Crest Memorial School Curriculum and Pacing Guide	
Grade: 6	Subject Area: Language Arts
Adoption Date:	Revision Date: December 2024

Mission and Vision Statements

Mission: A the Wildwood Crest School District, our mission is to cultivate a dynamic learning environment that inspires excellence, empowers individual growth, and fosters a deep commitment to high standards. We are dedicated to providing a student-specific learning experience that recognizes and nurtures the unique potential within each learner.

Vision: A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:
- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Integration of Technology

- 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.

21st Century Skills
● 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. ● 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information ● 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Career Education
● 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

Interdisciplinary Connection
● 6.2.8.HistoryUP.3.a *Analyze historical sources and determine their credibility, relevance, and intended audience.*

Accommodations and Modifications	
Special Education	● Follow 504/IEP accommodations ● Use graphic organizers to categorize and organize information ● Highlight and define important vocabulary ● Read quizzes aloud ● Provide sentence frames or sentence stems
English Language Learners	● Assign a buddy, same language or English speaking ● Use images,diagrams and other visual aids wherever possible ● Use group projects rather than individual work ● Provide a Word Bank

	● Use of Google translate dictionaries to locate words in native language ● Reduce amount of work required ● Provide hands-on activities and explanations ● Provide picture labels with both English and other language ● Allow extended time for project and test/quiz completion. ● Reduce multiple choices to two. ● Offer book choices written in native language
Students At-Risk of Failure	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary ● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	● Student Choice ● Ask students higher level questions ●Provide opportunities for open-ended, self-directed activities ●Give students opportunities to mentor other students ●Give students opportunities to teach other students ●Offer higher-level learning opportunities ●Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	● Follow 504 accommodations ● Allow verbalization before writing ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary ● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	- Lesson quick checks (Exit tickets) - Teacher observation
Summative	- Oral place presentation - End of unit rubric - Final writing assignment
Benchmark	MAP Testing
Alternative	- Performance Tasks - Rubrics - Projects

Pacing Guide	
Unit Title	**Number of days**
Figurative Language (Similes & Metaphors, "Magic 3,")	Approximately 10 days
Descriptive Essay (Camp - HOLES)	Approximately 12 days
Explanatory Essay (Family Traditions)	Approximately 13 days
Greek Myth (Creative Writing)	Approximately 14 days
Persuasive Essay (Student Choice)	Approximately 18 days
Explanatory Google Slides Presentation (Heroes)	Approximately 12 days
Compare & Contrast Essay (Student Choice)	Approximately 13 days
Research Essay (The Middle Ages)	Approximately 20 days
Vocabulary Instruction	Approximately 3 days/unit; 10 units (Approximately 30 days)

Unit Learning Goals

Unit Title: Figurative Language
Unit Goals:
- Students will learn the different elements of figurative language.
- Students will create a figurative language flip-chart to have as a resource.
- Students will work on different grammar and figurative language skills.

Core Instructional Materials	Supplemental Materials
● Figurative language "flip" chart ● Figurative language classroom posters	● Figurative language resources ● Simile/metaphor worksheets ● "Magic 3"/parallel structure activities ● Appositive practice

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Students will be able to understand different types of figurative language and how they can be used in writing.	●L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	● Give students a figurative language pre-assessment and have them complete. ● Exchange papers and "grade." Discuss what they remember about figurative language and why it is used. ● Distribute Figurative Language flip-charts and begin constructing.
● Day 2: Students will be able to understand different types of figurative language and how they can be used in writing.	●L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	● Have students get out figurative language charts from the previous class period. ● Guide students through the process of putting flip charts together and discussing examples.

		● Assist students as needed.
● Day 3: Students will understand the difference between similes and metaphors and how they are used in writing.	●L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	● Provide students with a detailed definition of a simile and a metaphor. ● Have students record definitions in a notebook. ● Watch music videos on similes and metaphors. ● Distribute simile/metaphor worksheet and have students work in pairs to complete. ● Review as a class.
● Day 4: Students will understand the difference between similes and metaphors and how they are used in writing.	●L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	● Explain instructions for simile/metaphor task card activity. ● Assign partners and give students the majority of the class period to complete task cards. ● Review as a whole group when finished.
● Day 5: Students will understand the difference between similes and metaphors.	●L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	● Distribute figurative language post-assessment, and go over instructions for a whole group. ● Allow students to use their figurative language flip charts to assist them with their quiz. ● Have students turn in a quiz when completed. ● Simile/Metaphor Jeopardy if time allows.
● Day 6: Students will able to understand understand parallel structure (*Magic 3*) as a compositional risk and identify it in writing.	●L.SS.6.1.E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.	● Give students the definition of Magic 3 and have them record it in their notebooks. ● Model examples of combining sentences to create Magic 3 and demonstrate the rhythm of Magic 3. ● Have students work in partners to

		review sentences with incorrect parallel structure and revise. ● Go over partner activity in the whole group.
● Day 7: Students will able to understand understand parallel structure (*Magic 3*) as a compositional risk and identify it in writing.	●L.SS.6.1.E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.	● Review definition of "Magic 3," or parallel structure. ● Review previous day's partner work as a whole group. ● Present students with sentences containing incorrect parallel structure. ● Have students rewrite the sentences to create Magic 3s and share them on the SmartBoard. ● Distribute Magic 3 Practice for homework.
● Day 8: Students will write sentences using "Magic 3" as a compositional risk.	●L.SS.6.1.E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.	● Present the students with sentences containing incorrect parallel structure. ● The students will re-write the sentences as pairs to create Magic 3s. ● Share them on the SmartBoard.
● Day 9: Students will understand the definition of an appositive and identify it in writing.	●L.SS.6.1.E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.	● Present Smartboard lesson on creating appositives and review with students. ● Have students record responses in notebooks, or on a separate sheet of paper, and call on volunteers to create

		new sentences on Smart board. ● Distribute worksheet to students where, in pairs, they will underline the appositive in 10 sentences and circle the noun that is modified by the appositive. ● Review as a whole group.
● Day 10: Students will identify and correct appositives.	●L.SS.6.1.E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.	● Distribute worksheet of incorrect appositive examples to students. ● In pairs, have students fix the errors and then "present" to the class.

