MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

Moorestown Upper Elementary School
Language Arts

English Language Arts
Grade 6

Date : June 2023
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Course Description and Fundamental Concepts

The 6th Grade Language Arts Curriculum is based on the knowledge that children learn from direct and explicit instruction. Lessons are grouped into thematic units of study which are designed to support *vertical articulation* (the logical progression of learning from year to year) of reading and writing strategies. The curriculum is based on studying complex text through multiple close readings in an effort to understand and select text evidence to support our thinking. Students will learn to use the text evidence they identify to support their writing. Units are designed to increase students' skills in a variety of areas. This curriculum promotes studying exemplar texts, planning, drafting, revising, editing, collaboration, and publishing. All students receive instruction that includes direct instruction, small group strategy lessons, collaboration, exploration/performance opportunities, and pupil-teacher conferences.

New Jersey Student Learning Standards (NJSLS)

Subject/Content Standards

Include grade-appropriate subject/content standards that will be addressed

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New Jersey Student Learning Standards for English Language Arts

Grade 6

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the
more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a Text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose
range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

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Grade 6

Progress Indicators for Reading Literature

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Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

RL.6.8. (Not applicable to literature)

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

Range of Reading and Level of Text Complexity

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade
level text-complexity or above, scaffolding as needed.

Grade 6

Progress Indicators for Reading Informational Text

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

RI.6.8. 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.

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

Range of Reading and Level of Text Complexity

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. 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 tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is
to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 6

Progress Indicators for Writing

Text Types and Purposes

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
    A. Introduce claim(s) and organize the reasons and evidence clearly.
    B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
    C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
    D. Establish and maintain a formal/academic style, approach, and form.
    E. Provide a concluding statement or section that follows from the argument presented.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
    B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    C. Use appropriate transitions to clarify the relationships among ideas and concepts.
    D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    E. Establish and maintain a formal/academic style, approach, and form.
    F. Provide a concluding statement or section that follows from the information or explanation presented.

New Jersey Student Learning Standards for English Language Arts

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

A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters;
organize an event sequence that unfolds naturally and logically.
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events,
and/or characters.
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

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

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Research to Build and Present Knowledge

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

W.6.8. 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.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
B. Apply grade 6 Reading standards to literary nonfiction (e.g., "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").

Range of Writing

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of
reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being
productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 6

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
    A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Presentation of Knowledge and Ideas

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

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

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

<p align="center">Anchor Standards for Language</p>

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing
or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using
context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as
appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an
indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 6

Progress Indicators for Language

Conventions of Standard English

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
    B. Use intensive pronouns (e.g., myself, ourselves).
    C. Recognize and correct inappropriate shifts in pronoun number and person.
    D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
    E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
    B. Spell correctly.

Knowledge of Language

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
    B. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

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

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

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word
meanings.
A. Interpret figures of speech (e.g., personification) in context.
B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) 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).

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

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))
List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	**Core Idea**	**Standard / Description**
2, 5	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	*9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.* *9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.* *9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.* *9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.*

	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	*9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.*
	Early planning can provide more options to pay for postsecondary training and employment.	*9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.* *9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.* *9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.* *9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.*
2	There are a variety of resources available to help navigate the career planning process.	*9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.* *9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.* *9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.*
	Employee benefits can influence your employment choices.	*9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.* *9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.*
2	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	*9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.* *9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.* *9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.*

		9.2.8.CAP.18: *Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.* **9.2.8.CAP.19**: *Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level*
	There are resources to help an individual create a business plan to start or expand a business.	**9.2.8.CAP.20**: *Identify the items to consider when estimating the cost of funding a business.*

Life Literacies and Key Skills (Standard 9.4)
List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	**Core Idea**	**Standard / Description**
3, 4	**Creativity and Innovation**: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	**9.4.8.CI.1**: *Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).* **9.4.8.CI.2**: *Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).* **9.4.8.CI.3**: *Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).* **9.4.8.CI.4**: *Explore the role of creativity and innovation in career pathways and industries*
2, 3, 4	**Critical Thinking and Problem-solving:** Multiple solutions often exist to solve a problem.	**9.4.8.CT.1**: *Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).* **9.4.8.CT.2**: *Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).*

