

**COURSE OF STUDY UNIT PLANNING GUIDE
FOR:
ENGLISH 6**

1 FULL YEAR

GRADE LEVEL: 6TH

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**LOVELL J. HONISS AND CHARLES A. SELZER SCHOOLS
DUMONT, NEW JERSEY**

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ALIGNED TO THE NJSLs AND B.O.E. ADOPTED AUGUST 23, 2018

English 6 Grade Distribution

- A. **Class Participation/Class Work** -15% of the grade
Class Participation/Class Work will be evaluated a minimum of twice per marking period according to the departmental rubric. The grade is based on the student's participation/work during class. Thus, consistent attendance is imperative.

- B. **Homework** -15% of the grade
Homework will be evaluated for completeness, neatness, and accuracy.

- C. **Quizzes** -15% of the grade
Quizzes (announced and unannounced) based on reading, class lessons, or homework assignments will be given frequently to test understanding of individual concepts. These may include alternative assessments that will count as quizzes.

- D. **Tests** -25% of the grade
Tests will be given periodically. These may include alternative assessments that will count as tests.

- E. **Writing** – 30% of the grade
Writing pieces of different lengths will be evaluated for completeness, organization, accuracy, and effectiveness.

6th Grade English Language Arts Class Participation/Class Work Rubric

	1(50) Inadequate	2(60) Limited	3(70) Partial	4(80) Adequate	5(90) Strong	6(100) Superior
Attendance	-Struggles with attendance policies and/or punctuality -Never makes up work in timely fashion	-Struggles with attendance policies and/or punctuality -Rarely makes up work in timely fashion	-Struggles with attendance policies and/or punctuality -Sometimes makes up work in timely fashion	-Generally punctual -Generally makes up work in timely fashion -Not disruptive when tardy	-Usually punctual -Usually makes up work in timely fashion -Not disruptive when tardy	-Always punctual -Always makes up work in a timely fashion
Preparedness	-Almost never has pencil, books, and/or notebooks -Almost never has assignments on time	-Rarely has pencil, books, and/or notebooks -Rarely has assignments on time	-Sometimes has pencil, books, and notebooks -Sometimes has assignments on time	-Generally has pencil, books, and notebooks -Generally has assignments on time	-Usually has pencil, books, and notebooks -Usually has assignments on time	-Always has pencil, books, & notebooks -Always has assignments on time
Oral Participation	-Almost never asks & answers questions without prompting -Almost never asks clarifying questions	-Rarely asks & answers questions without prompting -Rarely asks clarifying questions	-Sometimes asks & answers questions without prompting -Sometimes asks clarifying questions	-Generally asks & answers questions without prompting -Generally asks clarifying questions	-Usually asks & answers questions without prompting -Usually asks clarifying questions	-Always asks & answers questions without prompting (daily) -Always asks clarifying questions
Written Participation	-Almost never takes notes -Almost never makes corrections on homework/ class work and/or applies teacher recommendations to writing	-Rarely takes notes -Rarely makes corrections on homework/ class work and/or applies teacher recommendations to writing	-Sometimes takes notes -Sometimes makes corrections on homework/ class work and/or applies teacher recommendations to writing	-Generally takes notes -Generally makes corrections on homework/ class work and applies teacher recommendations to writing	-Usually takes notes -Usually makes corrections on homework/ class work and applies teacher recommendations to writing	-Always takes notes -Always makes corrections on homework/ classwork and applies teacher recommendations to writing
Cooperative Learning	-Almost never provides meaningful input -Almost never focused on the assignment -Almost never assumes a leadership role -Never provides feedback on strengths/weaknesses of group	-Rarely provides meaningful input -Rarely focused on the assignment -Rarely assumes a leadership role -Rarely provides feedback on strengths/weaknesses of group	-Sometimes provides meaningful input -Sometimes focused on the assignment -Sometimes assumes a leadership role -Sometimes provides feedback on strengths/weaknesses of group	-Generally provides meaningful input -Generally focused on the assignment -Generally assumes a leadership role -Generally provides feedback on strengths/weaknesses of group	-Usually provides meaningful input -Usually focused on the assignment -Usually assumes a leadership role -Usually provides feedback on strengths/weaknesses of group	-Always provides meaningful input -Always focused on the assignment -Always assumes a leadership role -Always provides feedback on strengths/weaknesses of group
General Behavior	-Almost never shows respect for peers and teacher -Almost never remains focused on assignments -Almost never abides by all class & school rules	-Rarely shows respect for peers and teacher -Rarely remains focused on assignments -Rarely abides by all class & school rules	-Sometimes shows respect for peers and teacher -Sometimes remains focused on assignments -Sometimes abides by all class & school rules	-Generally shows respect for peers and teacher -Generally remains focused on assignments -Generally abides by all class & school rules	-Usually shows respect for peers and teacher -Usually remains focused on assignments -Usually abides by all class & school rules	-Always shows respect for peers and teacher -Always remains focused on assignments -Always abides by all class & school rules

