

Course/Subject: ELA Comprehensive Units **Grade Level: 6**

Textbook(s) / Instructional Materials Used: Wilson Foundations, Reading A - Z, Various novels, Various online videos and websites

Month(s): August - October **Marking Period 1**

Geography, The 1920's, The Great Depression

| <u>Big Idea</u> | <u>Standard/Eligible Content</u> | <u>Essential Questions & Lesson Essential Question</u> | <u>Vocabulary</u> |
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| <p><u>ELA</u></p> <p>Introduction to Reading</p> | <p><u>ELA</u></p> <p>Reading: Informational & Literature</p> <p>Informational: CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>E06.B.K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. (CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C)</p> <p>E06.B.K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgements. (CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C)</p> <p>E06.B.K.1.1.3 Analyze in detail how a key individual event, or idea is introduced, illustrated or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps). (CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C)</p> | <p><u>ELA</u></p> <p>What strategies do good readers use for effectively creating meaning from text?</p> <p>How can readers cite text evidence to analyze both implicit and explicit ideas of text?</p> <p>What reading and writing strategies can students utilize to craft effective responses that analyze text(s)?</p> <p>How do students identify a theme/central idea of a text and support it with relevant details to create a summary?</p> <p>How do readers analyze the development of individuals/ ideas/events within a text?</p> | <p><u>ELA</u></p> <p>Figurative language Personification Simile Metaphor Hyperbole Fiction Plot Resolution Text structure</p> |

~~E06.B.V.4.1.1~~

~~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.~~

- ~~a. 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.~~
- ~~b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).~~
- ~~c. Determine the meaning of technical words and phrases used in a text.~~

~~(CC.1.2.6.F, CC.1.2.6.J, CC.1.2.6.K)~~

~~E06.B.V.4.1.2~~

~~Demonstrate the understanding of figurative language, word relationships and nuances in word meaning.~~

- ~~a. Interpret figurative language (simile, metaphor, personification, and hyperbole in context.~~
- ~~b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.~~
- ~~c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).~~

~~(CC.1.2.6.F, CC.1.2.6.J, CC.1.2.6.K)~~

Literature:

~~CC.1.3.6.K~~

~~Read and comprehend literary fiction on grade level, reading independently and proficiently.~~

~~E06.A.K.1.1.1~~

~~Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.~~

~~(CC.1.3.6.A, CC.1.3.6.B, CC.1.3.6.C)~~

~~E06.A.K.1.1.2~~

~~How do writers develop real or imagined experiences or events into narratives?~~

~~How do readers utilize roots and affixes in order to determine the meaning of unknown words?~~

~~Determine a theme or central idea of a text and how it is conveyed through relevant details, provide a summary of the text distinct from personal opinions or judgements.
(CC.1.3.6.A, CC.1.3.6.B, CC.1.3.6.C)~~

~~E06.A K.1.1.3~~

~~Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
(CC.1.3.6.A, CC.1.3.6.B, CC.1.3.6.C)~~

~~E06.A V.4.1.1~~

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

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

~~(CC.1.3.6.F, CC.1.3.6.I, CC.1.3.6.J)~~

~~E06.A V.4.1.2~~

~~Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.~~

- ~~a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.~~
- ~~b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.~~
- ~~c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., Stingy, scrimping, economical, unwasteful, thrifty).~~

~~(CC.1.3.6.F, CC.1.3.6.I, CC.1.3.6.J)~~

Writing

CC.1.4.6.M

~~Write narratives to develop real or imagined experiences or events.~~

~~E06.C.1.3.1~~

~~Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.~~

~~(CC.1.4.6.N, CC.1.4.6.O, CC.1.4.6.P, CC.1.4.6.Q)~~

~~E06.C.1.3.2~~

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

~~(CC.1.4.6.N, CC.1.4.6.O, CC.1.4.6.P, CC.1.4.6.Q)~~

~~E06.C.1.3.3~~

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

~~(CC.1.4.6.N, CC.1.4.6.O, CC.1.4.6.P, CC.1.4.6.Q)~~

~~E06.C.1.3.4~~

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

~~(CC.1.4.6.N, CC.1.4.6.O, CC.1.4.6.P, CC.1.4.6.Q)~~

~~E06.C.1.3.5~~

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

~~(CC.1.4.6.N, CC.1.4.6.O, CC.1.4.6.P, CC.1.4.6.Q)~~

~~E06.D.2.1.2~~

~~Maintain consistency in style and tone.~~

~~(CC.1.4.6.E, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.U)~~

~~E06.D.2.1.3~~

~~Choose words and phrases to convey ideas precisely.~~

~~(CC.1.4.6.E, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.U)~~

~~E06.D.2.1.5~~

~~Choose words and phrases for effect.~~

~~(CC.1.4.6.E, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.U)~~

~~CC.1.4.6.X~~

~~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.~~

~~Grammar/Listening and Speaking~~

~~Grammar:~~

~~E06.D.1.1.5~~

~~Recognize and correct inappropriate shifts in verb tense.
(CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)~~

~~E06.D.1.1.6~~

~~Produce and complete sentences recognizing and correcting inappropriate fragments and run-on sentences.
(CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)~~

~~E06.D.1.1.7~~

~~Correctly use frequently confused words (e.g., to, too, two, there, their, they're).
(CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)~~

