



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE Connections, Grade 6

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Connections, Grade 6

Department: English

Board Approval	Supervisor	Notes
August 2018	Ian Schwartz	Born On - (first version)
August 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Revisions and Incorporate State Mandates
August 2024	Ian Schwartz	Updated to include New State Mandates

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COURSE Connections, Grade 6

Township of Ocean Pacing Guide			
Week	Unit	Week	Unit
1	Character Education	11	Career Readiness
2	Character Education	12	Career Readiness
3	Character Education	13	Career Readiness
4	Character Education	14	Career Readiness
5	Character Education	15	Career Readiness
6	Sustainability	16	Community Service
7	Sustainability	17	Community Service
8	Sustainability	18	Community Service
9	Sustainability	19	Community Service
10	Sustainability	20	Community Service

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Core Instructional & Supplemental Materials including various levels of Texts

- **Newsela** – Differentiated resource for informational texts for advanced/struggling students
- **“Abraham Lincoln: Backwoods Boy”**
- ***The Boy Who Harnessed the Wind****
- [NJ Climate Change Educational Resources](#)*
- **Scholastic Scope** - Differentiated resource for informational texts for advanced/struggling students
- **Scholastic Action** - Differentiated resource for informational texts for advanced/struggling students
- TED Talks – www.TED.com
- ***Maniac Magee***
- ***Hatchet***
- IMC Databases: Ebsco Host*
- DefinedSTEM – Including differentiated reading materials for advanced/struggling students
- [NJ Diversity, Equity, and Inclusion Educational Resources](#)**

* NJ Climate Change Education

** NJ Diversity, Equity, and Inclusion

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Time Frame	Five weeks
Topic	
Character Education	
Alignment to Standards	
RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RL.CI.6.2. Determine the theme of a literary text (e.g. stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. W.IW.6.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented. SL.II.6.2. Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study. CC L.SS.6.1 Demonstrate command of the system and structure of the English language when writing or speaking.	

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COURSE Connections, Grade 6

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

Learning Objectives and Activities

Learning Objectives:

SWBAT answer the following questions:

- What is Harassment, Intimidation, and Bullying?**
- What is the source/root of HIB behaviors?**
- How do you eliminate HIB from schools?**
- What does society need to do to eliminate HIB?**
- What can you personally do to eliminate HIB from your world?**
- What role do parents/caregivers play in promoting or eliminating HIB?**
- What skills do I need to become a successful student?

SWBAT demonstrate understanding of the following:

- SWUT HIB is a result of many factors.
- SWUT students, teachers, and administrators need to understand each other and work together in order to eliminate HIB in the school.
- SWUT society has a responsibility for promoting and eliminating HIB.

Learning Activities:

- I'm okay, you're okay
- "Jimmy Jet" Passion Project (poetry)
- Ignorance "Fires of Ignorance" (Analysis)
- Analysis & Interpretation - "Ian" short film
- Storytelling "Pigman" Conflict v. HIB
- Researching
- Gaming and Citizenship
- Surveying
- Public speaking

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- Listening, Dancing, Singing, Drawing
- holiday/religion/culture research
- Black History/School Violence research
- Maniac Magee dramatic interpretation
- School survey with results and solutions
- HIB song and dance
- Advice column
- Classroom "Ted Talk"

****NJ Diversity, Equity, and Inclusion Education**

Assessments

Formative:

- Research on causes and reasons
- Dramatic interpretation (Fires of Ignorance)
- Survey results and expressed solutions
- Song/dance/poetry
- Peer advice column/Want Ad
- 6th Grade Themed Board Game
- Public speeches and conversations
- Public Service Announcements

Summative:

- Narratives
- Ignorance One Act Play
- 6th grade themed Board Game
- Holiday/religion/culture research project
- HIB presentations/posters
- Public Service Announcements
- HIB Themed One Act Play
- Maniac Magee Conflict v Bullying

Alternative:

- Observation of class/online discussions
- Teacher-student conferences

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COURSE Connections, Grade 6

Interdisciplinary Connections

HIB Research/Presentation; Classroom "TED Talks":

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Technology Integration

Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Education

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

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DEPARTMENT English

COURSE Connections, Grade 6

Time Frame	Five weeks
Topic	
Sustainability	
Alignment to Standards	
RI.CR.6.1 Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. CC RL.CI.6.2. Determine the theme of a literary text (e.g. stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. W.IW.6.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented. SL.PE.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	

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COURSE Connections, Grade 6

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

Learning Objectives and Activities

SWBAT answer the following questions:

- How do you make the laws of science work for us and not against us?
- What do you do if your idea does not work?
- How can we formulate questions, make observations, and determine appropriate solutions that help us harness nature's power?
- How can the principles of the scientific method help us understand and mitigate the impact of human activity on the Earth's climate?*

SWBAT demonstrate understanding of the following:

- SWUT the laws of science can work for and against mankind.
- SWUT science and engineering are used to solve real-life problems.
- SWUT science requires an open-mind and an ability to overcome failure.

