

6th Grade Year-at-a-Glance  
Overall Theme: Character Counts

		<b>Q1 New Beginnings</b>	<b>Q2 Quest for Freedom Road to Revolution</b>	<b>Election (1-2 Week Unit) - Making good choices</b>	<b>Q3 Revolution Fight for Freedom</b>	<b>Q4 A New Republic / Self-Discovery- the search for our identity</b>
<b>L W</b>	<b>Language</b>	<p><b>Vocabulary/Spelling:</b></p> <ul style="list-style-type: none"> <li>Wordly Wise: Vocabulary workbook (routine and procedure) Bi-Weekly</li> <li>No Excuse Words</li> </ul> <p><b>Language Investigations:</b></p> <ul style="list-style-type: none"> <li>Subjects and predicates</li> <li>Types of sentences</li> </ul> <p>Letter writing: formatting</p>	<p><b>Vocabulary/Spelling:</b></p> <ul style="list-style-type: none"> <li>Wordly Wise: Vocabulary workbook (routine and procedure) Bi-Weekly</li> <li>Latin/Greek Roots</li> </ul> <p><b>Language Investigations:</b></p> <ul style="list-style-type: none"> <li>Simple sentences</li> <li>Compound sentences</li> <li>Complex sentences</li> <li>Run ons and fragments</li> <li>Review and in-depth look at parts of speech</li> <li>Capitalization</li> </ul>	Debates	<p><b>Vocabulary/Spelling:</b></p> <ul style="list-style-type: none"> <li>Wordly Wise: Vocabulary workbook (routine and procedure) Bi-Weekly</li> <li>Latin/Greek Roots</li> </ul> <p><b>Language Investigations:</b></p> <ul style="list-style-type: none"> <li>Study of pronouns - focus</li> <li>Varying Sentence patterns</li> <li>Subject-verb agreement</li> <li>Comma usage</li> <li>Run ons and fragments</li> <li>Connotation vs Denotation</li> </ul>	<p><b>Vocabulary/Spelling:</b></p> <ul style="list-style-type: none"> <li>Wordly Wise: Vocabulary workbook (routine and procedure) Bi-Weekly</li> <li>Latin/Greek Roots</li> </ul> <p><b>Language Investigations:</b></p> <ul style="list-style-type: none"> <li>Varying Sentence patterns (cont'd)</li> <li>Run ons and fragments</li> <li>Comma usage (cont'd)</li> </ul>
	<b>Standards Addressed:</b>	Language: L.6.2b; L.6.3a; L.6.4a; L.6.4c; L.6.4d; L.6.6	Language: L.6.2b; L.6.3a; L.6.4a; L.6.4b; L.6.4c; L.6.4d; L.6.6	Speaking and Listening	Language: L.6.1a; L.6.1b; L.6.1c; L.6.1d; L.6.1e; L.6.2a; L.6.3b; L.6.4a; L.6.4b; L.6.5c; L.6.6	Language: L.6.2a; L.6.3b; L.6.4a; L.6.4b; L.6.6
	<b>Social Studies Topics</b>	<p>Introduction to Social Studies *America's Beginnings</p> <p>Indentured servitude and the emergence of American Slavery</p> <p>Establishment of 13 British colonies Lost Colony of Roanoke Jamestown Pocahontas- Compare and contrast to Disney representation "Classroom Constitution"</p>	<p>Pilgrims at Plymouth/ Mayflower Compact -Seeking religious freedom Puritan Lesson: Were the Puritans selfish or selfless?</p> <p>Salem Witch Trials-Edsitement plan Development of colonial regions</p> <p>How the colonists lived Triangular Trade- growth of slavery Life under slavery New American identity-"Join or die." Early American Culture</p>	<p>November 9th- Election Day</p> <p>270 to win website-Keep students up-to-date on election</p>	<p>Parliament vs Colonial gov't French and Indian War Road to the Revolution- Cause and effect</p> <p>Acts which caused conflict: (Quartering Act, Sugar Act, , Stamp Act, Townshend Acts, - Taxation without representation) Sons of Liberty- Patriots or terrorists? Boston Massacre Boston Tea Party Intolerable Acts 1st Continental Congress</p>	<p>Legacy of the Revolution- citizenship Costs of War Societal Issues <u>N n n</u> Free Enterprise Formation of Government- Articles of Confederation Western movement- Northwest Ordinance/Northwest Territory Constitutional Convention History of the Great Compromise The Question of Slavery Ratification of the Constitution</p>