Inclusive concepts
● Teaching figurative language can encourage inclusivity in the classroom by fostering diverse ways of expression and interpretation, which helps students connect with different cultural perspectives, personal experiences, and creative voices.

Unit Learning Goals

Unit Title: Descriptive Writing
    ● Students will be able to brainstorm ideas for a fictional summer camp that they would want to attend.
    ● Students will be able to create an outline to explain their ideas for their summer camp.
    ● Students will write a descriptive essay about their fictional summer camp.
    ● Students will revise, edit, and publish a final copy of their descriptive camp essay.
    ● If time allows, students will draw a picture and create a poster for their summer camp.

Core Instructional Materials	Supplemental Materials
● <u>Holes</u> by Louis Sachar ● Descriptive Essay Assignment Sheet	● Descriptive writing resources ● Brainstorming cloud sheet ● Teacher created outline ● Teacher/student modeling of writing

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Students will understand essay assignment for camp essay and pre-write.	W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	● Distribute assignment sheets (hard-copy & share on Google Classroom), and emphasize requirements of compositional risk/vocabulary. ● Distribute/share graphic organizers and brainstorm with students for ideas. ● Allow students remainder of period to independently work on their graphic organizers, and conference with students on an individual basis about their ideas as they work. ● Encourage students to share their camp ideas with peers.

● Day 2: Students will begin an outline for a descriptive camp essay.	W.NW.6.3. Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	● Review basic outline format with students, and have them set up their outlines on a Google Doc. ● Together, have students fill in the outline with information from the graphic organizer. ● Model outlining process as students work on their own outlines.
● Day 3: Students will continue to create camp essay outline.	W.NW.6.3. Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	● Re-teach outline procedure to students. ● Allow students remainder of period to independently work on their outlines, and conference with students on an individual basis about their ideas as they work.
● Day 4: Students will complete essay outline.	W.NW.6.3. Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	● Review remainder of outline with students on Smartboard and answer any questions they might have. ● Allow students remainder of the block to complete outlines. Conference with individual students as needed to discuss their ideas.
● Day 5: Students will write an introduction paragraph using an unusual act or quote.	W.NW.6.3.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.	● Review the structure of a "sixth grade" introduction with the class. ● Provide students with a copy of a model, then ask them to identify the elements (hook, thesis statement, preview) ● Assist students with finding quotes and unusual facts about camp for hooks. ● Students will write their own introductions when we are finished analyzing model. ● Show students how to navigate Google Classroom page, and how to turn an assignment in.

● Day 6: Students will write a first body paragraph on activities for camp essay.	W.NW.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.NW.6.3.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.	● Display example of "Mrs. Kerr's Cooking Camp," and show students where it can be accessed on Google Classroom. ● Ask students to work in pairs to determine topic sentence examples, details, figurative language, etc. Review and discuss. ● When finished, have students begin writing their own first body paragraphs on camp activities and facilities. ● Complete first body paragraph for homework if not finished in class.
● Day 7: Students will write a second body paragraph on staff/cost/food for their camp essay.	W.NW.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.NW.6.3.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.	● Have students work with me to come up with a sample second body paragraph. Ask for their ideas and input, but stress the need for figurative language, Magic 3's, and appositives. ● When finished, allow students time to work on their own second body paragraphs. ● Complete second body paragraph for homework if not finished in class.
● Day 8: Students will write conclusion paragraphs for their camp essays.	W.NW..6.3. E. Provide a conclusion that follows from the narrated exerpeinces or events.	● Present PowerPoint on conclusions and have students take notes on items that must be included in a conclusion. ● Distribute graphic organizer for conclusions. Review description of each strategy and have students fill in. ● Display sample conclusion and have students work in pairs to figure out the strategy I used, as well as identify the

		other sections of the conclusion.
		● When finished, have students begin working on their own conclusion paragraphs.
		● Complete conclusion paragraphs for homework if not finished in class.
● Day 9: Students will revise and edit camp essays.	W.WP.6.4. With some guidance and support from peer and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	● Students will use class period as a workshop to incorporate teacher-made corrections and suggestions. ● Conference individually with students to help them improve their writing and fix their errors.
● Day 10: Students will revise and edit camp essays. SWBAT revise and edit camp essays.	W.WP.6.4. With some guidance and support from peer and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	● Students will use this as a second workshop period to incorporate teacher-made corrections and suggestions. ● Conference individually with students to help them improve their writing and fix their errors.
● Day 11: Students will complete peer review worksheets for camp essays.	W.WP.6.4. With some guidance and support from peer and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	● Review peer review requirements as a whole group. ● Students will have 25 minutes to review the work with their assigned partner and complete a peer review worksheet. ● Students will spend the remainder of the class period using the feedback to make final revisions on their essays.

● Day 12: Students will complete final revisions, publish, and print camp essays.	W.WP.6.4. With some guidance and support from peer and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	● Students will spend the remainder of the class period using the feedback from peer review to make final revisions to their essays. ● Print and publish by end of period.

