

6th Grade LA
2015-2016 Curriculum

the following curriculum is subject to change with the implementation of the 6th grade LA Pearson program

Unit 1
Sept. 8th – Oct. 9th (5 weeks)

Big Idea – The Fundamental Question of ‘I’

Essential Questions	Skills	Key Terms/Vocab	Assessments	CCSS	College Readiness	Texts
How does an author represent ‘I’ in a text and for what purpose?	Focus will be on narrative writing : <i>a. Creating strong introductions while avoiding using “dead words and phrases”</i>	1. Heirloom, pious, rheumatic, dubiously, poultice, meticulous, embodiment, iridescently, 2. dirigible, ironically, stereopticon, scuttled, courtesy, tenement, celluloid, cautiously, porcelain, spiteful	Writing journal Reading journal	RL.6.4 RL.6.5 6L.6.6 6L.6.10	CCR – R1 CCR – R2 CCR – R3 CCR – R4 CCR – R6 CCR – R9	<i>Dragonwings</i> – Laurence Yep <i>The Lost Garden</i> – Laurence Yep
How does an author develop the narrator’s point of view and perspective?	<i>b. Deciding on the purpose of a narrative and making sure the content reflects this purpose</i>		Character development - ‘Shoe In!’ In class narrative writing using various techniques with the focus falling on various parts of the writing (introduction,	RI.6.3 RI.6.4 RI.6.6 RI.6.7 W.6.2 (a-f) W.6.3 (a,d,e) W.6.4a W.6.7. W.6.9 (a-b) SL.6.1 SL.6.2. SL.6.5 SL.6.6	CCR – W3 CCR – W4 CCR – W5 CCR – W6 CCR – W10 CCR – SL1 CCR – SL3 CCR – SL6 CCR – L1 CCR – L2 CCR – L3	Excerpts from <i>Wonder</i> – RJ Palacio Excerpts from <i>Divergent</i> – Veronica Roth “Comprehending the Calamity” – Emma Burke

<p>that perspective communicated through their writing?</p> <p>How does an author's purpose affect the narrator's point of view?</p> <p>How does an author convey a point of view?</p> <p>How does an author introduce, illustrate, and elaborate on an idea?</p>	<p><i>c. Making conclusions that are recyclable as opposed to 'throw aways'</i></p> <p>Move from vague, generalized writing to specific and expandable (<i>focus on the details</i>)</p> <p>Focus on descriptive language and vocabulary.</p> <p>Review of essential Grammar skills:</p> <p>a. Word Choice Precision – using strong</p>	<p>3. patronizing, sinuous, ominously eerie, exasperated, schematics, conspiratoriallly, constellations, undulate, trundled, sullenly</p> <p>4. ramshackle, orneriest, sardonically, forlorn, meager, tottering, improvise, plateau, translucent, malicious</p>	<p>body, conclusion)</p> <p>Teacher created assessments</p> <p>Mid-Unit Assessment</p> <p>Final Unit Assessment</p> <p>Class Observations</p> <p>Quizzes on Vocab, Reading, and Writing every Friday</p> <p>Introduction of 'I' into scenes.</p> <p>Re-write scenes from another characters point of view</p>	<p>L.6.1. L.6.2 L.6.3 L.6.4. (a)</p>	<p>CCR – L4 CCR – L5 CCR – L6</p>	<p>“Poem of the Earthquake” – Eliza Pittsinger “One Boy’s Experience” – Lloyd Head</p> <p>“The San Francisco Earthquake, 1906” – from Eyewitness to History</p> <p>“Leonardo DaVinci” – excerpt from Great Source Six Traits</p>
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	<p>verbs and adjectives</p> <p>b. Exclusivity of nouns</p> <p>Identify, describe, and evaluate evidence about events from diverse and narrative sources.</p> <p>Analyze evidence in terms of content, authorship, point of view, purpose, and format</p> <p>Identify bias</p> <p>Explain the role of bias and audience in presenting arguments and evidence</p>		<p>Projects and Presentations</p>			
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	Be able to analyze point of view and figurative language					
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Unit 2
Oct. 13th – Nov. 13th (5 weeks)