		<p>Pirates --relate to theme of kindness vs unkind</p> <p>(Break within unit to discuss 9/11)</p>	<p>The Great Awakening The Enlightenment</p> <p>Religious Persecution</p> <p>Resource: SHEG</p>		<p>Midnight Ride of Paul Revere</p> <p>Loyalists and Patriots Continental Army Battle of Bunker Hill Olive Branch Petition Common Sense by Thomas Paine</p> <p>Declaration of Independence</p>	<p>Federalist Papers (primary source) George Washington 1st Bank- Economics- How banks work Challenges faced Conflicts with Native Americans Political parties emerge</p> <p>Sleepy Hollow</p> <p>Resource: SHEG</p>
	<b>Standards Addressed:</b>	<p><b>Reading History:</b> RH.6-8.1; RH.6-8.4 <b>Writing History:</b> WHST.6-8.4; WHST.6-8.10</p>	<p><b>Reading History:</b> RH.6-8.1; RH.6-8.2; RH.6-8.4; RH.6-8.5; RH.6-8.7 <b>Writing History:</b> WHST.6-8.4; WHST.6-8.5; WHST.6-8.9; WHST.6-8.10</p>	<p><b>Reading History:</b> RH.6-8.8; RH.6-8.10 <b>Writing History:</b> WHST.6-8.9</p>	<p><b>Reading History:</b> RH.6-8.1; RH.6-8.2; RH.6-8.4; RH.6-8.5; RH.6-8.6; RH.6-8.7; RH.6-8.8 <b>Writing History:</b> WHST.6-8.1a-e; WHST.6-8.5; WHST.6-8.6; WHST.6-8.8; WHST.6-8.9; WHST.6-8.10</p>	<p><b>Reading History:</b> RH.6-8.1; RH.6-8.2; RH.6-8.4; RH.6-8.5; RH.6-8.6' RH.6-8.9; RH.6-8.10 <b>Writing History:</b> WHST.6-8.2a-f; WHST.6-8.4; WHST.6-8.5; WHST.6-8.6; WHST.6-8.7; WHST.6-8.8; WHST.6-8.9; WHST.6-8.10</p>
<b>R W</b>	<b>Literature</b>	<p><b>FOCUS:</b> Character Development / Literary Terminology</p> <p><b>Interactive Read Aloud:</b> <i>Wonder</i></p> <p><b>Supplemental Texts in small groups:</b></p> <ul style="list-style-type: none"> <li>• <i>Short Stories</i></li> <li>• Poetry</li> </ul> <p><b>Literary Terms/Skills:</b></p> <ul style="list-style-type: none"> <li>• theme vs central idea</li> <li>• mood</li> <li>• protagonist</li> <li>• antagonist</li> <li>• internal conflict</li> <li>• external conflict</li> <li>• rising action</li> <li>• climax</li> <li>• falling action</li> <li>• point of view (1st, 3rd limited, 3rd omniscient)</li> <li>• irony (verbal, situational, dramatic)</li> <li>• genre</li> </ul> <p><i>Fountas and Pinnell</i></p>	<p><b>FOCUS:</b> Setting and Tone</p> <p><b>Interactive Read Aloud:</b> <i>A Break with Charity</i> by Ann Rinaldi (730) (Salem Witch Trials)</p> <p><b>Supplemental Texts in small groups:</b></p> <ul style="list-style-type: none"> <li>• Short Stories</li> <li>• Webquest: <a href="http://www.earlyamerica.com/">http://www.earlyamerica.com/</a></li> </ul> <p><b>Literary Terms/Skills:</b></p> <ul style="list-style-type: none"> <li>• Inferences and textual evidence</li> <li>• Summarizing</li> <li>• Plot development</li> <li>• context clues</li> <li>• figurative language</li> <li>• compare/contrast movie to actual events</li> <li>• Point of view of narrators (in depth)</li> <li>• text structure</li> <li>• comprehension</li> </ul>	<p><b>FOCUS:</b> Current Events and Past Elections</p> <p>PBS/C-SPAN Classroom Deliberations articles/ debates</p>	<p><b>FOCUS:</b> Imagery and Symbolism</p> <p><b>Interactive Read Aloud:</b> <i>Chains</i> by Laurie Anderson (780)</p> <p><b>Supplemental Texts in small groups:</b></p> <ul style="list-style-type: none"> <li>• Novel</li> <li>• Poetry</li> <li>• Excerpts from historical texts</li> </ul> <p><b>Literary Terms/Skills:</b></p> <ul style="list-style-type: none"> <li>• multiple meaning words</li> <li>• context clues</li> <li>• how sentences, chapters, stanzas, etc. contribute to the development of the theme, setting, plot</li> <li>• author's point of view, perspective, purpose</li> <li>• Compare/contrast what students "see" and "hear" to what they perceive when they listen or watch</li> <li>• Comprehension</li> <li>• Fact vs. Opinion</li> </ul>	<p><b>FOCUS:</b> Character development / Conflict</p> <p><b>Interactive Read Aloud:</b> <i>Fever</i> by Laurie Anderson</p> <p><b>Supplemental Texts in small groups:</b></p> <ul style="list-style-type: none"> <li>• Novel</li> <li>• Excerpts from historical texts</li> </ul> <p><b>Literary Terms/Skills:</b></p> <ul style="list-style-type: none"> <li>• Compare/Contrast texts in different forms or genres</li> <li>• Irony (in-depth)</li> <li>• Conflict (person vs. person, person vs. society, person vs. nature, person vs. self)</li> <li>• genres (in-depth)</li> <li>• how sentences, chapters, stanzas, etc. contribute to the development of the theme, setting, plot</li> <li>• Comprehension</li> <li>• Characterization</li> <li>• textual evidence</li> <li>• Context clues</li> </ul>