3, 4	**Critical Thinking and Problem-solving:** An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	*9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.*
	Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	*9.4.8.DC.1: Analyze the resource citations in online materials for proper use.* *9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).*
	Digital Citizenship: There are tradeoffs between allowing information to be public and keeping information private and secure.	*9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.*
	Digital Citizenship: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.	*9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.* *9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.* *9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.*
	Digital Citizenship: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	*9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.*
	Digital Citizenship: Digital technology and data can be leveraged by communities to address effects of climate change.	*9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).*
1, 2, 3, 4	**Global and Cultural Awareness:** Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	*9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).* *9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.*

	Information and Media Literacy: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.	*9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.* *9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.*
	Information and Media Literacy: Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.	*9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).* *9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.* *9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.*
2	**Information and Media Literacy:** The mode of information can convey a message to consumers or an audience.	*9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.*
	Information and Media Literacy: Sources of information are evaluated for accuracy and relevance when considering the use of information.	*9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).* *9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).*
	Information and Media Literacy: There are ethical and unethical uses of information and media.	*9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).* *9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).* *9.4.8.IML.11: Predict the personal and community impact of online and social media activities*

		Information and Media Literacy: There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	***9.4.8.IML.12:*** *Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.* ***9.4.8.IML.13:*** *Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).* ***9.4.8.IML.14:*** *Analyze the role of media in delivering cultural, political, and other societal messages.* ***9.4.8.IML.15:*** *Explain ways that individuals may experience the same media message differently.*
		Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	***9.4.8.TL.1****: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.* ***9.4.8.TL.2****: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).* ***9.4.8.TL.3****: Select appropriate tools to organize and present information digitally.* ***9.4.8.TL.4****: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).*
2, 4		**Technology Literacy:** Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	***9.4.8.TL.5****: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.* ***9.4.8.TL.6****: Collaborate to develop and publish work that provides perspectives on a real-world problem.*

Interdisciplinary Connections ([2020 NJSLS](#))
List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))
List appropriate units below for which standards (1.1 through 1.5) <u>*may be addressed*</u>

Unit Addressed	Artistic Process	Anchor Standard
1-4	**Creating**	*Anchor Standard 1: Generating and conceptualizing ideas.* *Anchor Standard 2: Organizing and developing ideas.* *Anchor Standard 3: Refining and completing products.*

1,2,4	**Connecting**	*Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.* *Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.*
1,2	**Performing/ Presenting/ Producing**	*Anchor Standard 4: Selecting, analyzing, and interpreting work.* *Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.* *Anchor Standard 6: Conveying meaning through art.*
4	**Responding**	*Anchor Standard 7: Perceiving and analyzing products.* *Anchor Standard 8: Applying criteria to evaluate products.* *Anchor Standard 9: Interpreting intent and meaning.*

Other Interdisciplinary Content Standards		
List appropriate units below for any other content/standards that <u>may be addressed</u>		
Unit Addressed	**Core Idea**	**Anchor Standard**
1	**6.1.8.CivicsDP.4.a**	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period. The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights
1, 2	**6.1.2.CivicsCM.3**: d	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted Certain character traits can help individuals become productive members of their community
2, 3	**6.1.2.GeoPP.1**	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). Physical and human characteristics affect where people live (settle).
3	**6.1.2.Geo.GI.2**	Global interconnections occur between human and physical systems across different regions of the world. Use technology to understand the culture and physical characteristics of regions
3	**LS1.D**	Information Processing: Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories. (MS-LS1-8)
2	**Amistad (N.J.S.A. 18A:35-4.43)**	Understand the accomplishments by African Americans in the building and development of America Identify and analyze applicable theories concerning human nature and behavior Know and understand the nation's heritage of slavery and freedom Know and understand the impact of African disasporic cultures and institutions on the Americas Know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period