Big Idea – Making Fiction, Real and Literature Come Alive

Essential Questions	Skills	Key Terms/Vocab	Assessments	CCSS	College Readiness	Texts
What are the essential elements that make up fictional writing?	Identify the plot of a story and be able to map it out.	1. macadamized, sanatorium, gaffer, chamfered, coaxed, envied, cropper, stout, slanged, axle 2. dissimulation, sagacity, waned, hearkening, suavity, audacity, derision, scantlings,	Writing journal	RL.6.1 RL.6.2 RL.6.3	CCR.R.1 CCR.R.4 CCR.R.5	“Tuesday of the Other June” – Norma Mazer
How does an author create a scene?	Make predictions about a text at various moments (beginning, middle, end).		Reading journal	RL.6.4 RL.6.5 RL.6.6	CCR.R.6 CCR.R.7 CCR.R.9	“Elevan” – Sandra Cisneros
How does an author develop a character throughout a text?	Identify how the author creates a ‘mood’.		In class fiction writing using various techniques	RL.6.9 RL.6.10	CCR.R.10	
			Teacher created assessments	RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.10	CCR.W.2 CCR.W.4 CCR.W.5 CCR.W.6 CCR.W.7 CCR.W.8 CCR.W.9 CCR.W.10	“Tale Tell Heart” – Edgar Allen Poe “The Raven” – Edgar Allen Poe
How do we accurately use	Be able to ask ‘text		Mid-Unit Assessment	W.6.1 (a-e) W.6.2 (a-f) W.6.4 W.6.5	CCR.SL.1 CCR.SL.2 CCR.SL.3	“Ghost Cat” – Donna Hill
		Final Unit Assessment				

<p>context clues about the text and specific vocabulary?</p> <p>What can decisions in the plot tell us about an author?</p> <p>Outside of conflict, what is the most important part of a story and why?</p> <p>Is it appropriate to compare and contrast novels of differing purposes?</p> <p>How does an author make use of hyperboles?</p>	<p>dependent' questions.</p> <p>Be aware of what active reading implies.</p> <p>Engage in reciprocal reading.</p> <p>Understand the principles in writing mood-orientated poetry.</p> <p>Create multiple diagrams to dissect a text.</p> <p>Make use of R.A.C.E.</p> <p>Through shared inquiry, present information on</p>	<p>over-acutenes s, vexed</p> <p>3. quaff, beguiling, surcease, dirge, seraph, obeisance, decorum, entreat, craven, pallid</p> <p>4. Indignation, reticent, melancholy, daft, supercilious, docile, omnipotent, prodigious</p> <p>5. heedless, tremulous, callous, cipher, judicious, strident, perturbation, brittle, jocund, pensive</p>	<p>Class Observations</p> <p>Quizzes on Vocab, Reading, and Writing every Friday</p> <p>Projects and Presentations</p>	<p>W.6.6 W.6.7 W.6.9 (a-b) W.6.10</p> <p>SL.6.1 (a-d) SL.6.2</p> <p>L.6.1 (a-e) L.6.2 (a, b) L.6.4 (b-d) L.6.5 (a-c)</p>	<p>CCR.SL.4 CCR.SL.6</p> <p>CCR.L1 CCR.L.2 CCR.L.3 CCR.L.4 CCR.L.5</p>	<p>“Spit Nolan” – Bill Naughton</p> <p>“Enemy Pie” – Derek Munson</p> <p>“The History of the Soapbox Derby” – Megan Gambino</p> <p>Lyrics: ‘My Heart’s A Stereo’ – Gym Class Heroes.</p> <p>“I Ate a Spicy Pepper” - Anon</p> <p>Lyrics brought in by students.</p> <p>“The Train” – Emily Dickinson</p> <p>“Do Not Go Gentle Into That Good</p>
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	<p>a text specific to a task.</p> <p>Be able to make deeper text based comparisons.</p> <p>Recognize and dissect figurative language.</p> <p>Recognize difference similes and metaphors.</p>					<p>Night” – Dylan Thomas</p> <p>“I Wandered Lonely as a Cloud” – William Wordsworth</p>
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Unit 3
Nov. 17th – Jan. 15th (6 weeks)

Big Idea – Who We Choose To Be

Essential Questions	Skills	Key Terms/Vocab	Assessments	CCSS	College Readiness	Texts
<p>What is and how do we use critical thinking?</p> <p>Who is 'I' and what rules does 'I' live by?</p> <p>How do we communicate our 'being' to those around us?</p>	<p>Ability to research with a purpose.</p> <p>Provide insight without opinion.</p> <p>Pinpoint risks taken for a cause and understand the consequences of.</p> <p>Read Informational text and</p>	<p>1. crusader, inextricably, tribulation, exalted, prodigious, gentile, omniscient, idiom, ingenious, treacherous</p> <p>2. commencement, naïve, entrepreneur, pancreas, dogma, intuition, idealistic,</p>	<p>Writing journal</p> <p>Reading journal</p> <p>Teacher created assessments</p> <p>Mid-Unit Assessment</p> <p>Final Unit Assessment</p> <p>Class Observations</p>	<p>RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.5 RL.6.7 RL.6.9 RL.6.10</p> <p>RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.10</p> <p>W.6.1 (a-e) W.6.2 (a-f) W.6.4</p>	<p>CCR.R.1 CCR.R.4 CCR.R.5 CCR.R.6 CCR.R.7 CCR.R.9 CCR.R.10</p> <p>CCR.W.2 CCR.W.4 CCR.W.5 CCR.W.6 CCR.W.7 CCR.W.8 CCR.W.9 CCR.W.10</p> <p>CCR.SL.1 CCR.SL.2 CCR.SL.3</p>	<p>'Taliban Gun Down Girls Who Spoke Up For Rights' – Declan Walsh</p> <p>"Deep Freeze Hits Much of the US" – Newsela</p> <p>"I Have a Dream" – MLK</p> <p>Various news articles on Malala Yousafzai</p>