Inclusive concepts

- Students will be encouraged to center their summer camp around *any* type of activity they choose, as long as it is school appropriate. Examples from prior years have included cooking camp, dance camp, soccer camp, drama camp, music camp, art camp, etc. All ideas and activities shared are inclusive in the classroom.

Unit Learning Goals

Unit Title: Explanatory Writing
Unit Goals:
- Students will understand how families bond.
- Students will be able to brainstorm about their favorite family traditions.
- Students will be able to distinguish between traditions of attitude, ritual, and heritage.
- Students will be able to create an outline to organize an essay on their family traditions.
- Student will be able to write a narrative essay about their family traditions.
- Students will revise, edit, and publish a final copy of their family traditions essay.

Core Instructional Materials	**Supplemental Materials**
● Narrative writing resources ● Family Traditions Assignment Sheet	● Brainstorming sheet (family traditions grid) ● Teacher-created outline ● Teacher/student modeling of writing

Daily Targets	NJSLS Performance Expectations (Standards)	Instructional Activities
● Day 1: Students will understand requirements of explanatory/narrative essay on family traditions.	W.NW.6.3. Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	- Distribute assignment sheet via Google Classroom and hardcopy. - Review requirements of essay and discuss. - Brainstorm on Smartboard with students and record different types of traditions they have or know of. - Categorize into traditions of ritual, attitude, and heritage. - When finished, distribute family traditions grid and have students begin filling in traditions. - If not finished in class, students will be instructed to complete grid for homework.
● Day 2: Students will pre-write for explanatory/narrative essay on family traditions.	W.NW.6.3. Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	- Instruct students how to open up outline on Google Classroom. - Review pieces of graphic organizer with students on Smartboard and model. - When finished, instruct students to work on their own organizers. - Conference individually with students as they work.
● Day 3: Students will finish pre-writing for explanatory/narrative essay on family traditions.	W.NW.6.3. Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	- Review completion of graphic organizer from yesteray. - When finished, instruct students to

		work on their own organizers and assist as needed. ● Whatever is not completed on outline will need to be completed for homework.
● Day 4: Students will write an introduction paragraph for family traditions essay.	W.NW.6.3.A. Engage and orient the reader by establishing a context and introducing a narrator and/or relevant descriptive details, and well-structured event sequences.	● Ask students to provide elements that belong in an introduction (hook, explanation, thesis statement, preview). Discuss options for hook. ● Distribute SQUARED introduction notes. ● Model writing of an introduction paragraph, provide a preview of the body paragraphs, and tie it to thesis. ● When finished, students will begin their own introduction paragraphs.
● Day 5: Students will write a first body paragraph for essay on traditions.	W.NW.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.NW.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W.NW.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	● Ask students to open up graphic organizer on Google Classroom to use as a guide. ● Provide students with a sample paragraph, and have them label the various parts (topic sentence, example, details, compositional risk, concluding sentence). ● When finished, review components needed for a successful body paragraph, and have students begin writing paragraphs about their own traditions of attitude. ● Finish first body paragraph for homework if not finished in class.
● Day 6: Students will write second body paragraph for essay on traditions.	W.NW.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	● Ask students to open graphic organizer to use as a guide. ● Provide students with a sample

	W.NW.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W.NW.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	paragraph, and have them label the various parts (topic sentence, examples, compositional risk, details, concluding sentence). ● When finished, review components needed for a successful body paragraph, and have students begin own paragraph about traditions of ritual. ● Finish second body paragraph for homework if not finished in class.
● Day 7: Students will write third body paragraph for essay on traditions.	W.NW.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.NW.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W.NW.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	● Provide students with a flawed sample of a third body paragraph. ● Have them work on improving the paragraph by adding figurative language, coherent topic and concluding sentences, clear details, and by fixing any errors. ● Review as a class. ● When finished, students will write their own third body paragraphs on their traditions of heritage.
● Day 8: Students will write a conclusion paragraph for essay on family traditions.	W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection organization, and analysis of relevant content. W.IW.6.2.F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.	● Review structure of a solid conclusion paragraph. ● Display an example of a conclusion paragraph. ● Ask students to read the paragraph silently to themselves. ● Then, pass out notecards and ask students to turn to a partner and identify the restated thesis, answer to expansion question, and strong final sentence. ● If any of the components are not found,

		● instruct students to come up with examples. ● Share after ten minutes. ● Allow students time to write their own traditions conclusions.
● Day 9: Students will revise traditions essays according to teacher suggestions.	W.WP.6.4. With some guidance and support from peer and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	● Allow students the period as a workshop to incorporate teacher suggestions. ● Conference individually with students as they edit and revise their essays. ● Instruct students to add detail and figurative language to rough drafts.
● Day 10: Students will revise traditions essays according to teacher suggestions.	W.WP.6.4. With some guidance and support from peer and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	● Allow students a second period as a workshop to incorporate teacher suggestions. ● Conference individually with students as they edit and revise their essays. ● Instruct students to add detail and figurative language to rough drafts.
● Day 11: Students will complete peer review and revise traditions essays according to peer suggestions.	W.WP.6.4. With some guidance and support from peer and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	● Combine all paragraphs into a final draft document and discuss proper format to set up students' final copies. ● Distribute peer review and assign partners. ● Review instructions for peer review and explain each section. ● Have students work through partner's paper piece by piece and stop for assessment.
● Day 12: Students will complete peer	W.WP.6.4. With some guidance and support from peer and adults, develop and strengthen	● Distribute and review peer review

review and revise traditions essays according to peer suggestions.	writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	sheets from previous day. ● Allow the class period to finish up peer review from yesterday. ● Instruct students to complete any edits from peer review for homework.
● Day 13: Students will complete final revisions, publish, and print family traditions essays.	W.WP.6.4. With some guidance and support from peer and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	● Students will spend the remainder of the class period using the feedback from peer review to make final revisions to their essays. ● Print and publish by end of period.

