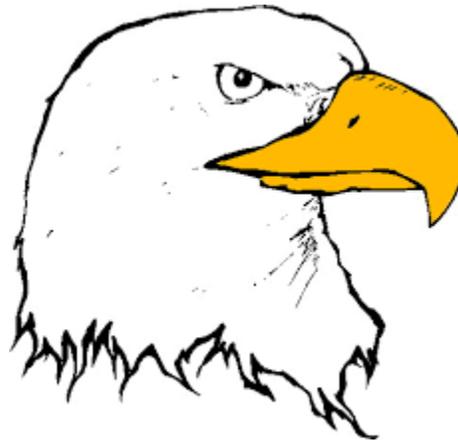


Learning to Soar

# Mountain View School District

## Humanities Curriculum

Aligned to PA Core Standards, PA Academic Standards,  
PA English Language Proficiency Standards



Length of Courses: Full Year

Length of Period: 80-120 minutes

Duration: Daily

**Adopted by the Mountain View Board of Directors on: August 22, 2016**

## Sixth Grade

Learning to Soar  
**The Humanities Curriculum Committee**

Tracy Bazil

Maureen Beamish

Joshua Carpenter

Mark Ezdebski

Steven Farrell

Jacqueline Ferenczi

Erika Gething

Ernie Griffis

Andrea James

Jenny Keating

Dr. Christopher J. Lake

Corinne McNabb

Brandi Miller

Katie Naegele

Jenifer Pliska

Joseph Scanlon

Kristin Smith

Melissa Wasko

# Learning to Soar

## What is a Curriculum Framework?

A Curriculum Framework is an organized plan or set of standards that defines the content to be learned in terms of clear, definable **standards of what the student should know and be able to do**.

A Curriculum Framework is part of **standards aligned system**. The framework is the first step, defining clear, high standards which will be **achieved by all students**. The curriculum is based upon the standards, and students are assessed against the standards. When the standards are reached, there will be no **achievement gap** where some groups are allowed to score lower than others. All will meet world class standards and be career and college ready.

A Curriculum Framework includes the **Enduring Understandings/Big Ideas**, which will lead to **life-long learning**; **Essential Questions** that guide student learning; **Grade Level Skills/Competencies** that students are to master in order to meet the overarching **Standards**; potential **Resources and Materials** for teachers and students to utilize to **introduce, develop, master, and practice the skills**; **Academic Vocabulary/Concepts** necessary for the students to understand the content; and **Common Assessments with Criteria**, or opportunities, for students to demonstrate their level of achieving the standards. The framework allows for differentiation and alternative assessments for students with special needs.

From the Curriculum Framework, teachers create lessons and units to meet each individual student's needs. A Curriculum Framework should allow a teacher to include **differentiation through multiple resources, learning opportunities, and assessments**. Choice and creativity for teachers and students are very important, and a Curriculum Framework should allow for both, yet focus on the standards.

A Curriculum Framework is **a living document** that must grow and develop with time and experience. It would behoove the committee to think that this document is complete. Administrators, teachers, parents, and students will continue to revise the Curriculum Framework to continue to meet the needs of each student of the Mountain View School District.

A Curriculum Framework is **not a textbook**. A textbook is one tool or resource used to deliver a Curriculum Framework. Likewise, a series is one of many resources used to develop students' skills and understanding of the world around them. A Curriculum Framework is **not a unit plan or collection of daily lesson plans** with specific teaching strategies.

Aligning with PA Core Standards, an English/Language Arts curriculum focuses on the four domains of literacy: Speaking, Listening, Reading and Writing. It is the intent that the four domains are taught through **an integrated approach**, including vocabulary, spelling, syntax, grammar, and conventions. Students demonstrate their understanding of the content and mastery of the literacy skills through speaking and/or writing assessments about what they have heard and/or read. Research supports this approach of integrating all four domains of literacy in a thematic approach as opposed to teaching each in isolation. Even in the case when language arts may be taught by a teacher different from the teacher who teaches reading, integration is vital for students' language development.

## Learning to Soar

### An Integrated Curriculum for ELA and Social Studies

The Humanities Curriculum Committee (2016) has combined literacy and social studies, with socialization skills. Through a thematic approach, students will learn important social skills to be a good citizen while learning the Pennsylvania standards for literacy. Each year, students will focus on one overarching social goal which will build upon the previous year's goal. Kindergarten will develop KIND KIDS; First Grade, COOPERATIVE WORKERS; Second Grade, PERSISTENT LEARNERS; Third Grade, RESPONSIBLE SCHOLARS; Fourth Grade, CONFIDENT THINKERS; Fifth Grade, PROBLEM SOLVERS; Sixth Grade, OPEN-MINDED INDIVIDUALS. These skills and overarching goals will develop accepting and understanding global thinkers for the 21<sup>st</sup> Century.

#### Sixth Grade: Goal: Open-minded Individuals

(Descriptor) As adolescents begin their transition into adulthood, they must be able to recognize, acknowledge, accept, and appreciate differences in each other. Students should embrace other cultures as well. Adults serve as a positive role model to help the students associate bias with ignorance. The young adults will use informational text and literature to explore how persons and characters think for themselves rather than relying on the opinions of others.

**Theme One:** *Acknowledge Your Uniqueness*

**Theme Two:** *Celebrate Differences in Others*

**Theme Three:** *Understand Different Points of View*

**Theme Four:** *Accept that You Can't Do It Alone*

# Learning to Soar

## PA ELA Core Standards for Sixth Grade

([www.pdesad.org](http://www.pdesad.org))

### Reading

CC.1.2.6.A.-L. Students read, understand, and respond to informational text—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

CC.1.3.6.A.-K. Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

### Writing

CC.1.4.6.A.-X. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### Speaking and Listening

CC.1.5.6.A.-G. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

## PA Academic Standards for Social Studies

### Civics and Government

- 5.1.6.A.-F. Principles and Documents of Government
- 5.2.6.A.-D. Rights and Responsibilities of Citizenship
- 5.3.6.A.-I. How Government Works
- 5.4.6.A.-B. How International Relationships Function

### Geography

- 7.1.6.A.-B. Basic Geographic Literacy
- 7.2.6.A.-B. Physical Characteristics of Places and Regions
- 7.3.6.A. Human Characteristics of Places and Regions
- 7.4.6.A.-B. Interactions between People and the Environment

### Economics

- 6.1.6.A.-D. Scarcity and Choice
- 6.2.6.A.-G. Markets and Economic Systems
- 6.3.6.A.-D. Functions of Government
- 6.4.6.A.-D. Economic Interdependence
- 6.5.6.A.-H. Income, Profit, and Wealth

### History

- 8.1.6.A.-C. Historical Analysis and Skills Development
- 8.2.6.A.-D. Pennsylvania History
- 8.3.6.A.-D. United States History
- 8.3.6.A.-D. World History

## Learning to Soar

### PA English Language Proficiency Standards: Classroom/Formative Framework

Standard 1: English language learners communicate in English for **Social** and **Instructional** purposes within the school setting **Grade Level: Sixth Grade**

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	Level 6 - Reaching
Listening	Identify positive and negative behaviors from oral statements supported by illustrations (such as: in school, on the playground, in gym class or on the bus).	Role-play examples of etiquette and manners associated with activities based on illustrated oral descriptions (such as: sports rules or turn taking).	Role-play positive ways of interacting socially and culturally based on oral descriptions working with a partner.	Role-play to identify positive resolutions to peer pressure based on oral descriptions working with a partner.	Make connections to self from oral scenarios involving peer pressure.		
Reading	Match pictures and symbols to words and phrases in everyday print.	Classify topics identified through everyday print supported by visuals.	Sort relevant information from irrelevant information on topics gathered from everyday print that is visually supported.	Interpret information on topics gathered from everyday print that is visually supported.	Draw conclusions on topics gathered from everyday print that is visually supported.		
Speaking	Offer greetings, compliments, introductions, or farewells in authentic context using one or two words.	Ask WH-questions or exchange information supported visually.	Initiate or engage in conversation with peers.	Use idiomatic expressions or slang in conversation with peers.	Use humor or sarcasm in conversation with peers.		
Writing	Write "To do" lists through pictures and words using a picture dictionary.	Write short phrases or sentences about personally relevant tasks working with a partner.	Write simple paragraphs about personally relevant tasks working with a partner.	Revise paragraphs about personally relevant tasks with a peer.	Write responses that include language with multiple meanings (such as: idioms) about personally relevant tasks using notes and/or graphic organizers.		

# Learning to Soar

Standard 2: English language learners communicate in English for **Language Arts** purposes within the school setting.

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	Level 6- Reaching
Listening	Match characters to their character traits (such as: helpful, kind, etc.) after viewing a short skit or drama.	Organize characters and settings according to scenes from a short skit or drama.	Reenact a scene from a skit or drama attended within a small group.	React to basic humor in a skit or drama.	Draw conclusions from grade level drama.	1.6.8.A 1.6.8.B	
Reading	Identify words or phrases supported by illustrations associated with various genres.	Classify visually supported vocabulary in context associated with various genres read within a small group.	Match visually supported details that highlight the main ideas found in excerpts from various genres.	Identify genres based on language structures integrated into text (such as: "The moral of the story") within a small group.	Infer types of genres associated with written descriptions or summaries from grade-level text working within a triad.	R8.A.1 R8.A.2	
Speaking	Answer WH-questions based on comic book versions of age appropriate stories, plays or novels.	Restate facts from visually supported information in newspapers, magazines or brochures.	Predict future outcomes of a drama, song or magazine article to a small group.	Present summaries of student-selected trade books or short stories within a small group.	Give book summaries or reviews, including critiques, appropriate to grade-level within a small group.	1.6.8.C 1.6.8.D 1.6.8.E	
Writing	Write words and phrases using bilingual or picture dictionaries.	Write phrases or short sentences using a graphic organizer.	Create simple paragraphs using a graphic organizer.	Create paragraphs or longer compositions using thesauri, dictionaries or checklists.	Self-assess and revise process writing using rubrics working with a partner.	1.4.8.A-C 1.5.8	

# Learning to Soar

## Humanities Curriculum for English/Language Arts and Social Studies

### Sixth Grade

#### “Open-minded Individuals”—Being Open to Differences

(Social Studies Focus—Ancient World Civilizations)

#### **MARKING PERIOD 1**

**Overarching Concept:** *Uniqueness*

**Theme:** *Acknowledging Your Uniqueness*

**Big Idea/Enduring Understanding:** To begin to be open-minded, one must realize his/her own talents and strengths, along with one’s own challenges. With this self-awareness, a student is able to be more accepting of others’ differences. This unit will celebrate each student’s special characteristics that contribute to the greater good of the class, school, and community. Students will study a variety of characters and individuals who have overcome their challenges and have embraced their talents to make a positive impact on their family, community, and/or the world around them.