	<p>generate questions.</p> <p>Infer the main idea in informational text.</p> <p>Evaluate how one part of a text fits into the greater overall meaning of it.</p> <p>Gather, use, and interpret evidence.</p> <p>Understand the role if the individual in social and political participation.</p>	<p>subtle, regenerative, edifying</p> <p>3. knaves, sinew, virtue, desolate, swelter, tranquility, engulf, monotonous, conspicuous, haven</p> <p>4. emancipation, proclamation, momentous, sear, wither, manacle, languish, heir, inalienable, hallowed</p> <p>5. inspirational, self-evident, articulate, audacious, banter, conscientious, institute, stamina,</p>	<p>Quizzes on Vocab, Reading, and Writing every Friday</p> <p>Projects and Presentations</p>	<p>W.6.5 W.6.6 W.6.7 W.6.9 (a-b) W.6.10</p> <p>SL.6.1 (a-d) SL.6.2</p> <p>L.6.1 (a-e) L.6.2 (a, b) L.6.4 (b-d) L.6.5 (a-c)</p>	<p>CCR.SL.4 CCR.SL.6</p> <p>CCR.L1 CCR.L.2 CCR.L.3 CCR.L.4 CCR.L.5</p>	<p>'If' – Rudyard Kipling</p> <p>“Back-to-school speech” – President Barack Obama</p> <p>“Stanford University Commencement Address” – Steve Jobs</p> <p>“Live by Design, Not Default’ – Skipping Stones</p> <p>“Make Your Move” – Jennifer Marino-Walters</p> <p>“Recipe for Health” – Emily Sohn</p>
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		renounce, spontaneous, 6. pseudonym, aloof, truism, fortification, impartial, transcontinenta l,				
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Unit 4
Jan. 19th – Feb. 26th (6 weeks)

Big Idea – The Influential Opinion

Essential Questions	Skills	Key Terms/Vocab	Assessments	CCSS	College Readiness	Texts
How does an author develop the narrator’s point of view and perspective?	Identify, describe, and evaluate evidence about events from diverse sources.	1. cormorants, voraciously, abundant, unforeseen, idly, thus, martyr, plead, skiff	Writing journal Reading journal	RL.6.4 RL.6.5 RL.6.6 RL.6.11 (a-b) NYS	CCR.R.1 CCR.R.2 CCR.R.4 CCR.R.6 CCR.R.7 CCR.R.8 CCR.R.9 CCR.R.10	<i>Flush</i> – Carl Hiaasen Excerpts from <i>World Without Fish</i> – Mark Kurlanksy
How does an author’s geographic location affect his perspective?	Analyze evidence in terms of content, authorship, point of view, purpose, and format.	2. Darwinism, posthumously, refuted, staunch, avocations, diminution, scarce, unobservant, hideous	In class narrative writing using various techniques with the focus falling on various parts of the writing (introduction, body, conclusion)	RI.6.1 RI.6.3 RI.6.4 RI.6.6 RI.6.7 RI.6.8	CCR.W.1 CCR.W.2 CCR.W.4 CCR.W.5 CCR.W.6	‘A Rapidly Disappearing Fish’ – PBS.org ‘Florida: A Paradise of Scandals’ – Steve Kroft
How does an author’s purpose affect the narrator’s point of view?	Explain the role bias and audience in	3. mortified, rummage,		W.6.1 W.6.2 (a-f) W.6.4. a W.6.5 W.6.6 W.6.7 W.6.9 (a-b)	CCR.W.7 CCR.W.8 CCR.W.9 CCR.W.10	‘Destructive Fishing’ –