Inclusive concepts

● Culture competency will specifically be encouraged and discussed when students are both sharing aloud and writing about their family traditions, most specifically their traditions that are related to their family heritage.

Unit Learning Goals

Unit Title: Greek Myth Writing
Unit Goals:
- ● Students will learn about Greek mythology.
- ● Students will study and analyze the most popular Greek myths.
- ● Students will brainstorm ideas for their own Greek myth, including characters, setting, problem, resolution.
- ● Students will write a creative Greek myth of their own.
- ● Students will revise, edit, and publish their Greek myth.
- ● Students will draw a picture to go along with their Greek myth.

Core Instructional Materials	Supplemental Materials
● Percy Jackson and the Lightning Thief by Rick Riordan ● Greek Myth Assignment Sheet/Brainstorming	● YouTube (Videos that portray common Greek myths) ● EdPuzzle ● Copy of Pandora's Box ● Copy of Daedalus & Icarus ● Student samples of Greek Myths

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Students will learn about the elements of a Greek myth and understand basic ideas and principles behind Greek mythology.	SL.II.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.	● Find out what students already know about Greek mythology and what they would like to learn (KWL chart). ● Introduce students to Greek mythology through YouTube video and discuss. ● Begin web quest on Greek mythology if time allows.
● Day 2: Students will complete Greek mythology web quest.	RI.TS.6.4. Use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g. graphics, captions, indexes) to locate and integrate information. RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.	● Review Greek mythology web quest from prior class period (or begin today) and discuss. ● Allow students remainder of period to complete Greek mythology web quest in pairs. ● Review answers when completed.
● Day 3: Students will understand the story behind Pandora'x Box.	SL.II.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.	● Read Pandora's Box and discuss. ● Watch video to reinforce concepts and help students visualize the story. ● Answer questions and discuss.

● Day 4: Students will understand the story behind Daedalus & Icarus.	SL.II.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.	● Read Daedalus & Icarus and discuss. ● Watch video to reinforce concepts and help students visualize the story. ● Answer questions and discuss.
● Day 5: Students will begin pre-writing for original Greek myth.	W.NW.6.3. Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	● Discuss new assignment and ideas for myths. ● Begin character brainstorming sheet.
● Day 6: Students will continue working on pre-writing for original Greek myth.	W.NW.6.3. Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	● Watch video on natural phenomena and discuss. ● Assist students as they work on brainstorming ideas for natural phenomenon in their story.
● Day 7: Students will continue working on pre-writing for original Greek myth.	W.NW.6.3. Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	● Assist students as they work on pre-writing questions and chart for Greek myth.

● Day 8: Students will continue working on pre-writing for original Greek myth.	W.NW.6.3. Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	● Assist students as they work on pre-writing questions and chart for Greek myth.
● Day 9: Students will begin writing rough drafts of Greek myths.	W.NW.6.3. Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.NW.6.3.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.	● Instruct students to get out pre-writing/brainstorming that they have been working on. ● Discuss elements of a story (Introduction of characters, setting, etc.) ● Provide students with writing samples from Mrs. Meyer and me and read through as a group. ● Allow students to begin writing their own stories.
● Day 10: Students will continue writing rough drafts of Greek myths.	W.NW.6.3. Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.NW.6.3.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.	● Students will continue working on rough drafts of Greek myths. ● Assist students as needed.
● Day 11: Students will revise rough drafts of Greek myths.	W.WP.6.4. With some guidance and support from peers and adults, develop and strengten writing as needed by planning; flexibly making	● Conference individually with students. ● Students will finish making revisions on

	editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	- their documents and print out final drafts. - When finished making revisions, students may work on pictures for Greek Myth presentations.
● Day 12: Student will revise rough drafts of Greek myths.	W.WP.6.4. With some guidance and support from peers and adults, develop and strengten writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	- Conference individually with students. - Students will finish making revisions on their documents and print out final drafts. - When finished making revisions, students may work on pictures for Greek Myth presentations.
● Day 13: Student will present Greek myths to the class.	SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent description, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	Students will present Greek myths to class and answer any questions that peers may have.
● Day 14: Student will present Greek myths to the class.	SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent description, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	Students will present Greek myths to class and answer any questions that peers may have.

Inclusive concepts
●When writing their Greek myths, students will be fostering an understanding of diverse perspectives, collaboration, and empathy through highlighting shared human values, respecting cultural perspectives, and creating diverse characters,

Unit Learning Goals
Unit Title: Persuasive Writing Unit Goals: - Students will be able to research and choose a persuasive topic of their interest.   - Students will research support for their chosen persuasive topic.   - Students will learn about valid and invalid sources, as well as analyze them.   - Students will be able to create an outline for their persuasive essay, including support for their reasons.   - Students will revise, edit, and publish a final copy of their persuasive essay.