*Score of Zero Results from Limited or No Response to Class Participation/Class Work

UNIT 1 UNIT TITLE: Self Discovery**UNIT LENGTH: 44 Days**

<u>Performance Indicators (Standards and Objectives)</u>	<u>Essential Questions</u>	<u>Activities (Approximate Time Frame)</u>	<u>Vocabulary</u>	<u>Resources</u>
<p>Objective: For students to analyze literature and determine how character experiences shape values and lead to self-discovery.</p> <p>Standards: NJSLS: ELA: RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and</p>	<p>How do our experiences in life affect our character development?</p>	<p>Suggested Activities:</p> <p>a. Point of view: Students will rewrite a scene from Stargirl from another character's viewpoint.</p> <p>b. Students will write about an experience that changed the student and/or the way they think/ behave</p> <p>c. Students will create a writing piece connecting the theme of self-discovery to one of the characters from the unit.</p> <p>d. Text to text comparison featuring Stargirl and "The Road Not Taken"</p> <p>e. Create a persuasive advertisement similar to the one found in "Flowers and Freckle Cream."</p> <p>f. Complete a Venn Diagram in groups comparing two characters from Stargirl</p> <p>g. Utilize Quizlet to prepare for vocabulary quizzes assessing vocabulary found in Stargirl.</p> <p>h. Complete a formative</p>	<p>Suggested Vocabulary: Scam Marquee Hoax Nonconformity Flapper Balking Elusive Baffling Converging Blithely Paleontologist Proximity Convened Confirmation Ovation Charade Acclamation Empathies Unshackled Elated</p>	<p>Required Texts: Stargirl by Jerry Spinelli (30 days) "Eleven" by Sandra Cisneros (4 days) "The Road Not Taken" by Robert Frost (4 days) "Loving Your Enemies" by Martin Luther King Jr. (4 days) End of unit Self-Discovery writing assessment (2 days)</p> <p>Suggested Texts: "Flowers and Freckle Cream" by Elizabeth Ellis</p>

connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and

assessment on figurative language knowledge.

i. Read the speech “Loving Your Enemies” and research the treatment of African Americans during the Civil Rights era relating the treatment to constitutional rights

j. Summative unit test consisting of objective questions and open-ended responses for Stargirl.

Technology/GAFE:
Character Analysis for Stargirl utilizing a graphic organizer through Google Classroom

Newsela Article focusing on relationships between the young and the elderly

Brainpop on Robert Frost

Students collaborate on a shared Google doc to complete a plot line for Stargirl.

Students will complete assessments using Google forms for the novel Stargirl.

SE/504 Strategies:
Providing Notes/Modified Notes for Stargirl.

elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and

Google Slides of Class Notes

Guided Reading

Highlighting

Underlining

Providing Definitions

Outlining

Audio Book for Stargirl.

Modeling

Textual Analysis

Strategies

Writing Strategies

Chunking of reading and note taking for Stargirl

ELL/SEI Strategies:

Word to Word Dictionaries

Bilingual Dictionaries

Total Physical Response

Native/Non-Native Speaker

Groupings

Providing Notes/Modified for Stargirl

Notes (in Native language)

Google Slides

Text with Annotations

Guided Reading for all texts in unit.

Highlighting

Underlining

Providing Definitions

Outlining

Modeling

Chunking chapters and note taking for Stargirl.

At Risk of Failure:

Daily signing of planner

Conferencing

clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.

W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. 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.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with

Student
Parent
Guidance
Administration
CST
Tutoring/Extra Help

Gifted and Talented:
Research topics of self discovery and freedoms to further enhance learning/interests

Newsela (leveled reading) articles relating to the themes found in Stargirl

Read articles at specific lexile levels and topics of interest

Supplemental Texts (Higher Lexile Levels)
Sequel to Stargirl: Love, Stargirl

Socratic Seminar on Stargirl

Book talk for Stargirl

Holocaust Commission:
Anti-bullying poster with strategies to reduce bullying in our school environment.