**Essential Questions:**

- Do I have uniqueness?
- How does my uniqueness serve me?
- How can I identify my uniqueness?
- How can I best communicate or express my uniqueness?
- Do other people have uniqueness?
- How can other people be unique?

**Cumulating Assessment:** Students will write a personal narrative about their uniqueness, addressing at least one of the Essential Questions and referring to at least two texts studied.

**Common Assessment Tool:** PSSA Narrative Writing Rubric <http://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PSSA/Scoring%20Guidelines%20and%20Formula%20Sheets/English%20Language%20Arts/Writing%20Narrative%20Scoring%20Guidelines%206-8.pdf>

**Other Assessments:** Literature Unit test\*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. \* = non-negotiable

## Learning to Soar

**Suggested Community Outreach:** Voter Registration or County Government Representative

**Resources: for ELA and Social Studies**

**Tier I:** Pearson Common Core Literature, Writing Coach, My World History (Chapters 1, 2, and 3), World Geography (Chapters 17 and 18), Accelerated Reader, teacher selected materials.

**Tier II:** Moby Max, Just Words, Wilson Fluency Kit, Accelerated Reader, Inside (ESL), teacher selected materials.

**Tier III:** Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

**Suggested Teacher Resources:** Various Rubrics (See Appendixes), [www.interventioncentral.org](http://www.interventioncentral.org), [www.readworks.org](http://www.readworks.org), <http://www.discoveryeducation.com>, <http://pblchecklist.4teachers.org/checklist.shtml>, <http://rubistar.4teachers.org/index.php>, <http://thinktank.4teachers.org/>.

**Academic Vocabulary:**

**ELA:** author's point of view, author's purpose, clause, complex sentence, dependent clause, independent clause, judgement, personal opinion, precise language, semi-colon, subordinating conjunction, voice.

**Social Studies:** accumulate, civic life, courts, framer, incentives, intangible asset, interest groups, international trade, national economy, national government, political symbols, public goods, public service, responsibilities of citizenship, tangible assets, taxes.

**Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)**

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alongs, Read alouds.	Partner reporting, Interviewing, Music, Read alongs, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

## Learning to Soar

### Suggested Texts:

Timeframe	Below Grade Level/Genre	On Grade Level/Genre	Above Grade Level/Genre
Weeks 1 & 2	<i>Anchor: Jackie Robinson—Justice at Last</i> (Biographical)	<i>Memories of an All-American Girl</i> (Autobiographical)	<i>Preserving a Great American Symbol</i> (Persuasive Speech)
Weeks 3 & 4		<i>The Stone</i> (Folk tale)	<i>Arachane</i> (Myth)
Weeks 5 & 6	<i>The Drive In Movies</i> (Nonfiction)	<i>Laugston Terrace</i> (Memoir)	<i>Names/Numbers</i> (Personal Narrative)
Weeks 7 & 8	<i>Life Doesn't Frighten Me</i> (Poetry)	<i>Adventures of Isabel</i> (Poetry)	<i>A Dream Within a Dream</i> (Poetry)
Weeks 9 & 10	<i>The Sound of Summer Running</i> (Short story)	<i>Race to the End of the Earth</i> (Essay)	<i>Angela Duckwork and the Research on "Gritt"</i> (Web article)

### Standards: ELA

### Students will...

Master	Develop	Introduce
<p><b>Reading Informational Text</b> <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> <li>Explain how main idea is conveyed through particular details.</li> <li>Summarize the text without personal opinions or judgment.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Explain how an author's point of view is conveyed in a text.</li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including contrast,</li> </ul>	<p><i>To be Mastered in 6<sup>th</sup> Grade MP 2</i></p> <p><b>Reading Informational Text</b> <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> <li>Cite textual evidence by quoting accurately from text to support inferences and generalizations.</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>Use multiple print or digital sources to develop a coherent understanding of a topic or issue.</li> </ul> <p><b>Reading Literature</b> <i>Key Ideas and Details</i></p>	<p><i>To be Mastered in 6<sup>th</sup> Grade MP 4</i></p> <p><b>Reading Literature</b> <i>Craft and Structure</i></p> <ul style="list-style-type: none"> <li>Explain how sound devices convey meaning in a work.</li> </ul> <p><b>Technology and Publication</b></p> <ul style="list-style-type: none"> <li>Use technology, including Internet, to produce and publish writing as well as interact and collaborate with others.</li> </ul>

# Learning to Soar

addition, and other logical relationships.

- Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.

## Reading Literature

### Key Ideas and Details

- Explain how a theme is conveyed through particular details.
- Summarize the text without personal opinion or judgment.

### Craft and Structure

- Explain how an author’s purpose is conveyed through the text.

### Vocabulary Acquisition and Use

- Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including contrast, addition, and other logical relationships.
- Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.

## Writing

	<b>Narrative</b>
<i>Focus</i>	Establish a situation and introduce a narrator and/or character.

- Cite textual evidence by quoting accurately from text to support inferences and generalizations.
- Describe how a plot develops and how characters respond or change as the plot moves to a resolution.

## Integration of Knowledge and Ideas

- Compare and contrast the written word to a visual and/or auditory experience.

## Writing

	<b>Informative</b>
<i>Focus</i>	Identify and introduce the topic for the intended audience.
<i>Content</i>	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, including illustrations and multimedia when appropriate.
<i>Organization</i>	Organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; use transition; provide a

- Demonstrate sufficient keyboarding skills to type a minimum of three pages in a single sitting.

## Speaking and Listening

### Presentation of Knowledge and Ideas

#### Purpose, Audience, and Task

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas and themes.
- Use appropriate eye contact, adequate volume, and clear pronunciation.

#### Context

- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and audience.

### Integration of Knowledge and Ideas

#### Multimedia

- Include multimedia components and visual displays to presentations to clarify information.

### Conventions of Standard English

- Demonstrate command of the conventions of Standard English when speaking based on Grade 6 level and content.

## Learning to Soar

<i>Content</i>	Use dialogue and descriptions of actions, pacing, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.		conclusion, include formatting when useful.	
<i>Organization</i>	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows from the narrated experiences and events.	<i>Style</i>	Use precise language and domain-specific vocabulary. Use sentences of varying length and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.	
<i>Style</i>	Vary sentence patterns for meaning, interest, and style. Use precise language (i.e. proper nouns and adjectives). Develop and maintain a consistent voice.	<i>Conventions</i>	Use compound sentences with a subordinating conjunction and a semi-colon. Use complex sentences. Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases and clauses with appropriate punctuation. Use correct grade-level spelling.	
<i>Conventions</i>	Use compound sentences with a			

## Learning to Soar

	<p>subordinating conjunction and a semi-colon.                  Use complex sentences.                  Use appropriate transitions between and within paragraphs.                  Use varying sentence openers with phrases and clauses with appropriate punctuation.                  Use correct grade-level spelling.</p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Identify and use adverb dependent clauses and prepositional phrases, with correct punctuation for sentence openers.</li> <li>Use commas correctly in compound sentences and complex sentences.</li> <li>Use semi-colons correctly in compound sentences.</li> </ul> <p><b>Response to Literature</b></p> <ul style="list-style-type: none"> <li>Apply grade level reading standards for literature and informational texts.</li> </ul> <p><b>Speaking and Listening Comprehension and Collaboration</b></p> <p><b>Critical Listening</b></p> <ul style="list-style-type: none"> <li>Delineate the speaker’s argument and specific claims by identifying specific reasons and evidence.</li> <li>Recognize arguments or claims not supported by factual evidence.</li> </ul> <p><i>To be Mastered in 6<sup>th</sup> Grade MP 3</i></p> <p><b>Reading Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text.</li> </ul> <p><b>Craft and Structure</b></p>	
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Define, identify, and analyze independent and dependent clauses by sentence patterns.</li> <li>Combine simple sentences into compound sentences using subordinating conjunctions.</li> <li>Use verb tenses correctly.</li> <li>Use correct form of irregular verbs.</li> </ul> <p><b>Response to Literature</b></p> <ul style="list-style-type: none"> <li>Draw evidence from literary or information texts to support analysis, reflection, and research.</li> </ul> <p><b>Speaking and Listening</b></p>			

## Learning to Soar

### Comprehension and Collaboration

#### Collaborative Discussion

- Engage effectively in a range of collaborative discussions on grade level topics.
- Build upon other’s ideas.
- Express own ideas clearly.

- Analyze the structure through paragraphs, chapters, or sections.
- Interpret figurative language (simile, personification, hyperbole, metaphor, analogy).

#### ***Integration of Knowledge and Ideas***

- Evaluate an author’s argument by examining claims and determining if they are supported by evidence.
- Examine how two authors present similar information in different types of text.

### Reading Literature

#### ***Craft and Structure***

- Analyze how the structure of a text contributes to development of theme, setting, and plot.
- Interpret figurative language (simile, personification, hyperbole, metaphor).

#### ***Integration of Knowledge and Ideas***

- Compare and contrast text in the same genre on their approaches to similar themes and topics as well as literary elements.

### Writing

	<b>Argumentative</b>
<i>Focus</i>	Introduce the topic and state an opinion.
<i>Content</i>	Use clear reasons and relevant evidence to support claims, using credible sources.