Core Instructional Materials	Supplemental Materials
- Persuasive writing resources - Persuasive writing assignment sheet	- Topic choice sheet - Internet use for topic choices - Teacher-created outline - Student/teacher created writing samples

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Record notes on persuasive techniques and strategies.	● W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.	● Teacher-created notes ● Student discussion
● Day 2: Understanding the scope of the assignment and brainstorming possible topics.	● W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.	● Discuss scope of assignment using teacher-created assignment sheet. ● Use JAM-board to have students record possible persuasive ideas.
● Day 3: Work on completing topic choice sheet.	● W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.	● Teacher-created topic choice sheet
Day 4: Discuss differences between valid and invalid sources. Begin researching articles to support each of the three reasons.	● W.SE.6.6 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.	● Videos on valid and invalid sources ● Internet research
Day 5: Continue researching articles to support reasons.	● W.SE.6.6 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.	● Internet research
Day 6: Complete research to support reasons.	● W.SE.6.6 Gather relevant information from multiple print and digital sources;	● Internet research

	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.	
Day 7: Begin persuasive outline.	● W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.	● Teacher-created persuasive outline
Day 8: Continue working on persuasive outline.	● W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.	● Teacher-created persuasive outline
Day 9: Students will complete persuasive outline.	● W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.	● Teacher-created persuasive outline
Day 10: Students will write an introduction paragraph for their persuasive essay.	● W.AW.6.1.A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.	● Review necessary elements of an introduction. Ask students to write a hook using an unusual fact, then model, tying fact to preview, then to thesis. Do the same with a retell hook. ● Have students choose one type of hook and begin their own introductions. ● Assist students as needed.

Day 11: Students will write a first body paragraph for persuasive essay.	● W.AW.6.1.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.	● Instruct students to open up outlines. ● Review persuasive model with students and have them identify examples, details, and persuasive tactics used. ● Have students write their own first body paragraphs and assist where needed.
Day 12: Students will write a second body paragraph for persuasive essay.	● W.AW.6.1.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.	● Instruct students to open outlines and provide them with a model paragraph. ● In partners, have students pull out examples and details, persuasive tactics, etc. ● Review and allow students time to work on their own paragraph. ● Assist where needed.
Day 13: Students will write a third body paragraph for persuasive essay.	● W.AW.6.1.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.	● Distribute sample paragraph and have students work in pairs to label various parts of the sample (topic sentence, rebuttal, figurative language, logos, etc.) Focus on rebuttal. Have students provide answers on Smart Board as a review. ● When finished, have students begin writing their own third body paragraphs.
Day 14: Students will write a conclusion paragraph for persuasive essay.	● W.AW.6.1.E. Provide a concluding statement or section that follows from	● Review elements of a conclusion on Smart Board.

	the argument presented.	- Watch conclusion video clip. - Provide students with models of persuasive conclusions. - Have students work in pairs to give two suggestions for improvement. - When finished, have students practice by writing their own conclusions.
Day 15: Students will revise and edit persuasive essays.	W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	- Distribute checklist and instruct students to revise their essays according to teacher suggestions, along with the checklist. - Conference with students on an individual basis as they revise.
Day 16: Students will revise and edit persuasive essays.	W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	- Distribute check list and instruct students to revise their essays according to teacher suggestions, along with the checklist. - Conference with students on an individual basis.
Day 17: Students will begin peer review of persuasive essays.	W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	- Have students open persuasive essays on Google Docs. - Distribute peer review sheets and assign partners. - Have groups work together to provide suggestions for improvement.

Day 18: Students will complete peer review of persuasive essays.	● W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	● Have students open persuasive essays on Google Docs from yesterday. ● Complete peer review sheets from yesterday. ● When finished, have students revise their own essays according to peer review and turn in final draft.

Inclusive concepts
● For this unit, students are encouraged to choose controversial topics that challenge them. Students are provided with a wide range of topics that include inclusivity of all groups of people.

Unit Learning Goals
Unit Title: Heroes - Explanatory Google Slides Presentation Unit Goals: ● Students will understand the characteristics of a hero. ● Students will be able to research his or her own hero. ● Students will give a detailed presentation on two of the heroes learned about in this unit.

Core Instructional Materials	**Supplemental Materials**
● Article on Todd Beamer ● Biography.com article - "Real-Life Heroes of September 11, 2001" ● Article on Dillon Reeves	● JamBoard ● Google Slides ● Internet for research ● Google Slides

Daily Targets	**NJSLS Performance Expectations**	**Instructional Activities**

Day 1: Students will analyze what it means to be a hero.	● RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.	● Brainstorm characteristics of a hero using Jamboard. ● Hand out news article on Todd Beamer and read through as a whole group. ● Watch Todd Beamer video on history.com. ● Instruct students to read through a second time with a partner and highlight information that states why a person (or people) is a hero. ● Compare answers and discuss Begin class list of hero characteristics.
Day 2: Students will continue to analyze what it means to be a hero.	● RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.	● Hand out Biography.com "Real-Life Heroes of September 11, 2001." ● Assign sections of article for pairs of students to read. ● Have students teach each other about the heroes "jigsaw" style. Discuss qualities of the heroes and record. ● Have students present to the class.
Day 3: Students will continue to analyze what it means to be a hero.	● RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.	● Distribute article on Dillon Reeves. ● Read through article as a whole group and answer questions in pairs. ● Watch ABC News video and discuss hero characteristics of Reeves.
Day 4: Students will research their own hero.	● W.IW.6.2.B. Develop the topic with relevent facts, definitions, concrete details, quotations, or other information and examples.	● Instruct students to find and research a hero of their own. ● Explain to students how they should summarize what it is their hero did in bullet points, as well as list the characteristics they would use to describe this person. ● Allow students remainder of class

		period to finish this.
Day 5: Students will present hero projects.	● SL.PI.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.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	● Students will be called at random to present their hero projects. ● Students will answer questions from classmates.
Day 6: Students will present hero projects.	● SL.PI.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.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	● Students will be called at random to present their hero projects. ● Students will answer questions from classmates.
Day 7: Students will create their own hero project.	● W.IW.6.2.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 aid in comprehension. ● W.IW.6.2.B. Develop the topic with relevent facts, definitions, concrete details, quotations, or other information and examples.	● Present new hero assignment and discuss instructions with students. ● Explain how all examples that we have discussed in class, plus the students' own examples, are to be referenced in their presentation. ● Show sample Google Slides template. ● Instruct students to get started on cover slide and slide for characteristic #1.