		Know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society Know and understand citizenship and disenfranchisement Understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population Understand the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all
	Holocaust (N.J.S.A. 18A: 35-28)	Identify and analyze applicable theories concerning human nature and behavior Understand that genocide is a consequence of prejudice and discrimination Understand that issues of moral dilemma and conscience have a profound impact on life Emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens
2,3,4	**Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a**	Understand diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance Examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
	Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35	Understand the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.
	Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44	Understand the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Unit 1 - Discovering Your Voice	**September** (~19 days)
Unit 1 - Discovering Your Voice	**October** (~19 days)
Unit 1 - Discovering Your Voice / Unit 2 - Never Give Up	**November** (~16 days)
Unit 2 - Never Give Up	**December** (~15 days)
Unit 2 - Never Give Up	**January** (~18 days)
Unit 3 - Finding Courage	**February** (~18 days)
Unit 3 - Finding Courage	**March** (~15-20 days)
Unit 3 - Finding Courage/ Unit 4 - Surviving the Unthinkable	**April** (~15-20 days)
Unit 4 - Surviving the Unthinkable	**May** (~18 days)
Unit 4 - Surviving the Unthinkable	**June** (~15 days)

Unit Name: Unit 1 Discovering Your Voice
Learning Goals: What do I want my students to learn?
Standards

NJSLS *- English Language Arts*
RI.6.6, RI.6.3, RI.6.10, W.6.2e, W.6.3b, W.6.7, RI.6.2, RI.6.5, SL.6.2, L.6.4c, L.6.2a, RI.6.4, W.6.9b, SL.6.1a, L.6.4b, L.6.1c, RL.6.4, RL.6.5, RL.6.6, RL.6.1, W. 6.9e, SL.6.6, RI.6.8, W.6.1a, W.6.1b, SL.6.4, SL.6.3, L.6.4a, L.6.4d, L.6.2b, RI.6.8, W.6.8, SL.6.1c, SL.6.1b, RL 6.10, W.6.1c. W.6.1d, W.6.1e, W.6.3, SL.6.5

Fundamental Concepts / Big Ideas

- Essential Question: What are the ways you can make yourself heard?

Learning Objectives

The following learning objectives will be presented in this unit.

Students will:
- Analyze text structure and purpose
- Analyze a memoir
- Compose and present a biographical poem
- Analyze informational texts
- Analyze print and graphic features
- Analyze author's use of print and graphic features
- Determine connotations and denotations
- Use commas to vary sentence structure
- Use pronouns
- Analyze author's use of language
- Determine author's purpose and point of view
- Identify word origins
- Compare poems
- Characterize the speaker in a poem
- Make inferences about tone and speaker in a poem
- Discuss and analyze figurative language
- Trace and evaluate an argument
- Compose an argument
- Compare and evaluate arguments
- Identify meaning through context clues
- Spell commonly confused words
- Write a memoir

Units

Unit Name: Unit 2 Never Give Up

Learning Goals: What do I want my students to learn?

Standards

- RI.6.2, RI.6.5, RI.6.3, W.6.1.a, W.6.1.d, W.6.1.e, SL.6.1.b, W.6.7, L.6.4.b, L.6.4.c, L.6.1.e, RL.6.4, RL.6.5, RL.6.1, RL.6.2, W.6.4, SL.6.5, SL.6.6, W.6.8, RL.6.3, RL.6.5, W.6.2.a, W.6.2.b, W.6.2.f, SL.6.1.c, SL.6.1.d, W.6.9.a, L.6.2.a, L.6.3.a, SL.6.1.a, RL.6.9, RL.6.10, RI.6.10, W.6.3, W.6.3.a, W.6.3.b, W.6.3.c, W.6.3.d, W.6.3.e, W.6.6, SL.6.4, SL.6.6, W.6.2

Fundamental Concepts / Big Ideas

- What keeps people from giving up?