Listen to the song “Cool Kids” by Echosmith and have students connect the lyrics and the message of peer pressure

diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. 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.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

and self-acceptance to the novel *Stargirl*.

Assessments:

- Daily homework/notes on chapters from the novel, *Stargirl*.
- Vocabulary quizzes for the novel *Stargirl* and other other unit stories
- Writing prompts asking students to analyze the story from other characters' point of view in the novel *Stargirl*.
- Anti-bullying poster with strategies to reduce bullying in our school environment.
(Alternative)
- Figurative Language Check **(Formative)**
- Comprehension questions relating to the novel *Stargirl*.
- Comprehensive test on unit novel *Stargirl*.
(Summative)
- Persuasive writing assignment accompanying the advertisement for "Flowers and Freckle Cream."
- Unit One: Self discovery writing prompt explaining how

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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.1. Demonstrate commands of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves).

*Recognize and correct inappropriate shifts in pronoun number and person.

*Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

*Recognize variations from standard English in their own and others' writing and

the theme is shown through one of the texts. **(Benchmark)**

speaking, and identify and use strategies to improve expression in conventional language. *

L.6.2. Demonstrate commands of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements. *Spell correctly.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- Maintain consistency in style and tone.

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word

(e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., personification) in context.

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

SS:

6.1.8.A.3.gi. Evaluate the impact of the Constitution and Bill of Rights on current day issues.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

Personal Financial Literacy (9.1):

See other units

Career Awareness, Exploration, and Preparation (9.2):

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, homework, and extracurricular activities for use in a career.

Educational Technology (8.1):

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letter or flyers) using one or more digital applications to be critiqued by professionals for usability

Technology Education, Engineering, Design, and Computational Thinking - Programming (8.2):

8.2.8.A.1 Research a product

that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).				
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UNIT 2 UNIT LENGTH: 45 Days	UNIT TITLE: Activism
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Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Vocabulary	Resources
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<p>Objective: To use the current texts to synthesize activism in the world around us on varying levels.</p> <p>Standards: NJSLS: ELA: RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change</p>	<p>How does activism help the world around us?</p>	<p>Suggested Activities:</p> <ol style="list-style-type: none"> Students will work in cooperative groups to research the elements of The Civil War and create a short presentation. Research and write a persuasive essay choosing a side for the NJ Bear Hunt: humane or not? Explanatory quote essay. Respond to a quote related to activism and complete a 5-paragraph essay supporting the quote with evidence from the texts from the unit. Essay: Analyze the legal and financial restrictions that James faces when trying to start a business. Research and discuss 	<p>Suggested Vocabulary:</p> <p>Treachery Curtly Coax Vague Prophetic Distraught Vindicate Tirade Tactfully Peril</p>	<p>Required Texts: Behind Rebel Lines: The Incredible Story of Emma Edmunds by Seymour Reit (30 days) “The Scribe” by Kristin Hunter (4 days) “NJ Bear Hunt is Over but Battle Rages On” Star Ledger, December 11, 2011 (5 days) “Save the Earth” by Betty Miles (2 days) “The Circuit” by Francisco Jimenez (4 days)</p>
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as the plot moves toward a resolution.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the

the migratory experiences of migrant farm workers and compare it to the early lives of slaves.

- f. Vocabulary quizzes for the novel *Behind Rebel Lines* and “The Real McCoy”
- g. Unit assessment with objective questions and open-ended responses focusing on the unit texts.

Technology/GAFE:

Students will research the causes of the Civil War and create a Google Slide presentation

Students will view a BrainPop: Causes of the Civil War and complete a graphic organizer in Google Classroom

Students will research articles supporting and condoning the NJ Bear Hunt

Students will collaborate to complete a graphic organizer shared through Google docs focusing on the internal and external conflicts found in “The Scribe”

SE/504 Strategies:

meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal/academic style, approach, and form.
- Provide a concluding

Providing Notes/Modified Notes

Google Slides of Class Notes for each chapter of Behind Rebel Lines
Guided Reading
Highlighting
Underlining
Providing Definitions
Outlining

Audio copy of Behind Rebel Lines

Modeling

Textual Analysis Strategies
Writing Strategies

Chunking

ELL/SEI Strategies:

