔
CCSS.ELA-Literacy.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✔
CCSS.ELA-Literacy.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	✔
CCSS.ELA-Literacy.W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	✔

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CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Intellectual Character A4	Understand what it means to be an “active listener” (e.g., intellectual humility)	✔
Intellectual Character A5	Understand the difference between facts and opinions (or feelings)	✔
Intellectual Character B2	Practice and receive feedback on the ability to be an “active listener”	✔
Social-Awareness A3	Demonstrate respect for other people’s opinions and perspectives	✔
Social-Awareness A5	Practice “perspective taking” as a strategy to strengthen your acceptance of others	✔
Interpersonal/ Relationship Skills A1	Recognize and monitor how your facial expressions, body language, and tone impact your interactions with others	✔
Interpersonal/ Relationship Skills A5	Understand and practice positive collaboration and cooperation skills (e.g., teamwork)	✔
Responsible and Ethical Decision-Making A3	Write about and share a principle you want to live by that you learned from a family member, book, movie, or personal experience	✔

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LESSON PROCEDURE

Step 1:

- Explain that peer review is the process of sharing one's writing with and receiving feedback from fellow students. Peer review helps you to become a better reader, writer, and collaborator. The peer review process will also help you to develop your evaluation skills.
- Play video: How to Give Good Feedback About Writing by CTL at UofA (~4 min)

Step 2:

- Break students into peer review groups of four. Each student will make and give copies of their essay to the three other students in their group.
- Each student will be responsible for reading their classmates' writing and writing a one-page peer review letter, for each classmate, in advance of the peer review workshop.
- Peer review guidelines are on the worksheet.

Step 3:

- Spend one class period on peer review. Each student's writing should have 15 minutes of discussion in the peer review groups.

Step 4:

- Students should read all their letters and revise their writing.
- Students should submit the first draft, all peer review letters, and the second draft to the teacher for feedback.

Step 5:

- Students should read teacher feedback, complete a final revision, and submit the revision—along with all previous drafts and peer review letters—to the teacher for a final grade.

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GRADE 6 UNIT 3 WORKSHEET 4: PEER REVIEW OF INFORMATIVE TEXTS ABOUT GRATITUDE

- Write a one-page letter for each member of your group.
- Provide feedback as though you were speaking to the writer or presenter directly. Be kind!
- In the first paragraph, explain what you see as the writer's goals for the piece.
- In the second paragraph, explain what you think the writer did well.
- In the third paragraph, explain what you think the writer can improve.

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