Day 8: Students will work on their own hero project.	● W.IW.6.2.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 aid in comprehension. ● W.IW.6.2.B. Develop the topic with relevent facts, definitions, concrete details, quotations, or other information and examples.	● Review instructions for new assignment from yesterday. ● Continue working on slides and assist students as needed.
Day 9: Students will continue working on their own hero project.	● W.IW.6.2.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 aid in comprehension. ● W.IW.6.2.B. Develop the topic with relevent facts, definitions, concrete details, quotations, or other information and examples.	● Continue working on hero slides and assist students as needed.
Day 10: Students will finish working on their hero projects.	● W.IW.6.2.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 aid in comprehension. ● W.IW.6.2.B. Develop the topic with relevent facts, definitions, concrete details, quotations, or other information	● Review project requirements and Google Slides template. ● Students will be given one final class period to work on hero project.

	and examples.	
Day 11: Students will present hero projects.	● SL.PI.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.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	● Review project requirements and call on students at random to present their hero projects. ● Instruct students to listen attentively and ask questions after each presentation.
Day 12: Students will present hero projects.	● SL.PI.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.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	● Review project requirements and call on students at random to present their hero projects. ● Instruct students to listen attentively and ask questions after each presentation.

Inclusive concepts
Students will be researching and presenting all different types of heroes from both history and present day. This will allow for them to have opportunities to learn about inclusivity.

Unit Learning Goals
Unit Title: Compare & Contrast Writing Unit Goals:

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Students will be able to analyze patterns for compare and contrast writing (All A, All B; ABAB).	RL.MF.6.6.	● Explain both patterns of compare & contrast writing and have students take notes. ● Provide examples and have students identify patterns of each. ● Have students brainstorm two topics and compare and contrast them in a Venn Diagram. ● Begin presenting topics.
● Day 2: SWBAT analyze patterns for compare and contrast writing (All A, All B; ABAB).	RL.MF.6.6.	● Ask students to explain the patterns of C&C, and when a writer would use each. ● As a class, create a list of transition words to use for both comparison and contrast. ● Have students copy as we are creating list. ● Provide students with a sample compare & contrast essay and have them highlight information about subject A, then subject B in another color. ● Have them circle introductory sentences and underline transition words.

		● When finished, review on Smart Board.
● Day 3: Students will research to Compare & Contrast social media.	RI.CI.6.2.	● Distribute article called "Social Media: Then & Now." ● Discuss different forms of social media with students. ● Have students answer questions and complete Venn Diagram in pairs. ● Review as a whole group when finished.
● Day 4: Students will identify and write paragraphs using Compare & Contrast patterns.	RL.MF.6.6.	● Students will choose two items out of various categories and compare and contrast them in two (brief) paragraphs without using the names of the objects. ● Partners will work to guess each others' items.
● Day 5: Students will understand assignment for new compare and contrast essay on two topics.	RL.MF.6.6.	● Go over new compare & contrast assignment. ● Allow students some time to choose solid topics (need to be approved). ● Give students time to pre-write using a Venn Diagram.

● Day 5: Students will work on graphic organizer for compare & contrast essay.	RL.MF.6.6. W.IW.6.2	● Model how to complete C&C outline with students. ● Emphasize need for transition words, explanation, etc. ● Allow students time in class to work on individual outlines. ● Conference with students as needed.
● Day 5: Students will complete graphic organizer for compare & contrast essay.	RL.MF.6.6. W.IW.6.2	● Model remainder of C&C outline with students. ● Emphasize need for transition words, explanation, etc. ● Allow students time in class to work on individual outlines. ● Conference with students as needed. ● Outlines must be finished for homework if not completed in class.
● Day 6: Student will write an introduction for compare & contrast essay.	RL.MF.6.6. W.IW.6.2.A	● As a whole group, review necessary elements of introduction. ● Model writing of introduction with help of students, then have students begin writing their own introductions. Complete introductions
● Day 7: Students will write a first body paragraph in ABAB pattern.	RL.MF.6.6. W.IW.6.2.B	● As a whole group, review topic and concluding sentences as well as appropriate transition words when

		- doing comparison writing. - Model writing of paragraph, emphasizing details and transition of comparison. - When finished, have students begin writing their own first body paragraphs using the ABAB pattern. - Finish first body paragraph (similarities) for homework if not finished in class.
Day 8: Students will write a second body paragraph in ABAB pattern.	RL.MF.6.6. W.IW.6.2.B	- As a whole group, discuss topic and concluding sentences, as well as appropriate contrast transitions. - Model writing of paragraph, emphasizing transition of contrast, as well as concluding sentences. - When finished, have students begin own contrast paragraphs using the All A, All B. - Finish second body paragraph (differences) for homework if not finished in class.
Day 9: Students will write a conclusion paragraph.	RL.MF.6.6. W.IW.6.2.F	- As a whole group, discuss elements of conclusion paragraph. - Model writing of conclusion paragraph, emphasizing restating thesis, summarizing, and strong final sentence. - When finished, have students begin own conclusion paragraphs.