Learning Objectives

Students will be able to…
- Analyze Features of Informational Texts
- Generate Questions
- Correctly Capitalize Proper Nouns
- Analyze Poetic Forms
- Make Inferences About Theme
- Interpret Videos
- Use a Variety of Sentence Patterns
- Analyze Plot and Character
- Analyze Setting
- Analyze Setting and Theme
- Compare Time Periods
- Collaborate and Present on Different Time Periods
- Produce and Present a Podcast
- Write a Self-Help Article
- Create an Inspirational Poster

Unit Name: Unit 3 Finding Courage
Learning Goals: What do I want my students to learn?
Standards
RL.6.3, RL.6.5, W.2.e, SL.6.5, L.6.3.b, W.6.1.a–b, W.6.1.e , SL.6.6, L.6.4.c, L.6.4.d, L.6.1.e, RL.6.6, RL.6.7, W.6.3, RI.6.2, RI.6.3, RI.6.5, RI.6.1, W.6.9.b, W.6.2.b, W.6.7, L.6.4.b, L.6.2.a, L.6.1.e, RI.6.6, RI.6.7, SL.6.2, W.6.7, SL.6.4, RI.6.4, W.6.9.a, W.6.8, L.6.3.a, RL.6.1, SL.6.1.a, L.6.4.a, SL.6.1.c, SL.6.1.d, SL.6.1.b, W.6.2.c, RL.6.10, RI.6.10, W.6.2, W.6.2.a–f, W.6.10, SL.6.4, W.6.6, W.6.3, SL.6.5
Fundamental Concepts / Big Ideas
● How do you find courage in the face of fear?
Learning Objectives

Students will be able to…
- Analyze character and plot
- Analyze character and setting
- Compare media
- Analyze Media
- Explain the concept of a "speaker"
- Analyze structure: repetition and refrain
- Analyze structure in an informational text
- Cite evidence from an informational text
- Use prefixes that mean *not*
- Capitalize proper nouns
- Use dashes properly
- Determine meaning of words in context
- Analyze character in a short story
- Make inferences
- Compare and contrast
- Vary sentence patterns
- Determine the central idea of an informational text
- Determine key ideas in an informational text
- Use transitions and commas
- Use adverbs and adverb clauses
- Write a summary of an informational text
- Identify the appropriate meaning of multiple meaning words
- Write a narrative story

Units

Unit Name: Unit 4 Surviving the Unthinkable

Learning Goals: What do I want my students to learn?

Standards

- RL.6.6, RL.6.3, W.6.9.a, SL.6.6, W.6.7, L.6.4.d, L.6.4.a, L.6.3.a, RI.6.7, RI.6.9, RI.6.2, W.6.8, RI.6.3, RI.6.6, RI.6.4, RI.6.5, W.6.6, L.6.2.a, RL.6.5, RL.6.4, W.6.10, W.6.3b, SL.6.1.a, L.6.1.b, L.6.1.a, RL.6.9, RL.6.9.a, RL.6.2, SL.6.6, RL.6.10, RI.6.10, W.6.2, W.6.4

Fundamental Concepts / Big Ideas

- What does it take to be a survivor?

Learning Objectives

Students will be able to…
- Analyze Setting and Character
- Analyze Structure
- Understand Prepositions and Prepositional Phrases
- Integrate Information from Media
- Use a Summary Timeline
- Compare and Contrast Presentation of Events
- Determine Author's Purpose and Point of View
- Determine Meaning of Words and Phrases
- Use Context Clues to Determine Meanings of Unfamiliar Words
- Correctly Use Commas to Set Off Phrases
- Analyze Free Verse
- Analyze Figurative Language
- Create a Poster
- Write a Poem
- Analyze Setting
- Analyze Language
- Understand Correct Use of Pronouns and Antecedents
- Compare Across Genres
- Collaborate and Research
- Write an Explanatory Essay
- Create an Infographic
- Compare and Contrast Accounts

Please contact the Content Supervisor for any questions.