Learning Activities:

- Read/Chapter Analysis the novel The Boy Who Harnessed the Wind
- Debate the Industrial Revolution (good or bad)Bill Nye
- Debate the Technological Revolution (good or bad)Bill Nye
- Geographical resource solution challenges
- Energy grid
- Researching
- Debating
- Questioning
- Observing
- Data collecting
- Inventing/innovating/building
- Engineering
- Weather forecasting
- Lego Robotics
- TED Talks

*NJ Climate Change Education

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DEPARTMENT English

COURSE Connections, Grade 6

Assessments

Summative:

- Model/demo of energy grid from The Boy Who Harnessed the Wind
- Cause and Effect Slideshow "The Boy Who Harnessed the Wind"
- Geographical resource solution challenges (Local)
- Cover Letter "Renewable Energy Perspective."
- Energy Resume "Renewable Energy Perspective."

Formative:

- Reading discussions/analysis/Interpretation re: the novel The Boy Who Harnessed the Wind
- Energy Creation
- Energy Challenge(s)
- Geographical resource solution challenges(Global)
- Debate
- Scientific experiments and results

Alternative:

- Observation of class/online discussions

Benchmark:

- Written and Oral/Presentation components of sustainability project

Interdisciplinary Connections

Model/demo of energy grid from The Boy Who Harnessed the Wind
RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-PS1-1), (MS-PS1-2), (MS-PS1-4), (MS-PS1-5)

Career Readiness, Life Literacies, and Key Skills

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

Technology Integration

Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

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COURSE Connections, Grade 6

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Education

CRP1. Act as a responsible and contributing citizen and employee

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Time Frame	Five weeks
Topic	
Career Readiness	
Alignment to Standards	
RI.CR.6.1 Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. W.WR.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. SL.PE.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	

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DEPARTMENT English

COURSE Connections, Grade 6

L.SS.6.1 Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

Learning Objectives and Activities

SWBAT answer the following questions:

- What skills and dispositions does one need in order to prosper in college or a career?
- What are my most marketable skills?

SWBAT demonstrate understanding of the following:

- SWUT life is full of decisions that affect the paths of their lives.
- SWUT verbal and written communication skills are essential in the professional world.

Learning Activities:

- Researching
- Personal communicating
- Public speaking
- Letter writing
- Multiplying/adding/dividing/subtracting
- Halfway Day
- Interview/Resume
- Letter to 12th grade self
- Investments (stocks, bonds, real estate)
- Banking
- Taxes/Interest
- Tips

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COURSE Connections, Grade 6

Assessments

Summative:

- Resume Project (Personal Resume and Cover Letter)

Formative:

- Teacher-student conferences re:
- Passion to profession Objectives
- Tactical Writing
- Interview
- Letter
- Investing
- Money Management

Alternative:

- Observation of class discussion

Interdisciplinary Connections

Career/Resume Project:

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Technology Integration

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Career Education

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

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DEPARTMENT English

COURSE Connections, Grade 6

Time Frame	Five weeks
Topic	
Community Service	
Alignment to Standards	
RI.CR.6.1 Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RL.CI.6.2. Determine the theme of a literary text (e.g. stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. SL.II.6.2. Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study. L.SS.6.1 Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How do you make our community a better place to live? • How do you improve our community in the area of _____? • What can you personally do to improve in the area of _____? • How did _____ become a problem? SWBAT demonstrate understanding of the following: • SWUT our community needs to work together in order to improve in the area of _____.	

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- SWUT making our community better requires the efforts of each person and starts with each individual doing his or her best.
- SWUT by improving in the area of _____ that everyone in the community benefits.

Learning Activities:

- Reading/Researching
- Writing
- Graphing/Charting
- Drawing
- Public Speaking
- Acting
- Visual Producing
- Mapping
- Nutritional Eating
- Physical Well-Being
- Mental Well-Being

Assessments

Summative:

- Written news articles/stories
- HERO Project=Help, Educate, Respond, and Organize

Formative:

- Teacher check-in's/conferences re:
- Research on problems and solutions Local/Global
- Graphs/charts on findings/results/solutions
- Artwork
- Public speeches/conversations
- Video productions
- Songs
- Mapping
- Letter Writing
- Public Service Announcements(PSA's)

Alternative:

- Observation of class/online discussion
- Kahoot!/digital platform quizzes
-

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COURSE Connections, Grade 6

Interdisciplinary Connections

Community Service/Problem-based research:

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Technology Integration

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

Career Education

CRP1. Act as a responsible and contributing citizen and employee
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

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Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

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Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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