~~E06.D.1.2.2~~

~~Spell Correctly
(CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)~~

~~E06.D.2.1.4.~~

~~Choose punctuation or effect.
(CC.1.4.6.E, CC.1.4.6.K, CC.1.4.6.Q CC.1.4.6.U)~~

~~E06.D.1.2.3~~

~~Use punctuation to separate items in a series.
(CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)~~

~~Listening and Speaking~~

~~CC.1.5.6.A~~

~~Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.~~

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| | <p>CC.1.5.6.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.</p> <p>CC.1.5.6.G Demonstrate command of the conversations of standard English when speaking based on Grade 6 level and content.</p> | | |
| <p><u>SOCIAL STUDIES</u></p> | <p><u>SOCIAL STUDIES</u></p> <p><u>Geography</u> CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>8.4.6.C Explain how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>6.3.6.D Explain the benefits of international trade.</p> <p>6.4.6.B Explain how trade affects standards of living.</p> <p>7.1.6.A Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.6.B Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.6.A Describe the characteristics of places and regions.</p> | <p><u>SOCIAL STUDIES</u></p> <p>How has continuity and change impacted world history?</p> <p>How do physical and human features affect different regions?</p> <p>How do people affect different regions?</p> <p>How does where you live affect how you live?</p> | <p><u>SOCIAL STUDIES</u></p> |

7.2.6.B Describe the physical processes that shape patterns on Earth's surface.

7.3.6.A Describe the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

7.4.6.A Describe and explain the effects of the physical systems on people within regions.

7.4.6.B Describe and explain the effects of people on the physical systems within regions.

World War I

CC.1.3.6.G. Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching. (Not Assessed)

CC.1.5.6.C. 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.

CC.8.5.6-8.A.. Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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| | <p>CC.8.5.6-8.F. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CC.8.5.6-8.H. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CC.8.5.6-8.J. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p>5.4.6.A. Identify how countries have varying interests.</p> <p>5.4.6.B. Explain the difference between allies and adversaries.</p> <p>8.1.6.A. Explain continuity and change over time using sequential order and context of events.</p> <p>8.1.6.B. Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>8.3.6.A. Explain the social, political, cultural, and economic contributions of individuals and group to United States history.</p> <p>8.3.6.B. Explain the importance of significant historical documents, artifacts, and places critical to United States history.</p> <p>8.3.6.C. Explain how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government | | |
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- Physical and human geography
- Social organizations

8.3.6.D. Explain how conflict and cooperation among groups and organizations have impacted the history and development of the US

- Ethnicity and race (1960's and Civil Rights)
- Working conditions
- Immigration
- Military conflict (1940's WWII)
- Economic stability

8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C. Explain how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

1920's

CC.1.5.6.C 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.

CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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| | <p>CC.8.5.6-8.F Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CC.8.5.6-8.H Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CC.8.5.6-8.I Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CC.8.5.6-8.J By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p>8.1.6.A Explain continuity and change over time using sequential order and context of events.</p> <p>8.1.6.B Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>8.3.6.A Explain the social, political, cultural, and economic contributions of individuals and group to United States history.</p> <p>8.3.6.B Explain the importance of significant historical documents, artifacts, and places critical to United States history.</p> <p>8.3.6.C Explain how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none">• Belief systems and religions• Commerce and industry• Technology• Politics and government• Physical and human geography• Social organizations <p>8.3.6.D Explain how conflict and cooperation among groups and organizations have impacted the history and development of the US</p> <ul style="list-style-type: none">• Ethnicity and race (1960’s and Civil Rights)• Working conditions | | |
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- Immigration
- Military conflict (1940's WWII)
- Economic stability

8.4.6.A Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.B Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C Explain how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.4.6.D Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

The Great Depression

CC.1.5.6.C 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.

CC.8.5.6-8.A Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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| | <p>CC.8.5.6-8.F Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CC.8.6.6-8.I Write routinely over extended time frames (time for reflections and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>8.1.6.A Explain continuity and change over time using sequential order and context of events.</p> <p>8.1.6.B Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>8.3.6.A Explain the social, political, cultural, and economic contributions of individuals and group to United States history.</p> <p>8.3.6.B Explain the importance of significant historical documents, artifacts, and places critical to United States history.</p> <p>8.3.6.C Explain how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none">• Belief systems and religions• Commerce and industry• Technology• Politics and government• Physical and human geography• Social organizations <p>8.3.6.D Explain how conflict and cooperation among groups and organizations have impacted the history and development of the US</p> <ul style="list-style-type: none">• Ethnicity and race (1960’s and Civil Rights)• Working conditions• Immigration | | |
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- Military conflict (1940's WWII)
- Economic stability

8.4.6.A Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.B Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C Explain how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.4.6.D Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

The Great Depression

CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching. (Not Assessed)

CC.1.5.6.C 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.