## Learning to Soar

	<p><i>Organization</i></p>	<p>Organize the claim with clear reasons and evidence.</p> <p>Clarify relationships among claims and reasons.</p> <p>Provide a concluding statement or section.</p>	
	<p><i>Style</i></p>	<p>Use precise language and domain-specific vocabulary.</p> <p>Use sentences of varying length and complexities.</p> <p>Develop and maintain a consistent voice.</p> <p>Establish and maintain a formal style.</p>	
	<p><i>Conventions</i></p>	<p>Use compound sentences with a subordinating conjunction and a semi-colon.</p> <p>Use complex sentences.</p> <p>Use appropriate transitions between and within paragraphs.</p> <p>Use varying sentence openers with phrases</p>	

## Learning to Soar

	<p>and clauses with appropriate punctuation. Use correct grade-level spelling.</p>	
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Define, identify, and correct run-on sentences in self and peer writing.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>With guidance and support, strengthen writing through planning, revising, editing, rewriting, and trying new approaches.</li> </ul> <p><b>Conducting Research</b></p> <ul style="list-style-type: none"> <li>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</li> </ul> <p><b>Credibility, Reliability, and Validity of Sources</b></p> <ul style="list-style-type: none"> <li>Gather relevant information from multiple print and digital sources.</li> <li>Access credibility of each source.</li> <li>Quote or paraphrase the data and conclusions of others, avoiding plagiarism.</li> </ul>		

## Learning to Soar

	<ul style="list-style-type: none"> <li>• Provide basic bibliographic information of sources.</li> </ul> <p><b>Speaking and Listening</b>  <b>Comprehension and Collaboration</b>  <b>Evaluating Information</b></p> <ul style="list-style-type: none"> <li>• Explain how each claim is supported by reasons and evidence.</li> </ul>	
--	--	--

### ***Social Studies—Early Civilizations***

#### ***Essential Questions:***

- Why did early man gather together to form early civilizations?
- What makes these early civilizations unique in their forms of government, economic systems, and cultures?
- How did the early civilizations of the Fertile Crescent influence cultures of today?
- Does the uniqueness of these civilizations/cultures divide or unite them?
- How can these countries of the Eastern Mediterranean and the Arabian Peninsula benefit from working together?

#### ***Suggested Activities/Assessments:***

- Students will create original graphic organizers for comparison and contrast of the modern countries and of early civilizations.
- Students will write a travel journal as though they were traveling in Eastern Mediterranean or the Arabian Peninsula.
- Students will write an action plan to solve a problem of how these countries may work together using their uniqueness.

# Learning to Soar

**Standards: Social Studies**

**Students will...**

<b>Master</b>	<b>Develop</b>	<b>Introduce</b>
<p><b><i>Civics and Government</i></b>  <b>Principles and Documents of Government</b></p> <ul style="list-style-type: none"> <li>Explain the effect of the rule of law in protecting rights, individual rights, and the common good.</li> </ul> <p><b>Rights and Responsibilities of Citizenship</b></p> <ul style="list-style-type: none"> <li>Explain how citizens resolve conflicts in society and government.</li> </ul> <p><b>How Government Works</b></p> <ul style="list-style-type: none"> <li>Identify leadership positions and their primary duties at the local, state, and national levels.</li> <li>Identify individual interest groups and how they impact government.</li> </ul> <p><b>How International Relationships Function</b></p> <ul style="list-style-type: none"> <li>Identify how countries have varying interests.</li> </ul> <p><b><i>Economics</i></b>  <b>Scarcity and Choice</b></p> <ul style="list-style-type: none"> <li>Explain how limited resources and unlimited wants cause scarcity.</li> </ul>	<p><i>To be Mastered in 6<sup>th</sup> Grade MP 2</i></p> <p><b><i>Civics and Government</i></b>  <b>Principles and Documents of Government</b></p> <ul style="list-style-type: none"> <li>Explain the basic principles and ideals within documents and the roles played by framer as found in significant documents.</li> <li>Describe how citizens and leaders use political symbols.</li> </ul> <p><b>Rights and Responsibilities of Citizenship</b></p> <ul style="list-style-type: none"> <li>Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.</li> <li>Describe the importance of political leadership and public service.</li> </ul> <p>How Government Works</p> <ul style="list-style-type: none"> <li>Describe how local, state, and national governments provide services.</li> <li>Explain what taxes are and why they are necessary.</li> </ul> <p><b><i>Economics</i></b>  <b>Markets and Economic Systems</b></p>	<p><i>To be Mastered in 6<sup>th</sup> Grade MP 4</i></p> <p><b><i>Civics and Government</i></b>  <b>How Government Works</b></p> <ul style="list-style-type: none"> <li>Describe the influence of mass media on society.</li> </ul> <p><b><i>Economics</i></b>  <b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>Explain how advertising influences economic decisions.</li> </ul> <p><b>Economic Interdependence</b></p> <ul style="list-style-type: none"> <li>Explain how multinational corporations contribute to economic interdependence.</li> </ul> <p><b>Income, Profit, and Wealth</b></p> <ul style="list-style-type: none"> <li>Identify the costs and benefits of saving.</li> <li>Explain the differences between interest rates for saving and borrowing.</li> </ul> <p><b><i>History</i></b>  <b>United States History</b></p> <ul style="list-style-type: none"> <li>Explain the social, political, cultural, and economic contributions of individuals and groups to US history.</li> </ul>

## Learning to Soar

<ul style="list-style-type: none"> <li>• Compare ways that people meet their needs with how they meet their wants.</li> <li>• Identify incentives that affect personal choices.</li> </ul> <p><b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Describe the interaction of consumers and producers of goods and services in the state and national economy.</li> </ul> <p><b>Functions of Government</b></p> <ul style="list-style-type: none"> <li>• Examine government’s role in providing public goods and services.</li> <li>• Describe the impact of government involvement in state and national economic activities.</li> </ul> <p><b>Income, Profit, and Wealth</b></p> <ul style="list-style-type: none"> <li>• Describe how the availability of goods and services is made possible by the work of members of society. Describe how people accumulate tangible and intangible assets.</li> </ul> <p><b>Geography</b></p> <p><b>Basic Geographic Literacy</b></p> <ul style="list-style-type: none"> <li>• Describe how common geographic tools are used to organize and interpret information about people, places, and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why and how market competition takes place.</li> <li>• Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.</li> <li>• Examine how various economic systems address the three basic questions: What to produce? How to produce? When to produce?</li> </ul> <p><b>Function of Government</b></p> <ul style="list-style-type: none"> <li>• Explain the cost and benefits of taxation.</li> </ul> <p><b>Economic Interdependence</b></p> <ul style="list-style-type: none"> <li>• Explain how transportation, communication networks, and technology contribute to economic interdependence.</li> </ul> <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> <li>• Explain the concept of labor productivity.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic system, and political activities.</li> </ul> <p><b>History</b></p>	<ul style="list-style-type: none"> <li>• Explain how continuity and change have impacted US history.</li> </ul> <p><b>World History</b></p> <ul style="list-style-type: none"> <li>• Explain the social, political, cultural, and economic contributions of individuals and groups in world history.</li> <li>• Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.</li> <li>• Explain how continuity and change have impacted world history.</li> </ul>
--	---	---

## Learning to Soar

<ul style="list-style-type: none"> <li>Describe how local places and regions as defined by physical and human features.</li> </ul> <p><b>Physical Characteristics of Places and Regions</b></p> <ul style="list-style-type: none"> <li>Describe the characteristics of places and regions.</li> <li>Describe the physical processes that shape patterns on Earth’s surface.</li> </ul> <p><b>Interactions between People and the Environment</b></p> <ul style="list-style-type: none"> <li>Describe and explain the effects of the physical systems on people within regions.</li> <li>Describe and explain the effects of people on the physical systems within regions.</li> </ul>	<p><b>Historical Analysis and Skills Development</b></p> <ul style="list-style-type: none"> <li>Explain continuity and change over time using sequential order and context of events.</li> </ul> <p><i>To be Mastered in 6<sup>th</sup> Grade MP 3</i></p> <p><b>Civics and Government Principles and Documents of Government</b></p> <ul style="list-style-type: none"> <li>Compare and contrast a direct democracy with a republican form of government.</li> <li>Explain how the principles and ideals shape local, state, and national government.</li> </ul> <p><b>Rights and Responsibilities of Citizenship</b></p> <ul style="list-style-type: none"> <li>Explain why participation in government and civic life is important.</li> </ul> <p><b>How Government Works</b></p> <ul style="list-style-type: none"> <li>Define and compare the role and structure of local, state, and national governments.</li> <li>Describe the voting process, including registration, primaries, and general elections.</li> <li>Explain how courts resolve conflicts.</li> </ul>	
---	--	--

## Learning to Soar

	<p><b>How International Relationships Function</b></p> <ul style="list-style-type: none"> <li>• Explain the differences between allies and adversaries.</li> </ul> <p><b><i>Economics</i></b></p> <p><b>Scarcity and Choice</b></p> <ul style="list-style-type: none"> <li>• Define opportunity cost and describe the opportunity cost of personal choice.</li> </ul> <p><b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Explain the causes and effects of expansion and contraction of businesses.</li> <li>• Explain the influence of private economic institutions on the local and state economy.</li> </ul> <p><b>Functions of Government</b></p> <ul style="list-style-type: none"> <li>• Explain the benefits of international trade.</li> </ul> <p><b>Economic Interdependence</b></p> <ul style="list-style-type: none"> <li>• Explain why people specialize in the production of goods and services and divide labor.</li> <li>• Explain how trade affects standards of living.</li> </ul> <p><b>Income, Profit, and Wealth</b></p> <ul style="list-style-type: none"> <li>• Explain how profits and losses serve as incentives.</li> <li>• Describe how people accumulate tangible and intangible assets.</li> </ul>	
--	--	--

## Learning to Soar

	<p><b><i>History</i></b></p> <p><b>Historical Analysis and Skills Development</b></p> <ul style="list-style-type: none"><li>• Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</li><li>• Identify a thesis statement using appropriate primary and secondary sources.</li></ul> <p><b>United States History</b></p> <ul style="list-style-type: none"><li>• Explain how conflict and cooperation among groups and organizations have impacted the history and development of the United States.</li></ul>	
--	---	--

# Learning to Soar

## Humanities Curriculum for English/Language Arts and Social Studies

### Sixth Grade

#### “Open-minded Individuals”—Being Open to Differences

Social Studies Focus—Ancient Civilizations

#### **MARKING PERIOD 2**

**Overarching Concept:** *Difference*

**Theme:** *Celebrate Differences in Others*

**Big Idea/Enduring Understanding:** With a better understanding of their own uniqueness, students are more willing to accept the differences in others. As young adolescents, they need to praise others for their special talents, rather than find fault in others or themselves to be healthy socially. In recognizing differences in others from themselves, they may also realize the similarities among themselves across generations, backgrounds and cultures. Students will study texts from a variety of sources to show how people from different circumstances have and can work together.