		<b>Benchmark Assessments</b>				<ul style="list-style-type: none"> <li>• Predictions</li> </ul>
	<b>Informational Texts:</b>	<ul style="list-style-type: none"> <li>• Close reads from Newsela and other resources</li> <li>• Read about the author: RJ Palacio</li> <li>• “The Boy Behind the Mask” by: Tom Hallman Jr.</li> <li>• Read Like a Historian: Middle Passage</li> </ul>	<ul style="list-style-type: none"> <li>• Close reads from Newsela and other resources</li> <li>• “The Last Letters from the Revolutionary War”</li> <li>• <i>Stranded at Plimoth Plantation 1626</i></li> <li>• <i>Homes in the Wilderness: A Pilgrim’s Journal of Plymouth Plantation in 1620</i></li> <li>• <i>I Walk in Dread</i> author interview</li> <li>• Salem Witch Trials: Discovery Education video</li> <li>• America- The Story of Us</li> </ul>	Edutopia Articles  Speeches	<b>**Theme:</b> The Hypocrisy of Revolutions <ul style="list-style-type: none"> <li>• Close reads from Newsela and other resources</li> <li>• Declaration of Independence</li> <li>• Thomas Paine’s <i>Common Sense</i></li> <li>• <b>**Look at our “black marks” in history</b> (<i>Middle Passage, Intolerance, Slavery</i>)</li> <li>• America- The Story of Us</li> </ul>	<ul style="list-style-type: none"> <li>• Articles of Confederation</li> <li>• Close reads from Newsela and other resources</li> <li>• America- The Story of Us</li> <li>• Excerpts from biographies, autobiographies, memoirs</li> <li>• SHEG: Read Like a Historian: Shays’ Rebellion</li> </ul>
	<b>Standards Addressed:</b>	<b>Literature:</b> RL.6.1; RL.6.2; RL.6.10 <b>Informational:</b> RI.6.1; RI.6.2; RI.6.4; RI.6.10 <b>Speaking and Listening:</b> SL.5.1a-d	<b>Literature:</b> RL.6.1; RL.6.2; RL.6.3; RL.6.4; RL.6.10 <b>Informational:</b> RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.7; RI.6.10 <b>Language:</b> L.6.5a; L.6.5b <b>Speaking and Listening:</b> SL.5.1a-d	<b>Speaking and Listening:</b> SL.5.1a-d <b>Informational:</b> RI.6.1; RI.6.2; RI.6.3	<b>Literature:</b> RL.6.1; RL.6.2; RL.6.3; RL.6.4; RL.6.5; RL.6.6; RL.6.7; RL.6.10 <b>Informational:</b> RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.5; RL.6.6; RI.6.8; RI.6.10 <b>Language:</b> L.6.4a; L.6.4c; L.6.4d <b>Speaking and Listening:</b> SL.5.1a-d	<b>Literature:</b> RL.6.1; RL.6.2; RL.6.3; RL.6.4; RL.6.5; RL.6.6; RL.6.9; RL.6.10 <b>Informational:</b> RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.5; RI.6.6; RI.6.9; RI.6.10 <b>Language:</b> L.6.4a; L.6.4c; L.6.4d <b>Speaking and Listening:</b> SL.5.1a-d
<b>W</b>	<b>Writing</b>	<b>Focus: Narrative Writing Unit</b>	<b>Focus: Argument/Opinion Writing Unit</b>	Opinion pieces and short research	<b>Focus: Informational Writing Unit</b>	<b>Focus: Student Choice (Narrative, Argument/Opinion, Informational)</b>
<b>W</b>	<b>Standards Addressed:</b>	<b>Writing:</b> W.6.4; W.6.10 <b>Speaking and Listening:</b> SL.5.1a-d	<b>Writing:</b> W.6.3a; W.6.3b; W.6.3c; W.6.3d; W.6.3e; W.6.4; W.6.5; W.6.10 <b>Speaking and Listening:</b> SL.6.1a-d;	<b>Writing:</b> W.6.1; W.6.7	<b>Writing:</b> W.6.1a; W.6.1b; W.6.1c; W.6.1d; W.6.1e; W.6.4; W.6.5; W.6.6; W.6.8; W.6.9b; W.6.10 <b>Speaking and Listening:</b> SL.6.1a-d; SL.6.3; SL.6.4	<b>Writing:</b> W.6.2a; W.6.2b; W.6.2c; W.6.2d; W.6.2e; W.6.2f; W.6.4; W.6.5; W.6.6; W.6.7; W.6.8; W.6.9a; W.6.10 <b>Speaking and Listening:</b> SL.6.1a-d; SL.6.4; SL.6.5