CC.8.5.6-8.A Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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| | <p>CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CC.8.5.6-8.F Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CC.8.5.6-8.H Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CC.8.5.6-8.I Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CC.8.5.6-8.J By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p>CC.8.6.6-8.A Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. <p>CC.8.6.6-8.I Write routinely over extended time frames (time for reflections and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | | |
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| | <p>5.4.6.A Identify how countries have varying interests.</p> <p>5.4.6.B Explain the difference between allies and adversaries.</p> <p>8.1.6.A Explain continuity and change over time using sequential order and context of events.</p> <p>8.1.6.B Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>8.3.6.A Explain the social, political, cultural, and economic contributions of individuals and group to United States history.</p> <p>8.3.6.B Explain the importance of significant historical documents, artifacts, and places critical to United States history.</p> <p>8.3.6.C Explain how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none">• Belief systems and religions• Commerce and industry• Technology• Politics and government• Physical and human geography• Social organizations <p>8.3.6.D Explain how conflict and cooperation among groups and organizations have impacted the history and development of the US</p> <ul style="list-style-type: none">• Ethnicity and race (1960's and Civil Rights)• Working conditions• Immigration• Military conflict (1940's WWII)• Economic stability <p>8.4.6.A Explain the social, political, cultural, and economic contributions of individuals and groups to world history.</p> <p>8.4.6.B Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.</p> | | |
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| | <p>8.4.6.C Explain how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.4.6.D Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.</p> | | |
| <p><u>SCIENCE</u></p> <p>Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.</p> | <p><u>SCIENCE</u></p> <p>S.6.A.1.1.1 Explain how certain questions can be answered through scientific inquiry and/or technological design (e.g., consumer product testing, common usage of simple machines, modern inventions). (3.1.6.A, 3.4.6.C, 3.4.6.D)</p> <p>S.6.A.1.1.2 Use evidence to support inferences and claims about an investigation or relationship (e.g., common usage of simple machines). (3.1.6.A, 3.4.6.C, 3.4.6.D)</p> <p>S.6.A.1.1.3 Predict the outcome of an experiment based on previously collected data. (3.1.6.A, 3.4.6.C, 3.4.6.D)</p> <p>S.6.A.2.1.1 Use evidence, observations, or a variety of scales to describe relationships. (3.1.6.A)</p> <p>S.6.C.1.1.1</p> | <p><u>SCIENCE</u></p> <p>How can one explain the structure, properties, and interactions of matter?</p> <p>How can a mixture be separated?</p> <p>How can a solution be separated?</p> <p>What is the shape and pattern of a salt crystal?</p> <p>How can you separate a dry mixture of gravel, powder, and salt?</p> <p>Is there a limit to the amount of salt that can be dissolved in water?</p> <p>How can you determine the amount of citric acid needed to saturate water?</p> | <p><u>SCIENCE</u></p> <p>Crystal</p> <p>Dissolving</p> <p>Evaporation</p> <p>Mixture</p> <p>Property</p> <p>Solution</p> <p>Saturated solution</p> <p>Solubility</p> <p>Solute</p> <p>Solvent</p> <p>Concentration</p> <p>Dilute</p> <p>Volume</p> <p>Change</p> <p>Chemical reaction</p> <p>Precipitate</p> <p>Reactant</p> <p>Conduction</p> <p>Heat Transfer</p> <p>Thermodynamics</p> <p>Second Law</p> <p>Thermodynamics</p> <p>Energy</p> |

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| | <p>Describe how characteristics physical properties of matter can be used to distinguish one substance from another (e.g., boiling point, freezing/melting points). (3.2.6.A)</p> <p>S.6.C.1.1.2 Explain that materials are characterized by having a specific amount of mass in each unit of volume (density). (3.2.6.A)</p> <p>S.6.C.1.2.1 Describe how water changes from one state to another. (3.2.6.A, 3.3.6.A)</p> <p>S.6.C.1.2.2 Identify differences between chemical and physical changes of matter. (3.2.6.A, 3.3.6.A)</p> <p>S.5.C.1.1.1 Identify characteristic properties of matter that are independent of mass and volume. (3.2.5.A)</p> <p>S.7.C.1.1.2 Recognize that the atom is the basic building block for all matter. (3.2.7.A)</p> <p>S.6.C.2.1.1 Describe how heat moves in predictable ways from warmer objects to cooler ones until they reach the same temperature. (3.2.6.B)</p> <p>S.6.C.2.1.2 Describe the effect of heat on particle motion during phase changes. (3.2.6.B)</p> | <p>Can materials be identified by their crystals?</p> <p>What happens to the solution when you increase the amount of solute in a given amount of water?</p> <p>How can you determine which of two salt solutions is more concentrated?</p> <p>What happens when a solution is made with water and two different solutes?</p> <p>What are different ways that heat can be transferred?</p> <p>How can you create a device to reduce conductive loss to the environment?</p> <p>How can you create the best possible solar oven?</p> | <p>Work R-value Convection Radiation System</p> |
| <p>Month(s): October - January</p> | | <p>Marking Period 2</p> | |