**Essential Questions:**

- How are other people different?
- Do groups work better with members being similar or different? Why?
- Are people more different or similar? How so?
- Why do I need to recognize the differences in others?
- How will I accept the differences of others?
- Will others accept my differences? What happens if they do not?
- Is friendship based on similarities or differences? Can it be either?

**Cumulating Assessment:** After researching, students will write an informative piece of writing that compares and contrasts the American culture to another culture, addressing at least one of the Essential Questions and referencing at two of the texts studied.

**Common Assessment Tool:** PSSA Informative Writing Rubric <http://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PSSA/Scoring%20Guidelines%20and%20Formula%20Sheets/English%20Language%20Arts/Writing%20Informative-Explanatory%20Scoring%20Guidelines%206-8.pdf>

## Learning to Soar

**Other Assessments:** Literature Unit test\*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. \*=non-negotiable

**Suggested Community Outreach:** A veteran from the Iran/Iraq war

### **Resources: for ELA and Social Studies**

**Tier I:** *Pearson Common Core Literature, Writing Coach, My World History (Chapters 4 and 5), World Geography (Chapters 20), Accelerated Reader, teacher selected materials.*

**Tier II:** *Moby Max, Just Words, Wilson Fluency Kit, Accelerated Reader, Inside (ESL), teacher selected materials.*

**Tier III:** *Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.*

**Suggested Teacher Resources:** Various Rubrics (*See Appendixes*), [www.interventioncentral.org](http://www.interventioncentral.org), [www.readworks.org](http://www.readworks.org), <http://www.discoveryeducation.com>, <http://pblchecklist.4teachers.org/checklist.shtml>, <http://rubistar.4teachers.org/index.php>, <http://thinktank.4teachers.org/>.

### **Academic Vocabulary:**

**ELA:** adverb dependent clause, auditory experience, classification, coherent, definition, factual evidence, formal style, generalization, intended audience, sentence complexity,

**Social Studies:** communication networks, contraction of business, opportunity cost, personal choice, expansion of business, technology, transportation.

### **Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)**

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,-Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alongs, Read alouds.	Partner reporting, Interviewing, Music, Read alongs, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

## Learning to Soar

### Suggested Texts:

Timeframe	Below Grade Level/Genre	On Grade Level/Genre	Above Grade Level/Genre
Weeks 1 & 2	<i>The Tail</i> (Short Story)	<i>Zlateh the Great</i> (Short story)	<i>The King of Mazy May</i> (Short story)
Weeks 3 & 4	<i>The Circuit</i> (Short story)	<i>Lob's Girl</i> (Short story)	<i>A Woman's View of the Gold Rush</i> (Letter)
Weeks 5 & 6	<i>Chinese and African Americans in the Gold Rush</i> (Web article)	<i>Jeremiah's Song</i> (Short story)	
Weeks 7 & 8	<i>Ode to Family Photographs</i> (Poetry)	<i>Life Doesn't Frighten Me</i> (Poetry)	<i>Oranges</i> (Poetry) <i>Simile: Willow and Ginkgo</i> (Poetry)
Weeks 9 & 10	<i>You're a Good Man, Charlie Brown</i> (Drama)	<i>Black Cowboy, Wild Horses: A True Story</i> (Folk literature)	<i>My Papa, Mark Twain</i> (Biography)

### Standards: ELA

### Students will...

Master	Develop	Introduce
<p><b>Reading Informational Text</b> <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> <li>Cite textual evidence by quoting accurately from text to support inferences and generalizations.</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>Use multiple print or digital sources to develop a coherent understanding of a topic or issue.</li> </ul> <p><b>Reading Literature</b> <i>Key Ideas and Details</i></p>	<p><i>To be Mastered in 6<sup>th</sup> Grade MP3</i></p> <p><b>Reading Informational Text</b> <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> <li>Analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Analyze the structure through paragraphs, chapters, or sections.</li> <li>Interpret figurative language (simile, personification, hyperbole, metaphor, analogy).</li> </ul>	

## Learning to Soar

- Cite textual evidence by quoting accurately from text to support inferences and generalizations.
- Describe how a plot develops and how characters respond or change as the plot moves to a resolution.

### **Integration of Knowledge and Ideas**

- Compare and contrast the written word to a visual and/or auditory experience.

### **Writing**

	<b>Informative</b>
<i>Focus</i>	Identify and introduce the topic for the intended audience.
<i>Content</i>	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, including illustrations and multimedia when appropriate.
<i>Organization</i>	Organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; use transition; provide a

### **Integration of Knowledge and Ideas**

- Evaluate an author’s argument by examining claims and determining if they are supported by evidence.
- Examine how two authors present similar information in different types of text.

### **Reading Literature**

#### **Craft and Structure**

- Analyze how the structure of a text contributes to development of theme, setting, and plot.
- Interpret figurative language (simile, personification, hyperbole, metaphor).

### **Integration of Knowledge and Ideas**

- Compare and contrast text in the same genre on their approaches to similar themes and topics as well as literary elements.

### **Writing**

	<b>Argumentative</b>
<i>Focus</i>	Introduce the topic and state an opinion.
<i>Content</i>	Use clear reasons and relevant evidence to support claims, using credible sources.
<i>Organization</i>	Organize the claim with clear reasons and evidence.

## Learning to Soar

	conclusion, include formatting when useful.		Clarify relationships among claims and reasons. Provide a concluding statement or section.	
<i>Style</i>	Use precise language and domain-specific vocabulary. Use sentences of varying length and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.	<i>Style</i>	Use precise language and domain-specific vocabulary. Use sentences of varying length and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.	
<i>Conventions</i>	Use compound sentences with a subordinating conjunction and a semi-colon. Use complex sentences. Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases and clauses with appropriate punctuation. Use correct grade-level spelling.	<i>Conventions</i>	Use compound sentences with a subordinating conjunction and a semi-colon. Use complex sentences. Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases and clauses with appropriate punctuation.	

## Learning to Soar

<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Identify and use adverb dependent clauses and prepositional phrases, with correct punctuation for sentence openers.</li> <li>Use commas correctly in compound sentences and complex sentences.</li> <li>Use semi-colons correctly in compound sentences.</li> </ul> <p><b>Response to Literature</b></p> <ul style="list-style-type: none"> <li>Apply grade level reading standards for literature and informational texts.</li> </ul> <p><b>Speaking and Listening Comprehension and Collaboration</b></p> <p><b>Critical Listening</b></p> <ul style="list-style-type: none"> <li>Delineate the speaker’s argument and specific claims by identifying specific reasons and evidence.</li> <li>Recognize arguments or claims not supported by factual evidence.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 80%;">Use correct grade-level spelling.</td> </tr> </table> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Define, identify, and correct run-on sentences in self and peer writing.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>With guidance and support, strengthen writing through planning, revising, editing, rewriting, and trying new approaches.</li> </ul> <p><b>Conducting Research</b></p> <ul style="list-style-type: none"> <li>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</li> </ul> <p><b>Credibility, Reliability, and Validity of Sources</b></p> <ul style="list-style-type: none"> <li>Gather relevant information from multiple print and digital sources.</li> <li>Assess credibility of each source.</li> <li>Quote or paraphrase the data and conclusions of others, avoiding plagiarism.</li> <li>Provide basic bibliographic information of sources.</li> </ul> <p><b>Speaking and Listening</b></p>		Use correct grade-level spelling.	
	Use correct grade-level spelling.			

## Learning to Soar

	<p><b>Comprehension and Collaboration</b>  <b>Evaluating Information</b></p> <ul style="list-style-type: none"> <li>• Explain how each claim is supported by reasons and evidence.</li> </ul> <p><i>To be Mastered in 6<sup>th</sup> Grade MP 4</i></p> <p><b>Reading Literature</b>  <b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Explain how sound devices convey meaning in a work.</li> </ul> <p><b>Technology and Publication</b></p> <ul style="list-style-type: none"> <li>• Use technology, including Internet, to produce and publish writing as well as interact and collaborate with others.</li> <li>• Demonstrate sufficient keyboarding skills to type a minimum of three pages in a single sitting.</li> </ul> <p><b>Speaking and Listening</b>  <b>Presentation of Knowledge and Ideas</b>  <b>Purpose, Audience, and Task</b></p> <ul style="list-style-type: none"> <li>• Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas and themes.</li> <li>• Use appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul>	
--	---	--

## Learning to Soar

	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and audience.</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>Multimedia</b></p> <ul style="list-style-type: none"> <li>Include multimedia components and visual displays to presentations to clarify information.</li> </ul> <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of Standard English when speaking based on Grade 6 level and content.</li> </ul>	
--	--	--

## ***Social Studies—Ancient Egypt***

### ***Essential Questions:***

- How has the ancient culture of Egypt shaped the development of the nations of the Northern Africa/Middle East?
- How has the geography of the Northern Africa shaped its culture in the past and present?
- Is it possible for the US to partner with the Middle East, despite our differences of culture? Why?

### ***Suggested Activities/Assessments:***

- Students will create original graphic organizers for cause/effect to explain an event in history or modern times.
- Students will write a magazine article, with text features, pictures and captions, about a person, place, or event from Ancient Egypt.
- Students will create a museum artifact with an explanation from Ancient Egypt culture.