		● Students must finish conclusion paragraphs for homework.
● Day 10: Students will revise and edit compare and contrast essays per teacher suggestion.	W.WP.6.4.	● Instruct students to pull up compare and contrast essays on Google Docs. ● Allow them to make revisions suggested by me, and ask questions if needed. ● Conference with students on an individual basis. ● Have students work on revising introduction and body 1 by using checklist provided.
● Day 11: Students will revise and edit compare and contrast essays per teacher suggestion.	W.WP.6.4.	● Direct students to take out paragraphs to revise according to suggestions on first draft. ● Have students highlight transition words and check for repetition. ● When finished, have students print out, then highlight all A in one color and all B in another color to determine correct pattern. ● Conference individually with students as needed.
● Day 12: Students will revise and edit compare and contrast essays per peer	W.WP.6.4.	● Instruct students to pull up compare and contrast essays on Google Docs.

review sheet.		• Assign partners for students to peer review with. • Review peer review sheet requirements. • Begin peer review and allow students remainder of period to edit and revise peers' paper.
• Day 13: Students will revise and edit compare and contrast essays per peer review sheet.	W.WP.6.4.	• Instruct students to pull up compare and contrast essays on Google Docs. • Review peer review sheet requirements from yesterday. • Allow students remainder of period to edit and revise peers' paper. • Print and turn in for final grade.

Inclusive concepts
Compare and contrast writing lends itself to inclusivity and culture competency depending on the topic choices. Students may choose topics that examine how people, cultures, or ideas are unique, while also identifying shared values and commonalities. By engaging with different viewpoints, students practice seeing the world from lenses other than their own.

Unit Learning Goals
Unit Title: Research Writing Unit Goals: • Students will understand the time period known as the Middle Ages. • Students will research the culture, technology, and politics of the Middle Ages. • Students will compare the culture, technology, and politics of the Middle Ages to those of today. • Students will write a research paper on the above aspects of the Middle Ages. • Students will create a Works Cited page for their research paper.

Core Instructional Materials	Supplemental Materials
● Packets of information on culture, technology, and politics	● *A Knight's Tale* movie ● K-W-L Chart ● Packets of information on culture, technology, and politics ● https://www.citationmachine.net/ ● https://www.easybib.com/

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Students will begin watching *A Knight's Tale* and answer questions.	●SL.II.6.2	● Students will begin watching *A Knight's Tale* movie. ● Students will answer questions that go along with movie. ● Discuss.
● Day 2: Students will continue watching *A Knight's Tale* and answer questions.	●SL.II.6.2	● Students will continue watching *A Kinght's Tale* movie. ● Students will answer questions that go along with movie. ● Discuss.
● Day 3: Students will finish watching *A Knight's Tale* and answer questions.	●SL.II.6.2	● Students will finish watching *A Knight's Tale* movie. ● Students will answer questions that go along with movie. ● Discuss.
● Day 4: Students will discover information about the culture, technology, and politics of the Middle Ages.	●W.WR.6.5	● Distribute research folders and materials to students. ● Go over research assignment as a class. ● Begin K-W-L chart about Middle Ages. ● Discuss.

● Day 5: Students will discover information about the culture, technology, and politics of the Middle Ages.	●W.SE.6.6	● Perform note card lesson on Smart Board. ● Have students practice writing a note card in the correct format using Medieval Castles articles. ● Go over student samples of note cards. ● Finish two practice note cards on castles if not finished in class.
● Day 6: Students will discover information about the culture, technology, and politics of the Middle Ages.	●W.SE.6.6	● Review note card format and look at cards that were done for homework. ● Correct on Smart Board. ● Distribute source information on culture and instruct students to find information on 3 subtopics and begin writing their culture note cards. ● 3 culture note cards need to be finished for homework.
● Day 7: Students will discover information about the culture, technology, and politics of the Middle Ages.	●W.SE.6.6	● Review note card format and look at cards from homework. ● Correct them. ● Distribute source information on technology and instruct students to find information on 3 subtopics and begin writing their technology note cards. ● 3 technology note cards need to be

		finished for homework.
● Day 8: Students will discover information about the culture, technology, and politics of the Middle Ages.	●W.SE.6.6	- Review note card format and look at cards from homework. - Correct them. - Distribute source information on politics and instruct students to find information on 3 subtopics and begin writing their politics note cards. 3 politics note cards need to be finished for homework.
● Day 9: Students will create an outline for their Middle Ages research paper.	- W.SE.6.6 - W.RW.6.7	- Have students organize and number all note cards, and model first half of outline. - Solicit information from students to help fill in outline. - After each portion is thoroughly explained, allow students the remainder of the period to work on their own individual outlines. - Work on outline (up to topic sentence of the technology paragraph)
● Day 9: Students will continue working on outline for Middle Ages research paper.	- W.SE.6.6 - W.RW.6.7	- Like the class period prior, model remainder of outline (body 2, body 3, and conclusion) for students. - Allow them the remainder of the period

		to continue working on research outlines.
● Day 10: Students will complete outline for Middle Ages research paper.	● W.SE.6.6 ● W.RW.6.7	● Answer any questions that the students may have about the outline and any unfinished portions. ● Allow students the remainder of the period to continue working on research outlines. ● Research outline must be finished for homework if not completed in class.
● Day 11: Students will write introduction paragraph for Middle Ages research paper.	● W.SE.6.6 ● W.RW.6.7	● Provide students with a sample introduction paragraph. ● Discuss possible hooks (quote or interesting facts). ● Identify the author's background information, thesis statement, and preview. ● When finished reviewing, allow students the remainder of the period to write their own introduction paragraphs.
● Day 12: Students will write first body paragraph on culture for Middle Ages research paper.	● W.SE.6.6 ● W.RW.6.7	● Provide students with a sample first body paragraph (culture). ● In pairs, have students identify topic and concluding sentences, examples, details, explanations, transitions, parenthetical references, etc.