World Conflicts – Post WWII

| <u>Big Idea</u> | <u>Standard/Eligible Content</u> | <u>Essential Questions & Lesson Essential Question</u> | <u>Vocabulary</u> |
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| <p><u>ELA</u></p> | <p><u>ELA</u></p> <p>Reading: Informational & Literature Informational: CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade-level, reading independently and proficiently.</p> <p>E06.B.C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CC.1.4.6.H, CC.1.4.6.I, CC.1.4.6.J, CC.1.4.6.K)</p> <p>E06.B.C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section or text feature fits into the overall structure of a text and contributes to the development of the ideas. (CC.1.4.6.H, CC.1.4.6.I, CC.1.4.6.J, CC.1.4.6.K)</p> <p>E06.B.C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings in a text. (CC.1.4.6.H, CC.1.4.6.I, CC.1.4.6.J, CC.1.4.6.K)</p> <p>E06.B.C.3.1.1 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias). (CC.1.4.6.H, CC.1.4.6.I, CC.1.4.6.J, CC.1.4.6.K)</p> <p>E06.B.C.3.1.2 Compare and contrast an author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (CC.1.4.6.H, CC.1.4.6.I, CC.1.4.6.J, CC.1.4.6.K)</p> | <p><u>ELA</u></p> <p>How do readers identify an author's purpose and point of view?</p> <p>How do readers analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of ideas?</p> <p>How do readers identify and understand the significance of figurative language within a text?</p> <p>How do readers trace and evaluate the argument and claims in a texts?</p> <p>How do readers distinguish between claims that are supported by reasons and evidence from claims that are not?</p> | <p><u>ELA</u></p> <p>Figurative language Personification Simile Metaphor Hyperbole Fiction Plot Text structure Text features Author's purpose Informational text Claim Bias Argument Counterargument Cite Evidence Biography Autobiography Author's point of view First person point of view Third person point of view</p> |

~~E06.B.K.1.1.1~~

~~Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.~~

~~(CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C)~~

~~E06.B.K.1.1.2~~

~~Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgements.~~

~~(CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C)~~

~~E06.B.K.1.1.3~~

~~Analyze in detail how a key individual event, or idea is introduced, illustrated or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).~~

~~(CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C)~~

~~E06.B.V.4.1.1~~

~~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.~~

~~a. 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.~~

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

~~b. Determine the meaning of technical words and phrases used in a text.~~

~~(CC.1.2.6.F, CC.1.2.6.J, CC.1.2.6.K)~~

~~E06.B.V.4.1.2~~

~~Demonstrate the understanding of figurative language, word relationships and nuances in word meaning.~~

~~a. Interpret figurative language (simile, metaphor, personification, and hyperbole in context.~~

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

~~e. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
(CC.1.2.6.F, CC.1.2.6.J, CC.1.2.6.K)~~

~~Literature:~~

~~CC.1.3.6.K~~

~~Read and comprehend literary fiction on grade level, reading independently and proficiently.~~

~~E06.A.K.1.1.1~~

~~Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.~~

~~(CC.1.3.6.A, CC.1.3.6.B, CC.1.3.6.C)~~

~~E06.A.K.1.1.2~~

~~Determine a theme or central idea of a text and how it is conveyed through relevant details, provide a summary of the text distinct from personal opinions or judgements.~~

~~(CC.1.3.6.A, CC.1.3.6.B, CC.1.3.6.C)~~

~~E06.A.K.1.1.3~~

~~Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.~~

~~(CC.1.3.6.A, CC.1.3.6.B, CC.1.3.6.C)~~

~~E06.A.V.4.1.1~~

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

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

~~(CC.1.3.6.F, CC.1.3.6.I, CC.1.3.6.J)~~

~~E06.A.V.4.1.2~~

~~Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.~~
~~a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.~~
~~b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.~~
~~c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., Stingy, scrimping, economical, unwasteful, thrifty).~~
~~(CC.1.3.6.F, CC.1.3.6.I, CC.1.3.6.J)~~

~~CC.1.2.6.G~~

~~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.~~

~~CC.1.5.6.D~~

~~Present claims and findings, sequencing ideas logically and using pertinent description, facts and details to accentuate main ideas or themes, use appropriate eye contact, adequate volume, and clear pronunciation.~~

~~E06.B-C.2.1.1~~

~~Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.~~
~~(CC.1.2.6.D, CC.1.2.6.E)~~

~~E06.B-C.2.1.2~~

~~Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.~~
~~(CC.1.2.6.D, CC.1.2.6.E)~~

~~E06.B-C.2.1.3~~

~~Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings in a text.~~
~~(CC.1.2.6.D, CC.1.2.6.E)~~

~~E06.B-C.3.1.1~~

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| | <p>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias) (CC.1.2.6.H, CC.1.2.6.I)</p> <p>E06.B C.3.1.2 Compare and contrast on author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (CC.1.2.6.H, CC.1.2.6.I)</p> <p>Literature E06.A C.2.1.1 Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in the text; describe the effectiveness of the point of view used by the author. (CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.F)</p> <p>E06.A C.2.1.2 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. (CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.F)</p> <p>E06.A C.2.1.3 Determine how the author uses the meaning of words and phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone. (CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.F)</p> <p>E06.A C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics. (CC.1.3.6.H)</p> | | |
| <p><u>SOCIAL STUDIES</u></p> | <p><u>SOCIAL STUDIES</u></p> <p>World Conflicts - Post WWII</p> | <p><u>SOCIAL STUDIES</u></p> | <p><u>SOCIAL STUDIES</u></p> |