Word to Word Dictionaries
Bilingual Dictionaries
Total Physical Response
Native/Non-Native Speaker Groupings
Providing Notes/Modified Notes (in Native language) for the novel Behind Rebel Lines
Google Slides
Text with Annotations
Guided Reading for all unit texts
Highlighting
Underlining
Providing Definitions
Outlining

Modeling

Chunking of reading and note taking for Behind Rebel Lines

statement or section that follows from the argument presented.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the

At Risk of Failure:

Daily signing of planner

Conferencing

Student

Parent

Guidance

Administration

CST

Tutoring/Extra Help

Provide chapter summaries for

Behind Rebel Lines

Small reading groups

discussing the novel Behind

Rebel Lines

Gifted and Talented:

Research topics of self-discovery and freedoms to further enhance learning/interests.

Newsela (leveled reading)

Read article at specific lexile level and topic of interest

relating to the themes in Behind Rebel Lines:

Supplemental Texts (Higher Lexile Levels)

Book talk on Behind Rebel Lines

Holocaust Commission:

Analyze the role of women and slaves in the Civil War in the novel Behind Rebel Lines and link to discrimination and responsibility of society

Assessments:

topic.

- Establish and maintain a formal/academic style, approach, and form.
- Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Provide a conclusion that

- Daily homework creating a reading log/notes for the novel Behind Rebel Lines **(Formative)**
- Book talk on Behind Rebel Lines **(Alternative)**
- Spelling and definition quizzes on literature-based vocabulary from Behind Rebel Lines
- Comprehension/guided reading questions relating to the reading selections in the novel Behind Rebel Lines **(Benchmark)**
- Comprehensive test on Behind Rebel Lines
- Unit Two: Activism Test on all texts included in the unit including The Scribe **(Summative)**

follows from the narrated experiences or events.

W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. 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.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

SS:

6.1.8.D.2.b

Compare and contrast the voluntary and involuntary migratory experiences of

different groups of people, and explain why the experience differed

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP11. Use technology to enhance productivity.

Personal Financial Literacy (9.1):

9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.

9.1.12.A.11 Explain the relationship between government programs and services and taxation.

Career Awareness, Exploration, and Preparation (9.2):

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for

<p>use in a career.</p> <p>Educational Technology (8.1): 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p> <p>Technology Education, Engineering, Design, and Computational Thinking - Programming (8.2): See other units</p>				
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UNIT 3 UNIT LENGTH: 46 Days	UNIT TITLE: Tolerance and Diversity			
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Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Vocabulary	Resources
<p>Objective: Students will work with a compilation of texts where the characters are dealing with diversity in the world around them and embracing tolerance.</p> <p>Standards: NJSLS: ELA: RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a</p>	<p>How does diversity make our world more complete?</p>	<p>Suggested Activities:</p> <ol style="list-style-type: none"> a. Write a persuasive essay (letter) convincing an intolerant character to be more accepting of others using examples from the texts. b. Students will create a coat of arms that represents a character from the novel <i>Freak the Mighty</i> c. Students will view the movie, “The Mighty” and compare the ways the novel and movie address the issues of bullying and acceptance. d. Students will write an explanatory piece from <i>Freak the Mighty</i> based on 	<p>Suggested Vocabulary: Sentiment Invincible Ignorance Perspective Evasive Periodically Demeanor Converging Sophisticated Consequence Tenement Depleted Avarice Sobriquet Scraggly</p>	<p>Required Texts: <i>Freak the Mighty</i> by Rodman Philbrick (35 days)</p> <p>“The All American Slurp” by Lensey Namioka (4 days)</p> <p>“The Real McCoy” by Jim Haskins (3 days)</p> <p>“All Summer in a Day” by Ray Bradbury (4 days)</p>

summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the

tolerance and diversity.