## Learning to Soar

*Standards: Social Studies**Students will...*

<b>Master</b>	<b>Develop</b>	<b>Introduce</b>
<p><b><i>Civics and Government</i></b>  <b>Principles and Documents of Government</b></p> <ul style="list-style-type: none"> <li>• Explain the basic principles and ideals within documents and the roles played by framer as found in significant documents.</li> <li>• Describe how citizens and leaders use political symbols.</li> </ul> <p><b>Rights and Responsibilities of Citizenship</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.</li> <li>• Describe the importance of political leadership and public service.</li> </ul> <p>How Government Works</p> <ul style="list-style-type: none"> <li>• Describe how local, state, and national governments provide services.</li> <li>• Explain what taxes are and why they are necessary.</li> </ul> <p><b><i>Economics</i></b>  <b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Explain why and how market competition takes place.</li> </ul>	<p><i>To be Mastered in 6<sup>th</sup> Grade MP 3</i></p> <p><b><i>Civics and Government</i></b>  <b>Principles and Documents of Government</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast a direct democracy with a republican form of government.</li> <li>• Explain how the principles and ideals shape local, state, and national government.</li> </ul> <p><b>Rights and Responsibilities of Citizenship</b></p> <ul style="list-style-type: none"> <li>• Explain why participation in government and civic life is important.</li> </ul> <p>How Government Works</p> <ul style="list-style-type: none"> <li>• Define and compare the role and structure of local, state, and national governments.</li> <li>• Describe the voting process, including registration, primaries, and general elections.</li> <li>• Explain how courts resolve conflicts.</li> </ul> <p><b>How International Relationships Function</b></p> <ul style="list-style-type: none"> <li>• Explain the differences between allies and adversaries.</li> </ul>	

## Learning to Soar

<ul style="list-style-type: none"> <li>Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.</li> <li>Examine how various economic systems address the three basic questions: What to produce? How to produce? When to produce?</li> </ul> <p><b>Function of Government</b></p> <ul style="list-style-type: none"> <li>Explain the cost and benefits of taxation.</li> </ul> <p><b>Economic Interdependence</b></p> <ul style="list-style-type: none"> <li>Explain how transportation, communication networks, and technology contribute to economic interdependence.</li> </ul> <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> <li>Explain the concept of labor productivity.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic system, and political activities.</li> </ul> <p><b>History</b>  <b>Historical Analysis and Skills</b>  <b>Development</b></p>	<p><b>Economics</b></p> <p><b>Scarcity and Choice</b></p> <ul style="list-style-type: none"> <li>Define opportunity cost and describe the opportunity cost of personal choice.</li> </ul> <p><b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>Explain the causes and effects of expansion and contraction of businesses.</li> <li>Explain the influence of private economic institutions on the local and state economy.</li> </ul> <p><b>Functions of Government</b></p> <ul style="list-style-type: none"> <li>Explain the benefits of international trade.</li> </ul> <p><b>Economic Interdependence</b></p> <ul style="list-style-type: none"> <li>Explain why people specialize in the production of goods and services and divide labor.</li> <li>Explain how trade affects standards of living.</li> </ul> <p><b>Income, Profit, and Wealth</b></p> <ul style="list-style-type: none"> <li>Explain how profits and losses serve as incentives.</li> <li>Describe how people accumulate tangible and intangible assets.</li> </ul> <p><b>History</b>  <b>Historical Analysis and Skills</b>  <b>Development</b></p> <ul style="list-style-type: none"> <li>Differentiate between fact and opinion, multiple points of view,</li> </ul>	
---	--	--

## Learning to Soar

<ul style="list-style-type: none"> <li>• Explain continuity and change over time using sequential order and context of events.</li> </ul>	<p>and primary and secondary sources to explain historical events.</p> <ul style="list-style-type: none"> <li>• Identify a thesis statement using appropriate primary and secondary sources.</li> </ul> <p><b>United States History</b></p> <ul style="list-style-type: none"> <li>• Explain how conflict and cooperation among groups and organizations have impacted the history and development of the United States.</li> </ul> <p><i>To be Mastered in 6<sup>th</sup> Grade MP 4</i></p> <p><b>Civics and Government</b></p> <p><b>How Government Works</b></p> <ul style="list-style-type: none"> <li>• Describe the influence of mass media on society.</li> </ul> <p><b>Economics</b></p> <p><b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Explain how advertising influences economic decisions.</li> </ul> <p><b>Economic Interdependence</b></p> <ul style="list-style-type: none"> <li>• Explain how multinational corporations contribute to economic interdependence.</li> </ul> <p><b>Income, Profit, and Wealth</b></p> <ul style="list-style-type: none"> <li>• Identify the costs and benefits of saving.</li> </ul>	
---	---	--

## Learning to Soar

	<ul style="list-style-type: none"><li>• Explain the differences between interest rates for saving and borrowing.</li></ul> <p><b>History</b></p> <p><b>United States History</b></p> <ul style="list-style-type: none"><li>• Explain the social, political, cultural, and economic contributions of individuals and groups to US history.</li><li>• Explain how continuity and change have impacted US history.</li></ul> <p><b>World History</b></p> <ul style="list-style-type: none"><li>• Explain the social, political, cultural, and economic contributions of individuals and groups in world history.</li><li>• Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.</li><li>• Explain how continuity and change have impacted world history.</li></ul>	
--	---	--

# Learning to Soar

## Humanities Curriculum for English/Language Arts and Social Studies

### Sixth Grade

#### **“Open-minded Individuals”—Being Open to Differences**

Social Studies Focus—World Cultures--Past and Present

#### **MARKING PERIOD 3**

**Overarching Concept:** *Competition*

**Theme:** *Understand Different Points of View—Making Sense of the World*

**Big Idea/Enduring Understanding:** As a member of a world that is becoming more transparent with modern technology, one realizes that cultures are different around the world. Through an understanding of these different points of view, a well-rounded person’s strengths his/her own beliefs and comes to comprehend the differences. One does not need to agree with another’s ideas, opinions, or beliefs, but with a basic understanding, he/she can appreciate another, whether that person is from around the world or from around the corner. Tolerance of others starts with an understanding of different points of view.

**Essential Questions:**

- Do we compete with people who are just like us or with those who are different than we?
- Can we compete with our friends?
- Is competition healthy or not? Why?
- Why do people have different points of view?
- How can I work with people who have a different point of view than mine?
- If I understand another point of view, do I have to believe it, too?
- How do cultures influence one’s point of view?

**Cumulating Assessment:** Students will write an argumentative piece of writing taking a side and supporting their opinion and refuting the other side of the argument. Students will address at least one of the Essential Questions and reference at least two texts studied.

**Common Assessment Tool:** PSSA Argumentative Writing Rubric <http://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PSSA/Scoring%20Guidelines%20and%20Formula%20Sheets/English%20Language%20Arts/Writing%20Argumentative%20Scoring%20Guidelines%206-8.pdf>

## Learning to Soar

**Other Assessments:** Literature Unit test\*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. \*=non-negotiable

**Suggested Community Outreach:** An international business representative

### **Resources: for ELA and Social Studies**

**Tier I:** *Pearson Common Core Literature, Writing Coach, My World History (Chapters 10 and 11), World Geography (Chapter 12 (Sections 1 and 2)), Accelerated Reader, teacher selected materials.*

**Tier II:** *Moby Max, Just Words, Wilson Fluency Kit, Accelerated Reader, Inside (ESL), teacher selected materials.*

**Tier III:** *Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.*

**Suggested Teacher Resources:** Various Rubrics (*See Appendixes*), [www.interventioncentral.org](http://www.interventioncentral.org), [www.readworks.org](http://www.readworks.org), [www.discoveryeducation.com](http://www.discoveryeducation.com), <http://pblchecklist.4teachers.org/checklist.shtml>, <http://rubistar.4teachers.org/index.php>, <http://thinktank.4teachers.org/>.

### **Academic Vocabulary:**

**ELA:** credibility of source, elaborate, evaluate, literary elements, plagiarism, run-on sentence, text structure.

**Social Studies:** allies, adversaries, economic interdependence, market competition, products, rights and responsibilities of citizenship, standards of living.

### **Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)**

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alouds, Read alouds.	Partner reporting, Interviewing, Music, Read alouds, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

# Learning to Soar

**Suggested Texts:**

Timeframe	Below Grade Level/Genre	On Grade Level/Genre	Above Grade Level/Genre
Weeks 1 - 4	<i>Sarah, Plain and Tall</i> (Novel)	<i>A Wrinkle in Time</i> (Novel)	<i>The Breadwinner</i> (Novel)
Weeks 5 & 6	<i>Stage Fright</i> (Speech)	<i>Mark Twain’s First Vacation</i> (Interview)	<i>The Prince and the Pauper</i> (Drama)
Weeks 7-9	<i>The Whale Rider</i> (Myth)	<i>The Case of the Monkeys that Fell from the Trees</i> (Article)	<i>The Old Woman who Lived with the Wolves</i> (Short story)

**Standards: ELA**

**Students will...**

Master	Develop	Introduce
<p><b>Reading Informational Text</b>  <b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Analyze the structure through paragraphs, chapters, or sections.</li> <li>Interpret figurative language (simile, personification, hyperbole, metaphor, analogy).</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>Evaluate an author’s argument by examining claims and determining if they are supported by evidence.</li> <li>Examine how two authors present similar information in different types of text.</li> </ul> <p><b>Reading Literature</b></p>	<p><i>To be Mastered in 6<sup>th</sup> Grade MP 4</i></p> <p><b>Reading Literature</b>  <b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Explain how sound devices convey meaning in a work.</li> </ul> <p><b>Technology and Publication</b></p> <ul style="list-style-type: none"> <li>Use technology, including Internet, to produce and publish writing as well as interact and collaborate with others.</li> <li>Demonstrate sufficient keyboarding skills to type a minimum of three pages in a single sitting.</li> </ul> <p><b>Speaking and Listening</b>  <b>Presentation of Knowledge and Ideas</b>  <b>Purpose, Audience, and Task</b></p> <ul style="list-style-type: none"> <li>Present claims and findings, sequencing ideas logically and</li> </ul>	

## Learning to Soar

### ***Craft and Structure***

- Analyze how the structure of a text contributes to development of theme, setting, and plot.
- Interpret figurative language (simile, personification, hyperbole, metaphor).