<p>How do human activities affect the balance of our ecosystem?</p> <p>How do we evaluate, formulate, research, and present an argument in our writing?</p>	<p>presenting arguments or evidence.</p> <p>Read, reconstruct, and interpret events, analyzing causes and consequences from an author's point of view.</p> <p>Trace an original idea in a text and describe how the idea is introduced, illustrated and elaborated throughout the work.</p> <p>Be able to present an informed argument and influence opinions.</p>	<p>slanderous, incriminate, bureaucrat, absurdity, anomaly, moor, contaminate</p> <p>4. remorseful, traipse, gorge, tamper, gingerly, crescent, superstition, scamper</p> <p>5. murky, rickety, spangle, karma, sanctuary, blackmail, arson, embezzlement</p>	<p>Teacher created assessments</p> <p>Mid-Unit Assessment</p> <p>Final Unit Assessment</p> <p>Class Observations</p> <p>Quizzes on Vocab, Reading, and Writing every Friday</p> <p>Projects and Presentations</p>	<p>W.6.11 (a-b) NYS</p> <p>SL.6.1 SL.6.2</p> <p>L.6.2 L.6.3 (a-b) L.6.4a</p>	<p>CCR.SL.1 CCR.SL.2 CCR.SL.3 CCR.SL.4 CCR.SL.5 CCR.SL.6</p> <p>CCR.L1 CCR.L.2 CCR.L.3 CCR.L.6</p>	<p>Marine-conservation.org</p> <p>Various Political Ads</p> <p>“Ocean Spring School Allows Students to Use Cell Phones In Class” – Trang Pham-Bui</p> <p>“Shoulds Kids Be on Reality TV” – multiple articles</p> <p><i>Hey Little Ant</i> – Hannah Hoose & Phillip Hoose</p> <p>“What Richard Sherman Taught Us About America” – Issac Saul</p> <p>“Reeling in the big one...” – newsela.com</p>
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	<p>Research multiple multimedia genres to formulate an informed opinion.</p> <p>Making an argument for one character vs another.</p> <p>Have a deeper understanding of both sides of an issue to better our opinions and arguments.</p> <p>Support an argument using prior knowledge.</p> <p>Use informational text to make a claim.</p>					<p>Various internet articles of 'fantastic' news.</p>
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	<p>Understand that not everything on the internet is true</p> <p>Review essential grammar skills.</p>					
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Unit 5
Feb. 29th – Apr. 15th (6 weeks)

Big Idea – The Historical Present

Essential Questions	Skills	Key Terms/Vocab	Assessments	CCSS	College Readiness	Texts
<p>What makes a myth?</p> <p>How does the influence of historical writing (fiction/non-fiction) affect our writing in the present day?</p> <p>How does deliberately trying to write in a certain tone affect our ability to create?</p>	<p>Recognizing that all stories have universal elements and themes</p> <p>Making correlations between past and modern day story telling.</p> <p>Creative writing involving setting and composition of a modern day myth</p>	<p>1. dyslexia, pulverize, squall, solstice, nauseous, hallucination, anxiety, sarcasm, obnoxious,</p> <p>2. pseudonym, metaphysical, mausoleum, saunter, gaudy, liability, elated, taunt, aura</p> <p>3. celestial, usurp, feign, careen, chastise,</p>	<p>Writing journal</p> <p>Reading journal</p> <p>Teacher created assessments</p> <p>Mid-Unit Assessment</p> <p>Final Unit Assessment</p> <p>Class Observations</p>	<p>RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.6 RL.6.10</p> <p>RI.6.1 RI.6.2 RI.6.10</p> <p>W.6.2 (a-f) W.6.3 (a-e) W.6.4 W.6.5 W.6.6 W.6.9 (a-b) W.6.10</p> <p>SL.6.1 (a-d)</p>	<p>CCR.R.1 CCR.R.2 CCR.R.3 CCR.R.4 CCR.R.6 CCR.R.9</p> <p>CCR.W.3 CCR.W.4 CCR.W.5 CCR.W.6 CCR.W.9 CCR.W.10</p> <p>CCR.SL.1 CCR.SL.2 CCR.SL.4 CCR.SL.6</p> <p>CCR.L.1</p>	<p><i>D’Aurailles Book of Greek Myths</i> – Ingri and Edgar Parin D’Aulaire</p> <p>‘The Fates’ – E.M. Berens</p> <p>‘Theseus and the Minotaur’ – Nathaniel Hawthorne</p> <p>“Shrouded In Myth” – Jessica Neidl</p>

	<p>Drawing evidence from text to making inferences about characters</p> <p>Analyzing an authors decisions on setting, characters, and story lines</p>	<p>convexity, impertinent, indignant, nostalgic, petrification, abyss</p> <p>4. deceitful, tentative, temperamental, laurel, sanctuary, vagrant, suspicious, ballistic, qualm, compendium,</p> <p>5. melancholy, baleful, charisma, ultimatum, impede, feint, dissipate, odyssey, emanate, impudence</p>	<p>Quizzes on Vocab, Reading, and Writing every Friday</p> <p>Projects and Presentations</p>	<p>L.6.2 (a-b) L.6.3 (a-b) L.6.4 (a-d) L.6.6</p>	<p>CCR.L.2 CCR.L.3 CCR.L.4 CCR.L.6</p>	<p>“Prometheus and Pandora” – Jean Lang “The Hero’s Journey” – Zachary Hamby</p> <p>“The Golden Key” – Expeditionary Learning</p>
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