- e. Students will view a 26 minute video of "All Summer in a Day" by Ray Bradbury
- f. Open-ended question requiring text to text connections from Freak the Mighty and "All Summer in a Day" showing the theme of tolerance and diversity.
- g. Vocabulary lessons and assessments for Freak the Mighty
- h. Compare the experience of the Lin family in "All American Slurp" to the experiences of the McCoy family in "The Real McCoy" in regard to immigration.
- i. Create a timeline showing the progression of Elijah McCoy's inventions and how they impacted society.
- j. Unit assessment consisting of objective questions and open-ended responses for the theme of tolerance and diversity
- k. Mini project based on challenges and disabilities faced by the main characters in Freak the Mighty

Technology/GAFE:

Mini research project for Freak the Mighty

<p>topic or text.</p> <ul style="list-style-type: none"> ● Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. ● Establish and maintain a formal/academic style, approach, and form. ● Provide a concluding statement or section that follows from the argument presented. <p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> ● Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. ● Develop the topic with relevant facts, definitions, concrete details, quotations, or 		<p>Google doc for comparison of two main characters in Freak the Mighty</p> <p>Google doc comparing internal and external conflicts for main characters in Freak the Mighty</p> <p>SE/504 Strategies: Providing Notes/Modified Notes for Freak the Mighty Google Slides of Class notes Guided Reading Highlighting Underlining Providing Definitions Outlining YouTube audio books for Freak the Mighty YouTube film clips of text Modeling Textual Analysis Strategies Writing Strategies Chunking chapters for Freak the Mighty</p> <p>ELL/SEI Strategies: Word to Word Dictionaries Bilingual Dictionaries Total Physical Response Native/Non-Native Speaker Groupings Providing Notes/Modified for Freak the Mighty Notes from text Freak the Mighty (in Native language) Google Slides</p>		
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other information and examples.

- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal/academic style, approach, and form.
- Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Text with Annotations

Guided Reading

Highlighting

Underlining

Providing Definitions

Outlining

Audiobook for Freak the Mighty (in Native language)

Modeling

Chunking of text from Freak the Mighty

At Risk of Failure:

Daily signing of planner

Provide unit summaries for Freak the Mighty

Small reading groups to discuss novel

Conferencing

Student

Parent

Guidance

Administration

CST

Tutoring/Extra Help

Gifted and Talented:

Research topics of tolerance and diversity to further enhance learning/interest

Newsela (leveled reading)

Read article at specific lexile level and topic of interest relating to the themes in Freak the Mighty

Supplemental Texts (Higher Lexile Levels)

Holocaust Commission:

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Provide a conclusion that follows from the narrated experiences or events.

W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. 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.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question,

Research the treatment of special education students in the novel *Freak the Mighty* versus HIB laws in N.J. to emphasize the importance of tolerance

Assessments:

- Daily homework reading log for the novel *Freak the Mighty*
- Vocabulary and spelling quizzes for literature-based words for *Freak the Mighty*
- Comprehension questions relating to the reading selections
(Formative)
- Comprehensive test on the unit novel *Freak the Mighty*
(Summative)
- The persuasive and narrative writing assignments.
(Benchmark)
- *Freak the Mighty* mini research project focusing on challenges
(Alternative)

drawing on several sources and refocusing the inquiry when appropriate.

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. 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.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. 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.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).

Use intensive pronouns (e.g., myself, ourselves).

Recognize and correct inappropriate shifts in pronoun number and person.

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). *

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. *

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements. *

Spell correctly.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Vary sentence patterns

for meaning (syntax),
reader/listener interest,
and style/voice.

- Maintain consistency
in style and tone.

L.6.4. Determine or clarify the
meaning of unknown and
multiple-meaning words and
phrases based on grade 6
reading and content, choosing
flexibly from a range of
strategies.

Use context (e.g., the overall
meaning

SS: 6.1.8.D.2.b

Compare and contrast the
voluntary and involuntary
migratory experiences of
different groups of people, and
explain why the experience
differed

Career Ready Practices

CRP4. Communicate clearly
and effectively and with
reason.

CRP6. Demonstrate creativity
and innovation.

CRP11. Use technology to
enhance productivity.

Personal Financial Literacy

(9.1):

See other units

**Career Awareness,
Exploration, and
Preparation (9.2):**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Educational Technology
(8.1):**

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Technology Education,
Engineering, Design, and
Computational Thinking -
Programming (8.2):**

8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).

