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| **GRADE LEVEL:** | | **6th Grade** | | | | | | | | | | | | | |
| **COURSE / SUBJECT: English Language Arts** | | | | | | | | | | | | | | | |
| **UNIT OF STUDY : Courageous Characters – Unit 2** | | | | | | | | | | | | | | | |
| **THEME / ESSENTIAL QUESTION(S):** | | | | |  |  | |  | |  |  |  |  | |  |
|  |  | **ESSENTIAL GUIDING QUESTION:** **How are acts of courage revealed in writing?** | | | | | | | | | | | | | |
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| **STANDARDS** | | | | **ENDURING UNDERSTANDINGS**  ***What are the long term, big-ideas of content that I want students to understand?*** | | | **KNOWLEDGE / SKILLS *What do I want Students to Know & Be Able to Do?*** | | | | | | | **PACING Lesson # # of Days** | |
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| **RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.**  **RL.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from**  **personal opinions and judgments.**  **W.6.1: Write arguments to support claims with clear reasons and relevant evidence.**  **W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;**  **demonstrate sufficient command of keyboarding skills to type a minimum or three pages in a single sitting.**  **L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**  **SL.6.2: Interpret information presented in diverse formats (e.g., visually, quantitatively, orally) and explain how it contributes to a**  **topic, text, or issue under study.** | | | | **FOCUS QUESTIONS:**   * **Who is the author’s target audience?** * **What is the author trying to say?**      * **What is the point of view that I am defending?** | | | **Students will be able to:**   * Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topic. * Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions and judgments. * Write arguments to support claims with clear reasons and relevant evidence. Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting. * Use knowledge of language and its conventions when writing, speaking, reading, or listening. * Interpret information presented in diverse formats and explain   how it contributes to a topic, text, or issue under study. | | | | | | | **November - December** | |
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| **ASSESSMENT: *HOW WILL I KNOW WHAT MY STUDENTS HAVE LEARNED? WHAT WILL BE THE EVIDENCE?*** | | | | | | | | | | | |  |  |  | |
| * **Observation** * **Formative Assessments such as the use of the students’ whiteboards** * **Presentations** * **Rubrics** * **Quizzes- Vocabulary, comprehension, etc.** * **Common Assessments - Pattern for Freedom: Women’s quilts as Art** * **Written argument with claim** * **Responses to open responses questions** * **Group Discussion** * **Small group discussion** * **Journals and or IPAD Journals** | | | | | | | | | | | | | | | |
| **TECHNOLOGY & RELATED CONTENT INTEGRATION:**  **For the teacher:**   * A computer and projector * **A copy of the *Maniac Magee*** * ***Sadako and the Thousand Paper Cranes*** (Eleanor Coerr) (easier to read but excellent) \*\*\* Possible Read aloud (no student copies) * Examples of vocabulary * Large paper for anchor charts for students to develop and for teachers to display throughout the unit. (Anchor charts are produced collaboratively by teachers and students and kept in a visible location in the classroom. They are frequently updated in subsequent lessons and serve as a reference for the unit or several lessons. ) * Unit chapter questions and vocabulary (see attachment)   **For students**  class set of the following:   * **The paperback edition of *Maniac Magee*** * **Journals**, which can be either computer files or paper notebooks * Journal organizers * Copies of unit chapter questions and vocabulary   **Differential instructional tools and technologies:**  A**ccess to texts:**   * Audio version of***Maniac Magee*** * Available on **Learning Ally**.