### ***Integration of Knowledge and Ideas***

- Compare and contrast text in the same genre on their approaches to similar themes and topics as well as literary elements.

### **Writing**

	<b>Argumentative</b>
<i>Focus</i>	Introduce the topic and state an opinion.
<i>Content</i>	Use clear reasons and relevant evidence to support claims, using credible sources.
<i>Organization</i>	Organize the claim with clear reasons and evidence. Clarify relationships among claims and reasons. Provide a concluding statement or section.

using pertinent descriptions, facts, and details to accentuate main ideas and themes.

- Use appropriate eye contact, adequate volume, and clear pronunciation.

### **Context**

- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and audience.

### **Integration of Knowledge and Ideas**

#### **Multimedia**

- Include multimedia components and visual displays to presentations to clarify information.

### **Conventions of Standard English**

- Demonstrate command of the conventions of Standard English when speaking based on Grade 6 level and content.

## Learning to Soar

<i>Style</i>	<p>Use precise language and domain-specific vocabulary.</p> <p>Use sentences of varying length and complexities.</p> <p>Develop and maintain a consistent voice.</p> <p>Establish and maintain a formal style.</p>		
<i>Conventions</i>	<p>Use compound sentences with a subordinating conjunction and a semi-colon.</p> <p>Use complex sentences.</p> <p>Use appropriate transitions between and within paragraphs.</p> <p>Use varying sentence openers with phrases and clauses with appropriate punctuation.</p> <p>Use correct grade-level spelling.</p>		
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Define, identify, and correct run-on sentences in self and peer writing.</li> </ul>			

## Learning to Soar

<p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>• With guidance and support, strengthen writing through planning, revising, editing, rewriting, and trying new approaches.</li> </ul> <p><b>Conducting Research</b></p> <ul style="list-style-type: none"> <li>• Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</li> </ul> <p><b>Credibility, Reliability, and Validity of Sources</b></p> <ul style="list-style-type: none"> <li>• Gather relevant information from multiple print and digital sources.</li> <li>• Assess credibility of each source.</li> <li>• Quote or paraphrase the data and conclusions of others, avoiding plagiarism.</li> <li>• Provide basic bibliographic information of sources.</li> </ul> <p><b>Speaking and Listening Comprehension and Collaboration</b></p> <p><b>Evaluating Information</b></p> <ul style="list-style-type: none"> <li>• Explain how each claim is supported by reasons and evidence.</li> </ul>		
--	--	--

# Learning to Soar

## ***Social Studies—Ancient Greece***

### ***Essential Questions:***

- How did the culture of ancient Greece influence the culture of today?
- How did the geography of the Mediterranean influence the culture of Greece in the past and present?
- How has the political history of Ancient Greece influenced the United States?
- What can the United States learn from the history and culture of Ancient Greece?

### ***Suggested Activities/Assessments:***

- Students will create original graphic organizers for problem/solution to explain an event in history or modern times.
- Students will write an editorial about a person, place, or event from Ancient Grecian history or culture.
- Students will create a museum artifact with an explanation from Ancient or Modern Greek culture.
- Students will perform a dance, skit, or piece of music from Ancient Greek culture.

### ***Standards: Social Studies***

### ***Students will...***

<b>Master</b>	<b>Develop</b>	<b>Introduce</b>
<p><b><i>Civics and Government</i></b>  <b>Principles and Documents of Government</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast a direct democracy with a republican form of government.</li> <li>• Explain how the principles and ideals shape local, state, and national government.</li> </ul> <p><b>Rights and Responsibilities of Citizenship</b></p>	<p><i>To be Mastered in 6<sup>th</sup> Grade MP 4</i></p> <p><b><i>Civics and Government</i></b>  <b>How Government Works</b></p> <ul style="list-style-type: none"> <li>• Describe the influence of mass media on society.</li> </ul> <p><b><i>Economics</i></b>  <b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Explain how advertising influences economic decisions.</li> </ul> <p><b>Economic Interdependence</b></p>	

## Learning to Soar

<ul style="list-style-type: none"> <li>• Explain why participation in government and civic life is important.</li> </ul> <p><b>How Government Works</b></p> <ul style="list-style-type: none"> <li>• Define and compare the role and structure of local, state, and national governments.</li> <li>• Describe the voting process, including registration, primaries, and general elections.</li> <li>• Explain how courts resolve conflicts.</li> </ul> <p><b>How International Relationships Function</b></p> <ul style="list-style-type: none"> <li>• Explain the differences between allies and adversaries.</li> </ul> <p><b>Economics</b></p> <p><b>Scarcity and Choice</b></p> <ul style="list-style-type: none"> <li>• Define opportunity cost and describe the opportunity cost of personal choice.</li> </ul> <p><b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Explain the causes and effects of expansion and contraction of businesses.</li> <li>• Explain the influence of private economic institutions on the local and state economy.</li> </ul> <p><b>Functions of Government</b></p> <ul style="list-style-type: none"> <li>• Explain the benefits of international trade.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how multinational corporations contribute to economic interdependence.</li> </ul> <p><b>Income, Profit, and Wealth</b></p> <ul style="list-style-type: none"> <li>• Identify the costs and benefits of saving.</li> <li>• Explain the differences between interest rates for saving and borrowing.</li> </ul> <p><b>History</b></p> <p><b>United States History</b></p> <ul style="list-style-type: none"> <li>• Explain the social, political, cultural, and economic contributions of individuals and groups to US history.</li> <li>• Explain how continuity and change have impacted US history.</li> </ul> <p><b>World History</b></p> <ul style="list-style-type: none"> <li>• Explain the social, political, cultural, and economic contributions of individuals and groups in world history.</li> <li>• Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.</li> <li>• Explain how continuity and change have impacted world history.</li> </ul>	
---	--	--

## Learning to Soar

<p><b>Economic Interdependence</b></p> <ul style="list-style-type: none"> <li>• Explain why people specialize in the production of goods and services and divide labor.</li> <li>• Explain how trade affects standards of living.</li> </ul> <p><b>Income, Profit, and Wealth</b></p> <ul style="list-style-type: none"> <li>• Explain how profits and losses serve as incentives.</li> <li>• Describe how people accumulate tangible and intangible assets.</li> </ul> <p><b>History</b></p> <p><b>Historical Analysis and Skills Development</b></p> <ul style="list-style-type: none"> <li>• Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</li> <li>• Identify a thesis statement using appropriate primary and secondary sources.</li> </ul> <p><b>United States History</b></p> <ul style="list-style-type: none"> <li>• Explain how conflict and cooperation among groups and organizations have impacted the history and development of the United States.</li> </ul>		
---	--	--

# Learning to Soar

## Humanities Curriculum for English/Language Arts and Social Studies

### Sixth Grade

#### **“Open-minded Individuals”—Being Open to Differences**

Social Studies Focus—World Cultures--Past and Present

#### **MARKING PERIOD 4**

***Overarching Concept:*** Team Work

***Theme:*** Accept that You Can’t Do It Alone—Helping others help me

***Big Idea/Enduring Understanding:*** Knowing one’s uniqueness and understanding others’ opinions and points of view, one can come to the realization that it does take many to make our world a better place. Different cultures, beliefs, and ideas strengthen the world, by helping it advance in technology, medicine, and over-all well-being. Realizing and accepting that one needs others to better him/herself is a sign of maturity. This leads to more than tolerance of others; it leads to a need and appreciation of others who may be different than one’s self. Even if the opinions and cultures of others differ greatly from ourselves, one can learn from them to better his/her world.

***Essential Questions:***

- How can working with others help me?
- Why do I need other people?
- What is team work?
- Is asking for help a sign of weakness or strength? Why?
- Can people who are different from me help me? Why?
- Can I help others who are different from me? Why?

***Cumulating Assessment:***

Students will deliver an oral presentation with appropriate visual aids and multimedia technology answering at least one of the Essential Questions and citing at least two of texts studied.

Students will present their original travel brochures about Washington, D. C. monument, showing other cultural influence(s).

***Common Assessment Tool:*** Oral Presentation Rubric (See Appendix)

## Learning to Soar

**Other Assessments:** Literature Unit test\*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. \*=non-negotiable

**Suggested Community Outreach:** Exchange student, Rotary Club member, AAA Travel Agent

**Resources: for ELA and Social Studies**

**Tier I:** Pearson Common Core Literature, Writing Coach, My World History (Chapters 12 and 13), World Geography (Chapters 12 (Section 3), 13, 14), Accelerated Reader, teacher selected materials.

**Tier II:** Moby Max, Just Words, Wilson Fluency Kit, Accelerated Reader, Inside (ESL), teacher selected materials.

**Tier III:** Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

**Suggested Teacher Resources:** Various Rubrics (See Appendixes), [www.interventioncentral.org](http://www.interventioncentral.org), [www.readworks.org](http://www.readworks.org), [www.discovereducation.org](http://www.discovereducation.org), <http://pblchecklist.4teachers.org/checklist.shtml>, <http://rubistar.4teachers.org/index.php> , <http://thinktank.4teachers.org/>.