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| | <p>8.1.6.B Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>8.4.6.C Explain how continuity and change have impacted world history.</p> <ul style="list-style-type: none">• Belief systems and religions• Commerce and industry• Technology• Politics and government• Physical and human geography• Social organizations <p>8.3.6.C Explain how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none">• Belief systems and religions• Commerce and industry• Technology• Politics and government• Physical and human geography• Social organizations <p>8.3.6.B Explain the importance of significant historical documents, artifacts, and places critical to United States history.</p> <p>8.4.6.B Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.3.6.D Explain how conflict and cooperation among groups and organizations have impacted the history and development of the US</p> <ul style="list-style-type: none">• Ethnicity and race (1960's and Civil Rights)• Working conditions• Immigration• Military conflict (1940's WWII)• Economic stability | | |
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| | <p>8.4.6.D Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.</p> <p>8.1.6.A Explain continuity and change over time using sequential order and context of events.</p> <p>8.4.6.A Explain the social, political, cultural, and economic contributions of individuals and groups to world history.</p> <p>8.3.6.A Explain the social, political, cultural, and economic contributions of individuals and group to United States history.</p> <p>CC.1.5.6.C 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.</p> <p>5.4.6.A Identify how countries have varying interests.</p> <p>CC.8.6.6.-8I CC.856-8A CC.856-8B CC.856-8D CC.8.5.6-8.E CC.856-8F CC.856-8G CC.856-8I CC.856-8J</p> <p>Writing</p> <p>CC.1.5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence</p> <p>E06.D.2.1.2 Maintain consistency in style and tone. (CC.1.4.6.E, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.U)</p> <p>E06.D.2.1.3</p> | | |
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Choose words and phrases to convey ideas precisely.
(CC.1.4.6.E, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.U)

E06.D.2.1.5

Choose words and phrases for effect.
(CC.1.4.6.E, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.U)

CC.1.4.6.X

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.

CC.1.4.6.G

Write arguments to support claims.

CC.1.4.6.U

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.

CC.1.4.6.T

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

E06.C.1.1.1

Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons evidence.

E06.C.1.1.2

Support claims with clear reasons and relevant evidence using credible sources and demonstrating an understanding of the topic or text.

E06.C.1.1.3

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

E06.C.1.1.4

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| | <p>Establish and maintain a formal style.</p> <p>E06.C.1.1.5 Provided a concluding section that reinforces the claims and reasons presented.</p> <p>Grammar</p> <p>CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.6.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.</p> <p>E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two, there, their, they're). (CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)</p> <p>E06.D.1.2.2 Spell Correctly (CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)</p> <p>E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive). (CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)</p> <p>E06.D.1.1.2 Use intensive pronouns (e.g., myself, ourselves). (CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)</p> <p>E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.</p> | | |
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| | <p>(CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)</p> <p>E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)</p> <p>E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. (CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)</p> <p>E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements (CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)</p> | | | |
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| <u>SCIENCE</u> | <u>SCIENCE</u> | <u>SCIENCE</u> | <u>SCIENCE</u> | <u>SCIENCE</u> |
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| Month(s): January - March | Marking Period 3 |
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Unit Name

| <u>Big Idea</u> | <u>Standard/Eligible Content</u> | <u>Essential Questions & Lesson Essential Question</u> | <u>Vocabulary</u> |
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| ELA | <p>ELA</p> <p>Reading</p> <p>Informational: CC.1.2.6.G 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.</p> <p>CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent description, facts and details to accentuate main ideas or</p> | <p>ELA</p> <p>What reading and writing strategies can students utilize to craft effective responses that analyze text(s)?</p> <p>How do readers analyze the development of a key idea, individual, or event in a text?</p> <p>How do readers identify the theme of a text and how it is</p> | <p>ELA</p> <p>Figurative language Personification Simile Metaphor Hyperbole Fiction Plot Text structure Text features Author's purpose Informational text Claim</p> |

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| | <p>themes, use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>E06.B.C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CC.1.2.6.D, CC.1.2.6.E)</p> <p>E06.B.C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas. (CC.1.2.6.D, CC.1.2.6.E)</p> <p>E06.B.C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings in a text. (CC.1.2.6.D, CC.1.2.6.E)</p> <p>E06.B.C.3.1.1 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias) (CC.1.2.6.H, CC.1.2.6.I)</p> <p>E06.B.C.3.1.2 Compare and contrast an author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (CC.1.2.6.H, CC.1.2.6.I)</p> <p>E06.A.C.2.1.1 Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in the text; describe the effectiveness of the point of view used by the author. (CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.F)</p> <p>E06.A.C.2.1.2</p> | <p>conveyed through relevant details?</p> <p>What reading and writing strategies can students utilize to craft effective responses that analyze text(s)?</p> | <p>Bias Argument Counterargument Cite Evidence Biography Autobiography Author's point of view First person point of view Third person point of view</p> |
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~~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.
(CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.F)~~

~~E06.A-C.2.1.3~~

~~Determine how the author uses the meaning of words and phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.
(CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.F)~~

~~E06.A-C.3.1.1~~

~~Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.
(CC.1.3.6.H)~~

~~CC.1.2.6.L~~

~~Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.~~

~~E06.B-K.1.1.1~~

~~Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
(CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C)~~

~~E06.B-K.1.1.2~~

~~Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgements.
(CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C)~~

~~E06.B-K.1.1.3~~

~~Analyze in detail how a key individual event, or idea is introduced, illustrated or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).
(CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C)~~