UNIT 4		UNIT TITLE: Courage and Survival		
UNIT LENGTH: 46 Days				
Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Vocabulary	Resources
<p>Objective: To read and synthesize texts where the characters must face challenging times and show courage in order to survive.</p> <p>Standards: NJSLS: ELA: RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>How does the need for courage make us stronger?</p>	<p>Suggested Activities:</p> <ol style="list-style-type: none"> Students will view a speech by Malala, read the text and analyze how her personality and delivery made her so influential. Students will research the impact of Malala’s actions. Students will work with a partner to complete a graphic organizer comparing Pakistan's history with the history of the U.S. Students will write an essay explaining how the Pakistani government chooses to allocate funds for education. Narrative Writing: Students will complete a narrative essay offering the perspective of one of Malala’s friends. Students will research illiteracy rates in other countries compared to the United States. Students will discuss how America’s relationship with Afghanistan after the 9/11 attacks affected outcomes in Pakistan in years to come. Students view video clips 	<p>Suggested Vocabulary: aba Allah al-Qaeda burqa turban madrasa Pashtunwali Ramadan sharia Taliban terrorism pacifist rickshaw raucous devout melancholy blasphemy virtuous menacing edict flogged pronouncement</p>	<p>Required Texts: I am Malala by Malala Yousafzai (35 days)</p> <p>“Life Doesn’t Frighten Me at All” by Maya Angelou (4 days)</p> <p>Primary Source: Maya Angelou reading “Life Doesn’t Frighten Me at All” (3 Days) https://www.youtube.com/watch?v=Sn1kZzqGXc4</p> <p>Newsela text set related to the novel I am Malala: https://newsela.com/text-sets/95349/books--iam-malala (2 days)</p> <p>https://www.brainpop.com/socialstudies/famoushistoricalfigures/malala/</p> <p>“Hiroshima No Pika” (2 days)</p>

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

pertaining to Malala Yousafzai.

Technology/GAFE

I Am Malala webquest via Google classroom

I Am Malala photo walk literary analysis on Google doc

Google doc questions from TED talk with Malala’s father via Google classroom

SE/504 Strategies:

Providing Notes/Modified Notes for I Am Malala

Guided Reading

Highlighting

Underlining

Providing Definitions

Outlining

Audio Books

YouTube audio books (I Am Malala, “Life Doesn’t Frighten Me”)

Enhanced Digital Texts

YouTube film clips of “Life Doesn’t Frighten Me”

Modeling

Textual Analysis

Strategies

Writing Strategies

Chunking of reading and notetaking from “I Am Malala”

ELL/SEI Strategies:

Word to Word Dictionaries

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/ cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the

Bilingual Dictionaries
Total Physical Response
Native/Non-Native Speaker Groupings
Providing Notes/Modified for I Am Malala
Notes (in Native language)
 Google Slides
 Text with Annotations
Providing Anchor Copies with Rubrics for responding to a text
Guided Reading
 Highlighting
 Underlining
 Providing Definitions
 Outlining
Audio Books I Am Malala (in Native language)
Enhanced Digital Texts
Modeling
Chunking

At Risk of Failure:

Daily signing of planner
Conferencing
 Student
 Parent
 Guidance
 Administration
 CST
Tutoring/Extra Help

Gifted and Talented:

Research topics of courage and survival to further enhance learning/interest
Newsela (leveled reading)

topic or text.

- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal /academic style, approach, and form.
- Provide a concluding statement or section that follows from the argument presented.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or

Read article at specific lexile level and topic of interest relating to the themes in I am Malala
Supplemental Texts (Higher Lexile Levels)

Holocaust Commission:

Venn diagram comparison between Nazi Germany and the Taliban in Pakistan.

Assessments:

- Writing prompts, varying; ie: Compare a quote about Malala's non-violent beliefs (pg. 119) with quotes from Dr. Martin Luther King Jr. and Mahatma Gandhi, who also advocated equality through non-violence.
- CER response on character traits on courage and I Am Malala (**Benchmark**)
- Daily Homework reading log/notes from chapters in I Am Malala
- Spelling and Definition quizzes on literature based vocabulary from I Am Malala
- Comprehension/guided reading questions relating to the reading

other information and examples.

- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal/academic style, approach, and form.
- Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

selections in I Am Malala (**Formative**)

- Comprehensive test on I Am Malala (**Summative**)
- I Am Malala webquest via Google classroom (**Alternative**)
- Persuasive writing assignment about equality in education

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Provide a conclusion that follows from the narrated experiences or events.

W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. 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.

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. 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.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory,

audible).
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Interpret figures of speech (e.g., personification) in context.
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to

comprehension or expression.

SS: 6.1.8.A.4.a Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

Personal Financial Literacy (9.1): See other units

Career Awareness, Exploration, and Preparation (9.2):

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Educational Technology (8.1):

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Technology Education, Engineering, Design, and

Computational Thinking -

Programming (8.2):

See other units

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