(\* Contact special educator) * Graphic Organizers * Small group reading/discussion groups * modeling * Teacher driven note taking (can take a picture with IPAD for some) * **Dragon** app (for some writing assignments for students as needed)(dictation to text translator   **Additional Resources**  (Wheatley Portfolio Grade 6-8 ELA Common Core Additional Resources)  **Literary Texts**   * **Poetry**   + “Casabianca” (Felicia Dorothea Hemans) [Read](http://www.poetry-archive.com/h/casabianca.html)   + “If” (Rudyard Kipling) (EA) [Read](http://www.poetryfoundation.org/poem/175772)   + *Lives: Poems about Famous Americans* (Lee Bennett Hopkins and Leslie Staub) * **Stories**   + *Counting on Grace* (Elizabeth Winthrop)   + *Fire from the Rock* (Sharon M. Draper)   + *Free at Last! Stories and Songs of Emancipation* (Doreen Rappaport and Shane W. Evans)   + *Iqbal* (Francesco D’Adamo)   + *Kira-Kira* (Cynthia Kadohata) 54321[1](http://commoncore.org/maps/review/kirakira_cynthia_kadohata)   + *Lyddie* (Katherine Paterson) (EA)   + *Red Scarf Girl: A Memoir of the Cultural Revolution* (Ji-Li Jiang)   + *Shipwreck Season* (Donna Hill)   + *Snow Falling in Spring: Coming of Age in China During the Cultural Revolution* (Moying Li)   + *SOS Titanic* (Eve Bunting) 54321[1](http://commoncore.org/maps/review/sos_titanic_eve_bunting)   + *The Circuit: Stories from the Life of a Migrant Child* (Francisco Jiménez) 43211[1](http://commoncore.org/maps/review/the_circuit_stories_from_the_life_of_a_migrant_child_francisco_jimenez)   + "The People Could Fly" from *The People Could Fly* (Virginia Hamilton and Leo and Diane Dillon) (E) 54321[1](http://commoncore.org/maps/review/the_people_could_flyfrom_the_people_could_flyvirginia_hamilton_and_leo_and_)   + *The Power of Light: Eight Stories for Hanukkah* (Isaac Bashevis Singer and Irene Lieblich) (EA)   + *The Sign of the Chrysanthemum* (Katherine Paterson and Peter Landa) (EA)   + *The Tale of the Mandarin Ducks* (Katherine Paterson and Leo and Diane Dillon) (E)   + *Timothy of the Cay* (Theodore Taylor)   + *Under the Blood-Red Sun* (Graham Salisbury)   + *Uprising: Three Young Women Caught in the Fire That Changed America* (Margaret Peterson Haddix)   + *War Comes to Willy Freeman* (James and Christopher Collier) (easier to read but excellent)   **Informational Texts**  **Nonfiction**   * *A Night to Remember: A Classic Account of the Final Hours of the Titanic* (Walter Lord) (E) * *Exploring the Titanic: How the Greatest Ship Ever Lost—Was Found* (Robert D. Ballard) * *Harriet Tubman: Conductor on the Underground Railroad* (Ann Petry) (E) * *Kids at Work: Lewis Hine and the Crusade Against Child Labor* (Russell Freedman and Lewis Hine) (EA) * *Kids On Strike!* (Susan Campbell Bartoletti) * *Kids with Courage: True Stories About Young People Making a Difference* (Barbara A. Lewis) * *Leon’s Story* (Leon Walter Tillage and Susan L. Roth) * *Life in Ancient Japan* (Peoples of the Ancient World) (Hazel Richardson) * *Many Thousand Gone: African Americans from Slavery to Freedom* (Companion to *The People Could Fly*) (Virginia Hamilton and Leo and Diane Dillon) * [*Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*](http://www.gutenberg.org/files/23/23-h/23-h.htm)(Frederick Douglass) (E) * *Rebels Against Slavery: American Slave Revolts* (Patricia C. and Fredrick L. McKissack) * *Samurai: Warlords of Japan* (High Interest Books) (Arlan Dean) * *Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance* (Jennifer Armstrong) * *Up Before Daybreak: Cotton and People in America* (Deborah Hopkinson) * *You Wouldn't Want to Sail on the Titanic! One Voyage You'd Rather Not Make* (You Wouldn’t Want To…Series) (David Stewart, David Salariya and David Antram)   **Art, Music and Media**   * **Art**   + Frederick Douglass Home (Washington, DC, ca. 1855) [View](http://www.nps.gov/history/museum/exhibits/douglass/)   + Iwo Jima Memorial (Rosslyn, Virginia, 1954) [View](http://en.wikipedia.org/wiki/File:USMC_War_Memorial_Sunset_Parade_2008-07-08.jpg)   + Lincoln Memorial (Washington, DC, 1912-1922) [View](http://en.wikipedia.org/wiki/File:Aerial_view_of_Lincoln_Memorial_-_east_side_EDIT.jpeg)   + Vietnam War Memorial (Washington, DC, 1982) [View](http://www.nps.gov/vive/index.htm)   + Washington Monument (Washington, DC, 1848-1888) [View](http://en.wikipedia.org/wiki/File:Washington_Monument_Dusk_Jan_2006.jpg) * **Music**   + Traditional, “Cotton Mill Girls” (as sung by Michèle Welborne) [Read](http://www.acousticmusicarchive.com/cotton-mill-girls-chords-lyrics)   + Traditional, “Nobody Knows the Trouble I’ve Seen” [Listen](https://www.youtube.com/watch?v=SVKKRzemX_w&feature=kp)   + Traditional, possibly Wallis Willis, “[*Swing Low, Sweet Chariot*](http://www.negrospirituals.com/news-song/swing_low_sweet_chariot_swing_lo.htm)*”* [Listen](https://www.youtube.com/watch?v=Thz1zDAytzU) | | | | | | | | | | | | | | | |