		● When finished reviewing, allow students the remainder of the period to write their own paragraphs on culture of the Middle Ages. ● Culture paragraph must be finished for homework if not finished in class.
● Day 13: Students will write second body paragraph on technology for Middle Ages research paper.	● W.SE.6.6 ● W.RW.6.7	● Show students a sample model of a technology paragraph. ● Ask students to come up to the Smart Board to identify topic and concluding sentences, examples, explanations, transitions, parenthetical references, etc. ● When finished reviewing as a class, allow students the remainder of the period to write their own paragraphs on technology of the Middle Ages. ● Technology paragraph must be finished for homework if not finished in class.
● Day 14: Students will write third body paragraph on politics for Middle Ages research paper.	● W.SE.6.6 ● W.RW.6.7	● Provide students with a sample model of a politics paragraph. ● Ask students to come up to the Smart Board to identify topic and concluding sentences, examples, explanations, transitions, parenthetical references, etc. ● When finished reviewing as a class, allow students the remainder of the period to write their own paragraphs on politics of the Middle Ages. ● Politics paragraph must be finished for homework if not finished in class.

● Day 15: Students will write conclusion paragraph for Middle Ages research paper.	● W.SE.6.6 ● W.RW.6.7	● Write a conclusion paragraph as a class. ● Ask students for suggestions for a CAPES strategy, ways to rephrase thesis, answer expansion question, strong final sentence, etc. ● When finished, label elements and allow students remainder of the period to complete their research conclusions. ● Conclusions must be finished for homework if not finished by the end of the class period.
● Day 16: Students will create Works Cited page for Middle Ages research paper.	● W.SE.6.6	● Show students a sample Works Cited page. ● Model pieces of a citation and review with students. ● Show students how to navigate different search engines for citations. ● Allow them time in class to work on their Works Cited pages. ● Works Cited pages must be completed for homework if not finished in class.
● Day 17: Students will recognize errors and make appropriate revisions to their research writing.	● W.WP.6.4	● Provide students with a workshop period for students to incorporate teacher suggestions into their research papers. ● Revise introductions and first body only.

● Day 18: Students will recognize errors and make appropriate revisions to their research writing.	● W.WP.6.4	● Provide students with a second workshop period to incorporate teacher suggestions into their research papers. ● Revise body 2, 3, and conclusion.
● Day 19: Students will recognize errors and make appropriate revisions to their research writing.	● W.WP.6.4	● Students will color code specific parts of their essays to ensure that they are all there. (i.e.: examples, explanations, transition words, parenthetical references, correct Works Cited entries, etc.) ● When finished, students will peer review each others' essays.
● Day 20: Students will recognize errors and make appropriate revisions to their research writing.	● W.WP.6.4 ● W.WR.6.5	● Final workshop period for students to incorporate teacher and peer suggestions into their research papers. ● Publish and print by end of period. ● Final essays will count as a test grade.

Inclusive concepts
● Our research paper on the Middle Ages can encourage inclusivity in the classroom by allowing students to explore diverse perspectives, cultures, and contributions from that historical period. This approach fosters an understanding of the interconnectedness of global

societies and highlights the value of inclusivity in learning

Unit Learning Goals

Unit Title: Vocabulary Instruction
Unit Goals:
    ● Students will acquire new vocabulary words.
    ● Students will think critically to learn synonyms and antonyms of new vocabulary words.
    ● Students will be able to correctly use new vocabulary words in context.

Core Instructional Materials	Supplemental Materials
● Sadlier Vocabulary Workshop by Jerome Shostak (Common Core Enriched Edition) Level A	● Teacher-created resources ● Quizlet ● Teacher-made test

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Students will learn new vocabulary words.	● L.VL.6.3. ● L.VL.6.3.A ● L.VL.6.3.B ● L.VL.6.3.D ● L.VL.6.3.E ● L.VI.6.4 ● L.VI.6.4.A. ● L.VI.6.4.B. ● L.VI.6.4.C. ● L.VI.6.4.D.	● Distribute new unit of vocabulary words. ● Review words in whole group and discuss. Provide real-life examples for each definition and solicit examples from students. ● Instruct students to complete the first section ("Choosing the Right Word") and go over. If there is time, have students put words on Quizlet and review independently.

● Day 2: Students will practice using new vocabulary words.	● L.VL.6.3. ● L.VL.6.3.A ● L.VL.6.3.B ● L.VL.6.3.D ● L.VL.6.3.E ● L.VI.6.4 ● L.VI.6.4.A. ● L.VI.6.4.B. ● L.VI.6.4.C. ● L.VI.6.4.D.	● Start out by playing Quizlet live to quiz the students on the words from last week. ● When finished, let kids work in pairs to complete the remainder of the exercises (Synonyms, Antonyms, Completing the Sentence). ● Review as a whole group and allow students to play on their own on Quizlet in preparation for next week's vocabulary quiz.
● Day 3: Students will complete a quiz on mastery of vocabulary words.	● L.VL.6.3. ● L.VL.6.3.A ● L.VL.6.3.B ● L.VL.6.3.D ● L.VL.6.3.E ● L.VI.6.4 ● L.VI.6.4.A. ● L.VI.6.4.B. ● L.VI.6.4.C. ● L.VI.6.4.D.	● Distribute Unit 1 Vocabulary quiz. ● Review directions as a whole group. ● Monitor as students complete quiz.

Inclusive concepts
● The new vocabulary words that are introduced each unit provide examples of all sorts that include inclusivity and culture competency. Many of the example sentences and passages reference other countries and cultures.