**Academic Vocabulary:**

**ELA:** sound devices.

**Social Studies:** civic life, differentiate, resolve, sequential order, society.

**Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)**

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alouds, Read alouds.	Partner reporting, Interviewing, Music, Read alouds, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

# Learning to Soar

## Suggested Texts:

Timeframe	Below Grade Level/Genre	On Grade Level/Genre	Above Grade Level/Genre
Weeks 1-3		<i>Holes</i> (Novel)	
Weeks 4-7		<i>Number the Stars</i> (Novel)	
Weeks 8 & 9	<i>April Rain Song</i> (Poetry) <i>No Thank You</i> (Poetry)	<i>The World is not a Pleasant Place</i> (Poetry) <i>Wind and Water and Stone</i> (Poetry)	<i>Abuelito Who</i> (Poetry) <i>The Faires Lullaby</i> (Poetry)

## Standards: ELA

### Students will...

Master	Develop	Introduce
<p><b>Reading Literature</b> <i>Craft and Structure</i></p> <ul style="list-style-type: none"> <li>Explain how sound devices convey meaning in a work.</li> </ul> <p><b>Technology and Publication</b></p> <ul style="list-style-type: none"> <li>Use technology, including Internet, to produce and publish writing as well as interact and collaborate with others.</li> <li>Demonstrate sufficient keyboarding skills to type a minimum of three pages in a single sitting.</li> </ul> <p><b>Speaking and Listening</b> <b>Presentation of Knowledge and Ideas</b> <b>Purpose, Audience, and Task</b></p>		

## Learning to Soar

<ul style="list-style-type: none"> <li>• Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas and themes.</li> <li>• Use appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul> <p><b>Context</b></p> <ul style="list-style-type: none"> <li>• Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and audience.</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>Multimedia</b></p> <ul style="list-style-type: none"> <li>• Include multimedia components and visual displays to presentations to clarify information.</li> </ul> <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of Standard English when speaking based on Grade 6 level and content.</li> </ul>		
--	--	--

### ***Social Studies—Ancient Rome***

#### ***Essential Questions:***

- How did the culture of Ancient Rome influence modern cultures of the Europe and USA?
- How did the geography of the Europe influence Ancient Rome’s culture?
- Do allies (NATO) have to agree always?

## Learning to Soar

### ***Suggested Activities/Assessments:***

- Student will create original graphic organizers for chronology to explain an event in history or modern times.
- Students will role play a United Nations session.
- Students will create a museum artifact with an explanation from an ancient or a modern European culture.

### ***Standards: Social Studies***

### ***Students will...***

<b>Master</b>	<b>Develop</b>	<b>Introduce</b>
<p><b><i>Civics and Government</i></b>  <b>How Government Works</b></p> <ul style="list-style-type: none"> <li>• Describe the influence of mass media on society.</li> </ul> <p><b><i>Economics</i></b>  <b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Explain how advertising influences economic decisions.</li> </ul> <p><b>Economic Interdependence</b></p> <ul style="list-style-type: none"> <li>• Explain how multinational corporations contribute to economic interdependence.</li> </ul> <p><b>Income, Profit, and Wealth</b></p> <ul style="list-style-type: none"> <li>• Identify the costs and benefits of saving.</li> <li>• Explain the differences between interest rates for saving and borrowing.</li> </ul> <p><b><i>History</i></b>  <b>United States History</b></p> <ul style="list-style-type: none"> <li>• Explain the social, political, cultural, and economic</li> </ul>		

## Learning to Soar

<p>contributions of individuals and groups to US history.</p> <ul style="list-style-type: none"><li>• Explain how continuity and change have impacted US history.</li></ul> <p><b>World History</b></p> <ul style="list-style-type: none"><li>• Explain the social, political, cultural, and economic contributions of individuals and groups in world history.</li><li>• Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.</li><li>• Explain how continuity and change have impacted world history.</li><li>• Examine patterns of conflict and cooperation among groups and organizations that impacted the development of world history.</li></ul>		
---	--	--

# Appendix

# Learning to Soar

## Oral Presentation Rubric

Student's Name \_\_\_\_\_ Teacher's Name \_\_\_\_\_ Grade \_\_\_\_/36

Category	4	3	2	1
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Clarity</b>	Speaks clearly and distinctly all (100-95%) the time.	Speaks clearly and distinctly all (100-95%) the time.	Speaks clearly and distinctly most (94-85%) of the time.	Often mumbles or cannot be understood.
<b>Complete Sentences</b>	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
<b>Vocabulary</b>	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
<b>Focus</b>	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
<b>Posture/Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
<b>Use of Multi-Media</b>	Utilizes at least two types of multi-media effectively for the audience.	Utilizes at least one type of multi-media.	Multi-media is distracting from the speaker's purpose.	No multi-media is used.

# Learning to Soar

## PSSA TEXT-DEPENDENT ANALYSIS SCORING GUIDELINES

<p style="text-align: center;"><b>Score 4</b></p> <ul style="list-style-type: none"> <li>• Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s)</li> <li>• Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>• Strong organizational structure that effectively supports the focus and ideas</li> <li>• Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas and inferences</li> <li>• Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions</li> <li>• Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose</li> <li>• Skillful use of transitions to link ideas</li> <li>• Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>	<p style="text-align: center;"><b>Score 2</b></p> <ul style="list-style-type: none"> <li>• Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s)</li> <li>• Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)</li> <li>• Weak organizational structure that inconsistently supports the focus and ideas</li> <li>• Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences</li> <li>• Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions</li> <li>• Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose</li> <li>• Inconsistent use of transitions to link ideas</li> <li>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>
<p style="text-align: center;"><b>Score 3</b></p> <ul style="list-style-type: none"> <li>• Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s)</li> <li>• Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>• Appropriate organizational structure that adequately supports the focus and ideas</li> <li>• Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences</li> <li>• Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions</li> <li>• Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose</li> <li>• Appropriate use of transitions to link ideas</li> <li>• Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>	<p style="text-align: center;"><b>Score 1</b></p> <ul style="list-style-type: none"> <li>• Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s)</li> <li>• Minimal evidence of an introduction, development, and/or conclusion</li> <li>• Minimal evidence of an organizational structure</li> <li>• Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences</li> <li>• Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions</li> <li>• Minimal reference to the main idea(s) and/or relevant details of the text(s)</li> <li>• Few, if any, transitions to link ideas</li> <li>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>

## Learning to Soar

## PSSA Literature Vocabulary Terms and Definitions

**Define-** to explain the meaning of (a word, a phrase, etc.)

**Quote-** to repeat (something written or said by another person) exactly

**Cite evidence-** to quote by way of example, authority, or proof of several noteworthy authors (and/or text)

**Explain-** to make (something) clear or easy to understand

**Analyze-** to study something closely and carefully; to learn the nature and relationship of the parts of something by a close or careful examination

**Summarize-** give a brief statement of the main points of

**Determine-** to officially decide something especially because of evidence or facts: to establish something exactly or with authority

**Identify-** to know and say who someone is or what something is

**Integrate-** to combine (2 or more things) to form or create something; to make something a part of another larger thing

**Interpret-** to explain the meaning of something

**Inform-** to give information to someone about a topic

**Compare-** to look at 2 or more things closely in order to see similarities

**Contrast-** to look at 2 or more things closely in order to see differences

**Focus-** the subject that is being discussed or studied; main purpose or interest

**Organize-** to arrange or order things so that they can be found or used easily and quickly

**Organization-** the act or process of putting the different parts of something in certain order so they can be found or used easily

**Style-** a particular way in which something is done, created, or performed

**Conventions-** mechanics, usage, and sentence completeness

**Adapt-** to change something/someone so that it functions better or is better suited for a purpose

**Demonstrate-** to prove something by showing example/evidence of it

**Moral-** concerning or relating to what is right or wrong in human behavior

**Theme-** main subject that is being discussed or described in a piece of writing, movie, etc.; the moral (life lesson) of a story

**Character-** a person or animal in a story

**Setting-** where and when a story takes place

**Plot-** A series of events that form a story in a novel, movie, etc.

**Sequence-** the order in which things happen in a story

**Expository-** used to describe writing that is done to **explain** something

**Venn Diagram-** graph that employs closed circles to represent the similarities and differences between two topics or items

**Descriptive details-** details used to describe something; a particular fact or piece of information about something or someone

**Genre-** a category used to classify literary works, usually by form, technique or content(ex. prose, poetry)

## Learning to Soar

**Context Clues-** information from the reading that identifies a word or group of words

**Realistic Fiction-** tells about characters, settings, and events that are like people, places, and events in real life; includes dialogue and descriptive details

**Problem-** also known as the conflict in a story; a situation in the story which is often confusing and needs a solution

**Solution-** also known as the resolution; a part of the plot in which the problem is solved

**Suspense-** a feeling or state of nervousness or excitement caused by wondering what will happen in the story

**Idiom-** an expression that cannot be taken literally and has a separate meaning of its own (ex. It is raining cats and dogs.)

**Comparison Writing-** writing used to compare and contrast different topics

**Biography-** written history of a person's life written by someone other than the subject of the writing

**Cause and effect- cause-** the reason why something happens; **effect-** the result

**Author's Point of View-** perspective from which the story is told

**Fact-** information that can be proven true

**Opinion-** a viewpoint or personal belief that cannot be proven true or false

**Text structure-** the organizational pattern a writer uses to present information in nonfiction

**Headings-** a short title that comes before a page or paragraph, telling you what the topic of the page or paragraph will be

**Timeline-** table listing important events for successive years within a particular period of time

**Figurative Language-** language that cannot be taken literally since it was written to create a special effect or feeling

**Simile-** comparison of two things using the words "like" or "as" (ex. She is as pretty as a princess.)

**Metaphor-** comparison of two things **WITHOUT** the use of "like" or "as" (ex. Lemon tea is the best medicine for a cold.)

**Illustrations and Photographs-** pictures in a story that are used to give readers clues about the characters, setting, and events

**Prediction-** a statement about what will happen or might happen in a story

**Personification-** giving inanimate objects or things human characteristics (ex. The pencil ran across the paper.)

**Foreshadowing-** to give suggestion of( something that has not yet happened)

**Imagery-** the author's use of language that causes people to imagine pictures in their mind

**Folktale-** a story that began in oral traditional

**Narrative Poem-** a form of poetry that tells a story, often making use of the voices of a narrator and characters as well; the entire story is usually written in meter. It can be about anything, and does not have to rhyme. It **MUST** tell a story.

**Free Verse Poem-** a poem that doesn't rhyme or follow any metrical rule

**Homograph-** one of two or more words spelled alike, but different in meaning or pronunciation (ex. He took a bow after his performance. The boy shot a bow and arrow.)