~~E06.B-V.4.1.1~~

~~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.~~

- ~~a. 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.~~
- ~~b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).~~
- ~~c. Determine the meaning of technical words and phrases used in a text.~~
- ~~d. (CC.1.2.6.F, CC.1.2.6.J, CC.1.2.6.K)~~

~~E06.B.V.4.1.2~~

~~Demonstrate the understanding of figurative language, word relationships and nuances in word meaning.~~

- ~~a. Interpret figurative language (simile, metaphor, personification, and hyperbole in context).~~
- ~~b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.~~
- ~~c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).~~
- ~~d. (CC.1.2.6.F, CC.1.2.6.J, CC.1.2.6.K)~~

~~Literature:~~

~~CC.1.3.6.K~~

~~Read and comprehend literary fiction on grade level, reading independently and proficiently.~~

~~E06.A.K.1.1.1~~

~~Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.~~

~~(CC.1.3.6.A, CC.1.3.6.B, CC.1.3.6.C)~~

~~E06.A.K.1.1.2~~

~~Determine a theme or central idea of a text and how it is conveyed through relevant details, provide a summary of the text distinct from personal opinions or judgements.~~

~~(CC.1.3.6.A, CC.1.3.6.B, CC.1.3.6.C)~~

~~E06.A.K.1.1.3~~

~~Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.~~

~~(CC.1.3.6.A, CC.1.3.6.B, CC.1.3.6.C)~~

~~E06.A.V.4.1.1~~

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

- ~~a. 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.~~
- ~~b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).~~
- ~~c. (CC.1.3.6.F, CC.1.3.6.I, CC.1.3.6.J)~~

~~E06.A.V.4.1.2~~

~~Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.~~

- ~~a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.~~
- ~~b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.~~
- ~~c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).~~
- ~~d. (CC.1.3.6.F, CC.1.3.6.I, CC.1.3.6.J)~~

~~Writing~~

~~CC.1.4.6.A~~

~~Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.~~

~~(CC.1.4.6.B, CC.1.4.6.C, CC.1.4.6.D, CC.1.4.6.E)~~

~~CC.1.4.6.V~~

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

~~CC.1.4.6.W~~

~~Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.~~

~~8.1.6.C (Social Studies)~~

~~Identify a thesis statement using appropriate primary and secondary sources. (Research Standard)~~

~~E06.C.1.2.1~~

~~Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.~~

~~(CC.1.4.6.B, CC.1.4.6.C, CC.1.4.6.D, CC.1.4.6.E)~~

~~E06.C.1.2.2~~

~~Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.~~

~~(CC.1.4.6.B, CC.1.4.6.C, CC.1.4.6.D, CC.1.4.6.E)~~

~~E06.C.1.2.3~~

~~Use appropriate transitions to clarify the relationships among ideas and concepts.~~

~~(CC.1.4.6.B, CC.1.4.6.C, CC.1.4.6.D, CC.1.4.6.E)~~

~~E06.C.1.2.4~~

~~Use precise language and domain-specific vocabulary to inform about or explain the topic.~~

~~(CC.1.4.6.B, CC.1.4.6.C, CC.1.4.6.D, CC.1.4.6.E)~~

~~E06.C.1.2.5~~

~~Establish and maintain a formal style.~~

~~(CC.1.4.6.B, CC.1.4.6.C, CC.1.4.6.D, CC.1.4.6.E)~~

~~E06.C.1.2.6~~

~~Provide a concluding section that follows from the information or explanation presented.~~

~~(CC.1.4.6.B, CC.1.4.6.C, CC.1.4.6.D, CC.1.4.6.E)~~

~~E06.C.2.1.1~~

~~Vary sentence patterns for meaning, reader/listener interest, and style.~~

~~(CC.1.4.6., CC.1.4.6., CC.1.4.6.Q, CC.1.4.6.U)~~

~~E06.D.2.1.2~~

~~Maintain consistency in style and tone.~~

~~(CC.1.4.6.E, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.U)~~

~~E06.D.2.1.3~~

~~Choose words and phrases to convey ideas precisely.~~

~~(CC.1.4.6.E, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.U)~~

~~E06.D.2.1.5~~

~~Choose words and phrases for effect.~~

~~(CC.1.4.6.E, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.U)~~

~~CC.1.4.6.X~~

~~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.~~

Grammar

~~CC.1.5.6.A~~

~~Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.~~

~~CC.1.5.6.E~~

~~Adapt speech to a variety of contexts and tasks.~~

~~CC.1.5.6.F~~

~~Include multimedia components and visual displays in presentations to clarify information.~~

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| | <p>E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two, there, their, they're). (CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)</p> <p>E06.D.1.2.2 Spell Correctly (CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)</p> | | |
| <u>SOCIAL STUDIES</u> | <u>SOCIAL STUDIES</u> | <u>SOCIAL STUDIES</u> | <u>SOCIAL STUDIES</u> |
| <u>SCIENCE</u> | <p><u>SCIENCE</u></p> <p>S.6.A.1.1.1 Explain how certain questions can be answered through scientific inquiry and/or technology design (e.g., consumer product testing, common usage of simple machines, modern interventions). (3.1.6.A, 3.4.6.C, 3.4.6.D)</p> <p>S.6.A.1.1.2 Use evidence to support inferences and claims about investigation or relationship (e.g., common usage of simple machines). (3.1.6.A, 3.4.6.C, 3.4.6.D)</p> <p>S.6.A.1.1.3 Predict the outcome of an experiment based on previously collected data. (3.1.6.A, 3.4.6.C, 3.4.6.D)</p> <p>S.6.A.1.2.1 Use evidence, observations, or explanations to make inferences about changes in systems over time. (3.1.6.A)</p> <p>S.6.A.1.2.2 Identify variables that cause changes in natural or human-made systems. (3.1.6.A)</p> | <p><u>SCIENCE</u></p> <p>How can one explain and predict interactions between objects within systems?</p> <p>What evidence can you acquire that will help you explain what a black box looks like inside?</p> <p>How can you build a physical model of a black box that behaves the same way?</p> <p>How can you draw a model that explains how a drought stopper works?</p> <p>How can you make a model that hums when you pull the string and dings when you let go?</p> <p>How can you design a go cart that can roll down a ramp and across the floor a short distance?</p> <p>How can you modify your go cart so that it will travel 2 m on level</p> | <p><u>SCIENCE</u></p> <p>Black box Model Siphon Circuit Collaborate Conceptual model Physical model Switch Axle Bearing Design Engineer Friction Hub Traction Wheel Technology Variable</p> |

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| | <p>S.6.A.3.1.1 Describe a system as a group of related parts with specific roles that work together to achieve an observed result. (3.1.6.A)</p> <p>S.6.A.3.1.2 Explain how components of natural and human-made systems play different roles in a working system. (3.1.6.A)</p> <p>S.6.C.3.1.1 Compare speed and velocity (3.2.6.B)</p> | <p>ground without an external push or pull?</p> | |
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| <p>Month(s): March - June</p> | <p>Marking Period 4</p> |
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Unit Name

| <u>Big Idea</u> | <u>Standard/Eligible Content</u> | <u>Essential Questions & Lesson</u> <u>Essential Question</u> | <u>Vocabulary</u> |
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| <p>ELA</p> | <p>ELA</p> <p>Reading: Fiction/Non-Fiction</p> <p>Informational: CC.1.2.6.G 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.</p> <p>CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent description, facts and details to accentuate main ideas or themes, use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>E06.B-C.2.1.1</p> | <p>ELA</p> <p>How do readers analyze the development of a key idea, individual, or event in a text?</p> <p>How can readers compare and contrast texts in different forms or genres in terms of their approach to a similar theme?</p> <p>How do readers identify an author's purpose and point of view?</p> <p>How do readers analyze the development of individuals/ideas/ events within a text?</p> | <p>ELA</p> <p>Figurative language Personification Simile Metaphor Hyperbole Fiction Plot Text structure Text features Author's purpose Informational text Claim Bias Argument Counterargument Cite</p> |

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| | <p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CC.1.2.6.D, CC.1.2.6.E)</p> <p>E06.B.C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas. (CC.1.2.6.D, CC.1.2.6.E)</p> <p>E06.B.C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings in a text. (CC.1.2.6.D, CC.1.2.6.E)</p> <p>E06.B.C.3.1.1 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias) (CC.1.2.6.H, CC.1.2.6.I)</p> <p>E06.B.C.3.1.2 Compare and contrast on author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (CC.1.2.6.H, CC.1.2.6.I)</p> <p>E06.A.C.2.1.1 Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in the text; describe the effectiveness of the point of view used by the author. (CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.F)</p> <p>E06.A.C.2.1.2 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. (CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.F)</p> <p>E06.A.C.2.1.3</p> | | <p>Evidence Biography Autobiography Author's point of view First person point of view Third person point of view</p> |
|--|--|--|---|

~~Determine how the author uses the meaning of words and phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.~~

~~(CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.F)~~

~~E06.A C.3.1.1~~

~~Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.~~

~~(CC.1.3.6.H)~~

~~CC.1.2.6.L~~

~~Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.~~

~~E06.B K.1.1.1~~

~~Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.~~

~~(CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C)~~

~~E06.B K.1.1.2~~

~~Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgements.~~

~~(CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C)~~

~~E06.B K.1.1.3~~

~~Analyze in detail how a key individual event, or idea is introduced, illustrated or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).~~

~~(CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C)~~

~~E06.B V.4.1.1~~

~~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.~~

~~a. 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.~~

- ~~b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).~~
- ~~c. Determine the meaning of technical words and phrases used in a text.~~
- ~~d. (CC.1.2.6.F, CC.1.2.6.J, CC.1.2.6.K)~~

~~E06.B V.4.1.2~~

~~Demonstrate the understanding of figurative language, word relationships and nuances in word meaning.~~

- ~~a. Interpret figurative language (simile, metaphor, personification, and hyperbole in context).~~
- ~~b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.~~
- ~~c. Distinguish among the connotations (associations) of words with similar denotations. (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).~~
- ~~d. (CC.1.2.6.F, CC.1.2.6.J, CC.1.2.6.K)~~

~~Literature:~~

~~CC.1.3.6.K~~

~~Read and comprehend literary fiction on grade level, reading independently and proficiently.~~

~~E06.A K.1.1.1~~

~~Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.~~

~~(CC.1.3.6.A, CC.1.3.6.B, CC.1.3.6.C)~~

~~E06.A K.1.1.2~~

~~Determine a theme or central idea of a text and how it is conveyed through relevant details, provide a summary of the text distinct from personal opinions or judgements.~~