**Homophone-** a word that is pronounced like another word, but is different in meaning or spelling. (ex. to, too, two)

**Fantasy-** a book, movie, etc. that tells a story about things that happen in an imaginary world

**Root-** a word in its simplest form

## Learning to Soar

**Greek Roots-** a word part that must be combined with other word parts, such as prefixes and suffixes, and other roots, to form a word (Words with Greek roots are common in science and social studies textbooks)

**Main Idea-** what a story or passage is mainly about

**Supporting Details-** specific words used by the author to describe and support the main idea (providing details is called citing textual evidence)

**Latin Roots-** a word part that must be combined with other word parts, such as prefixes and suffixes, and other roots, to form a word (Words with Latin roots are common in literature)

**Diagram-** a drawing that explains or shows the parts of something

**Tall Tale-** a story with unbelievable elements, related as if it were true or factual. Some such stories are exaggerations of actual events (ex. Paul Bunyan)

**Synonyms-** words that have **similar** meanings (ex. beautiful, pretty)

**Antonyms-** words that have **opposite** meanings (ex. young, old)

**Fable-** narrative that conveys a moral. Animals or inanimate objects with human characteristics often serve as characters. (ex. *The Fox and the Grapes*)

**Hyperbole-** an exaggeration used for effect that states that something is better, worse, larger, more common, or more important than is actually true (ex. This class is lasting an eternity!)

**Outlining-** a summary of written work

**Voice-** the fluency, rhythm and liveliness in writing that makes it unique to the writer

**Style-** how an author writes; an author's use of language; its effects and appropriateness to the author's intent and theme

**Tone-** the attitude of the author toward the audience and characters (ex. serious or humorous)

**Mystery-** a novel, play, short story or film whose plot involves a crime or event that remains puzzlingly unsettled until the end.

**Play-** a dramatic composition or piece; drama/ can be fiction or nonfiction. They are not written in paragraph form. Dramas and plays have dialogue without quotation marks. The Characters' names are written out, and the words they speak are written next to the names. They also include special instructions and stage directions. Plays, like stories, have a plot, tell a story, and have characters.

**Adages and Proverb-** a short, ancient saying, usually of unknown origin, that expresses effectively some commonplace truth or useful thought; adage; wise saying.

**Caption-** a title or explanation for a picture or illustration, especially in a newspaper or magazine.

**Chart-** a graphic representation of information

**Lyric Poem-** poem with musical qualities

**Dialogue** – a spoken conversation between characters in a drama.

**Inference-** a kind of guess you make, about what is happening in a passage or story, based on what the author is telling you.

**Realistic Fiction-** writing that has characters that seem like people you know. They happen in a place that seems real. They tell about something that really happened.

## Learning to Soar

**Historical Fiction**-A story that takes place in the past during a certain time in history. Some of the characters may be real people, and some of the events really happened.

**Paragraph Clues**-words and phrases in the paragraph or text that give clues to guide understanding and comprehension.

**Text Structure/ Organization**-how the author arranges text. Types of text structure include; sequence or chronological order; compare / contrast; cause / effect; question/ answer; problem/ solution.

**Nonfiction**-kind of writing that gives facts and true information. Nonfiction tells you something that really happened, and is usually found in biographies, textbooks, and newspapers.

**Persuasive**-writing that convinces, persuades, compels or gives credibility to an argument; a persuasive passage tries to change or influence your opinion on a topic.

### **Grammar Terms:**

**Subject** –thing that is being or doing something in a sentence, paragraph, or passage.

**Predicate**-part of a sentence that expresses the action of the subject, usually containing a verb

**Commas**-a special kind of punctuation used to indicate a pause or separation in writing.

**Compound Sentence**-a sentence containing two or more coordinate independent clauses, usually joined by one or more conjunctions, but no dependent clause.

**Conjunctions**-words that connect between words, clauses, or sentences; they include; as, and, but, or nor for, however, because, etc.

**Complex Sentence**-a sentence containing two or more dependent clauses in addition to the main clause. **(EX: When the bell rings, (dependent clause), walk out (main clause).**

**Persuasive article**-an article written to persuade an audience to believe the opinion of the author/ writer.

**Varying Sentence Structure**-in order to entertain, liven up the topic, or keep an audience's attention a writer will use sentences of varied length.

**Run-on Sentences**-a written sequence of two or more main clauses that are not separated by a period, semi-colon, or joined by a conjunction.

**Fragment**-a phrase or clause written as a sentence, but lacking an element, such as a subject or verb.

**Proper Noun**-a noun that denotes a particular person, place, thing, and must be capitalized. (EX: Sarah)

**Common Noun**-a word that refers to a person, animal, or thing: woman, pet, dog, bed, etc..

**Singular Noun**-a noun that names a singular person, place or thing.

**Plural Noun**-nouns that name more than one person, place or thing.

**Appositives**-a relationship between two or more words or phrases in which the two units or words are grammatically parallel, and refer to the same noun or word. An appositive is a noun or noun phrase that is separated from the rest of the sentence by commas. (EX: My friend, Sue, is going to the park.)

**Possessive Noun**-a noun that shows ownership by using an apostrophe with the name. (Ex; Luisa's dress)

**Prepositional Phrase**-a modifying phrase consisting of a preposition and its object.

## Learning to Soar

**Punctuation**-the marks such as period, comma, and brackets used in writing to separate elements in a sentence in order to clarify meaning.

**Antecedent**-the word in a sentence that is replaced or referred to by another word such as a pronoun that follows. (Ex; Susan saw John and called to him /John is the antecedent for him)

**Adjective**- part of speech that describes, or tells about the noun in a sentence.

**Action Verbs**-words that show action of the noun or subject of the sentence.

**Main Verb**-this is the verb that shows the action.

**Helping Verb**-agrees with the subject. (Ex; are, can, do, might, may, have, has, will etc.)

**Linking Verb**-connects the subject, or links, the subject of a sentence to a word in the predicate.

**Irregular Verbs**-do not follow the rule of regular verbs that add (-ed) to the end. Instead they may change spelling completely(ex: be, begin, break, buy, etc.).

**Verb Tense**-shows when the action happens. Use future-tense to show the action will happen later, or in the future. Use past-tense to show the action already happened in the past.

**Expository Writing**-type of writing where the purpose is to explain and analyze information by presenting an idea, relevant evidence, and appropriate discussion.

**Book Review**-a form of literary criticism in which a book is analyzed on its content, style, and merit. It can be a summary, a paragraph or a full essay review.

**Opinion Essay**-is usually a five paragraph essay used to prove a point, or present an argument. The thesis or main point is presented in the first or opening paragraph.

**Persuasive Article**-an article that uses opinions and facts and is meant to persuade you to the writer's point of view.

**Pronoun**-a word used in place of a noun.( EX: John/He)

**Narrative Text**-tells a story or an event or series of events. The writing style uses the tools of descriptive writing such as; anecdotes, autobiographies, biographies, novels, oral histories, and short stories.

**Poetry**-Can tell stories, create images, or share feelings. Poetry is usually written in short lines, and those lines often rhyme. The line breaks are irregular, meaning they do not have to complete a sentence or thought. Sometimes, the first letter of every line begins with a capitol letter. Not all poems rhyme.

**Quotation Marks**-punctuation marks used around a title of a story, poem, short story, magazine article, or newspaper article, and chapter of a book. Also use them to show a speaker's exact words in a dialogue or direct quote.

**Pronoun/Verb Agreement**-in a sentence the basic rule is to have the singular subject take a singular verb, while a plural subject takes a plural verb. (Ex: John talks) or (Boys walk)

**Abbreviation**-a shortened form of a word, title, or phrase. (Ex: Mister=Mr.)

**Prefix**-group of letters added to the beginning of a root word, in order to reflect meaning.

**Suffix**-a group of letters added to the end of a word.

**Research Plan**-is the main part of a research project or writing. It states the why and how the research will be conducted.

## Learning to Soar

**Research Report**-a written report about a specific chosen topic, or subject matter, which is researched in order to inform an audience in depth about a topic.

**Apostrophe**-punctuation mark used to shorten two words into a combined word (contraction). (Ex: cannot= can't, did not= didn't.)

Also use apostrophes to show possession or ownership of something. (Ex; children's, boy's,)

**Possessive Pronouns**- pronouns that take the place of the main noun and show ownership, but do not use an apostrophe. (Ex: Hers)

**Reflexive Pronoun**-a pronoun that is preceded or followed by the noun (its antecedent) within the same clause. (Ex: himself, herself, myself, etc.)

**Independent Clause**-a group of words (a clause) that can stand by itself. (A simple sentence which has a complete subject and verb).

**Dependent Clause**- a group of words that cannot stand alone. (Does not have a complete subject and verb.)

**Interview**-a formal meeting in which one person or more questions, consults or evaluates another person.

**Informative Writing**-a piece of writing that explains or gives information about a topic. Textbooks, magazines, and newspapers all contain informational writing.

**Commas with Essential and Nonessential Clauses**

**Complex Sentence**- a sentence that has at least one independent clause and one dependent clause. (Ex: Stay in the bath *until the phone rings*.) Stay in the bath is an independent clause with a subject and verb, while, until the phone rings is a dependent clause.

**Dialect**-a language that is considered as one of a group of people who have a common ancestor.

**Capitalization**-the process of making the first letter in a word an upper-case letter.

**Punctuation**-the practice or system of using certain conventional marks or characters in writing or printing in order to separate elements and make the meaning clear, as in ending a sentence or separating clauses.

**Using More and Most**-use *more* with adjectives when comparing two things. Use *most* with adjectives when comparing three or more things.

**Bibliography**-a list of source materials that are used or consulted in the preparation of a work or that are referred to in the text.

**Conclusion**-the last main division of a piece of writing, usually containing a summing up of the points and a statement of opinion or decisions reached.

**Opinion Letter**-a letter written to express an opinion or viewpoint. Its subject is based on the writer's interpretation of the facts, and cannot be proven as fact.

**Double Negative** -is when two forms of negativity occur in the same sentence. (Ex; didn't not)

**Colon**-punctuation mark used after a greeting in a business letter, to separate hours and minutes, and to start a list.