~~(CC.1.3.6.A, CC.1.3.6.B, CC.1.3.6.C)~~

~~E06.A K.1.1.3~~

~~Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.~~

~~(CC.1.3.6.A, CC.1.3.6.B, CC.1.3.6.C)~~

~~E06.A.V.4.1.1~~

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

- ~~a. 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.~~
- ~~b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).~~
- ~~c. (CC.1.3.6.F, CC.1.3.6.I, CC.1.3.6.J)~~

~~E06.A.V.4.1.2~~

~~Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.~~

- ~~a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.~~
- ~~b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.~~
- ~~c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., Stingy, scrimping, economical, un wasteful, thrifty).~~
- ~~d. (CC.1.3.6.F, CC.1.3.6.I, CC.1.3.6.J)~~

~~Writing~~

~~CC.1.4.6.A~~

~~Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.~~

~~(CC.1.4.6.B, CC.1.4.6.C, CC.1.4.6.D, CC.1.4.6.E)~~

~~CC.1.4.6.V~~

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

~~CC.1.4.6.W~~

~~Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the~~

~~data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.~~

~~8.1.6.C (Social Studies)~~

~~Identify a thesis statement using appropriate primary and secondary sources. (Research Standards)~~

~~E06.D.2.1.2~~

~~Maintain consistency in style and tone.~~

~~(CC.1.4.6.E, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.U)~~

~~E06.D.2.1.3~~

~~Choose words and phrases to convey ideas precisely.~~

~~(CC.1.4.6.E, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.U)~~

~~E06.D.2.1.5~~

~~Choose words and phrases for effect.~~

~~(CC.1.4.6.E, CC.1.4.6.K, CC.1.4.6.Q, CC.1.4.6.U)~~

~~CC.1.4.6.X~~

~~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.~~

~~Grammar~~

~~CC.1.5.6.A~~

~~Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.~~

~~CC.1.5.6.E~~

~~Adapt speech to a variety of contexts and tasks.~~

~~CC.1.5.6.F~~

~~Include multimedia components and visual displays in presentations to clarify information.~~

~~E06.D.1.1.7~~

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| | <p>Correctly use frequently confused words (e.g., to, too, two, there, their, they're). (CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)</p> <p>E06.D.1.2.2 Spell Correctly (CC.1.4.6.F, CC.1.4.6.L, CC.1.4.6.R)</p> | | |
| <u>SOCIAL STUDIES</u> | <u>SOCIAL STUDIES</u> | <u>SOCIAL STUDIES</u> | <u>SOCIAL STUDIES</u> |
| <p><u>SCIENCE</u></p> <p>There are various energy sources available for use, and they can be transformed into useful forms of energy.</p> | <p><u>SCIENCE</u></p> <p>S.5.C.3.2.1 Recognize that moving electric charges produce magnetic forces and moving magnets produce electric forces (electromagnetism). (3.2.5.B)</p> <p>S.5.C.3.2.2 Identify the variables within an electric current (i.e., voltage, current, and resistance). (3.2.5.B)</p> <p>S.6.C.3.2.1 Describe how moving electric charges produce magnetic forces and moving magnets produce electric forces. (3.2.6.B)</p> <p>S.6.C.3.2.3 Distinguish between gravity and electromagnetism. (3.2.6.B)</p> <p>S.6.C.3.2.2 Describe the relationship between voltage, current and resistance (Ohm's Law). (3.2.6.B)</p> <p>S.6.C.2.1.3 Compare various energy sources (e.g., oil, coal, natural gas, solar, wind, and moving water) and describe how these energy sources are transformed into useful forms of energy.</p> | <p><u>SCIENCE</u></p> <p>How do moving electric charges produce magnetic forces and moving magnets produce electric forces?</p> <p>How do the variables of electric currents interact?</p> <p>What is the relationship between voltage, current, and resistance?</p> <p>What are various energy sources and how can they be transformed into useful forms of energy?</p> <p>How can fossil fuels and alternative energy resources be used?</p> <p>How can we design a windmill that can be used to lift a small object?</p> | <p><u>SCIENCE</u></p> <p>Electricity Magnetism Electromagnetism Electric current Voltage Current Resistance Ohm's Law Battery Energy Work Fossil Fuels Renewable Energy Solar energy Wind power</p> |

~~(3.2.6.B)~~

~~S.6.B.3.2.1~~

~~Compare the usage of fossil fuels and alternative energy resources (e.g., oil, natural gas, coal, wind, solar, water).
(4.5.6.A, 4.5.6.D)~~

~~S.6.A.1.1.1~~

~~Explain how certain questions can be answered through scientific inquiry and/or technology design (e.g., consumer product testing, common usage of simple machines, modern inventions).
(3.1.6.A, 3.4.6.C, 3.4.6.D)~~

~~S.6.A.1.1.2~~

~~Use evidence to support inferences and claims about an investigation or relationship (e.g., common usage of simple machines).
(3.1.6.A, 3.4.6.C, 3.4.6.D)~~

~~S.6.A.1.1.3~~

~~Predict the outcome of an experiment based on previously collected data.
(3.1.6.A, 3.4.6.C, 3.4.6.D)~~