

Grade : 6 Exploring how the community shapes identity					
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Sept-Oct	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	May-June
It Takes a Village... My community shapes who I am	A Moment in Time How significant moments have affected you as a member of a community	Listen Up! Having a voice in our community	Tell Me a Story Sharing the stories of worldwide communities	Man in the Mirror Community influences your perspective.	The Ripple Effect How choices made by my different communities effects me
		Suggested Themes			
Me, myself, and I The many sides of me, what I love about the world around me, my strengths and weaknesses, how I got here	Big events, extreme environments, hardships, triumphs, celebrations lead to personal growth, lessons learned	Fighting for a cause, controversial issues, current affairs, history repeats itself, contribution	Morals, lessons learned, explaining the unknown, religion/spirituality, creation, human values, entertainment, coming together through stories, communal/cultural identity	Empathy, perspective, connections, the value of difference and the unifying human spirit, acceptance, tolerance, understanding	Choices I have made, choices made for me, repercussions, how to make good choices, peer /family/ academic pressures, where am I going?
Biographies, autobiographies, memoir, interviews	Stories of survival and triumph; novels and non-fiction pieces,	Persuasive Non-fiction and Persuasive letter writing, speeches, newspaper reporting pieces, newscasts, documentaries	The art of storytelling (folktales, mythology, fables, legends, epic poems	Character-based novels, book and film reviews, comparative essays, editorials	Novels, PSAs, public service posters, pamphlets, essays, social commentaries, editorials
<u>Guiding Questions:</u>					
Who am I? Why do I matter? Where do I fit in? How am I affected?					
<i>Who am I as a reader, writer, listener, and speaker? What matters to me as a reader, writer, listener, and speaker?</i>	<i>What makes an event significant? What can we learn about ourselves through reading and listening to other people's lives?</i>	<i>What issues are important to me? Why? What issues are important to others? Why? How are we affected by other people's opinions? How can we voice our opinions and make them count?</i>	<i>What can we learn about people through the stories they tell? What can we learn about ourselves and our communities through stories? How can we express what we value and identify with through storytelling?</i>	<i>What can we learn about ourselves by identifying with a character? How are we alike and how are we different? How can individual differences coexist in a unified community?</i>	<i>How do choices affect character? How do choices affect the community?</i>

<p>Enduring Understandings</p> <ul style="list-style-type: none"> ◆ Recognizing the contribution of the world around me to who I am 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ◆ Specific moments in time have significance because they impact who I am and who I am becoming as a member of my community. 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ◆ The voice is a powerful tool (the pen is mightier than the sword) 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ◆ The value of fictional stories to convey truths and understandings about people and their community 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ◆ There is a value to putting yourself in someone else's shoes 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ◆ Every choice effects who I am and my community
Summative Assessment					
<p>Digital Photo-autobiography: Snapshots, mementos, favorites (music), voice intro. Information from interviews</p> <p>Non-technology option: Collage of above items on poster-board.</p>	<p>Videoed monologue that can be memorized or read aloud explaining the significance of a specific moment in time.</p>	<p>Formal persuasive letter regarding a community issue mailed to its intended recipient.</p> <p>This task encourages students to recognize and maximize the potential of their own voice in written form. Persuasive techniques are utilized and mastered by students in order to gain the support of classmates and the community on issues and causes important to them. This task also highlights the power of the written word when encountering opposition and working towards solutions.</p>	<p>Create a myth, folktale, or fable of your community that will be memorized and retold to others.</p> <p>Storytelling is one of the oldest art forms used by many cultures to pass down beliefs, history, and customs orally. Folk tale is the general term for these stories. A legend has some unverifiable truth to it. A myth conveys a truth to the people telling and listening to it rather than actual events. They explain universal beginnings and contain supernatural beings. Fables are folktales using animals that take human characteristics to teach a lesson or provide a moral. Studying folk tales allows adolescents to explore the</p>	<p>Comparison essay studying the similarities and differences between the student and a character. The essay will look specifically at how the character's actions were influenced by the community s/he live in.</p>	<p>Students will create a presentation exploring how choices have defined their identity. Student may choose to present: an essay, a script, a video, poetry, music, comic strip, powerpoint, or other medium that will be cleared by the teacher. For heavy visual presentations, a written explanation of how the visual relates to choices they are presenting.</p> <p>Allowing students guided choice in an assignment helps them to show mastery over a genre that they have covered during the school year. In addition, it scaffolds</p>

			self, but also allows them to study a variety of communities worldwide and throughout history.		independence in writing and schoolwork. By working on a presentation on choices, students have a chance to explore a topic that has been touched on throughout the previous units and apply it to their own lives.
WORD WORK, ACADEMIC LANGUAGE, CONTENT VOCABULARY AND ORAL FLUENCY WORKSHOPS					
<p>Vocabulary: Exploring, identity, autobiography, affect, effect, matters. Prefixes, suffixes, root words (graph), biography, memoir, reflection, first person, second person, third person, paraphrase; quote; transcribe; scribe; Interviewer; interviewee; bias, flashback</p> <p>Model and practice: Use of past tense, signal words for cause and effect</p>	<p>Significance, significant, moments, monologue, triumph, hardship, challenges, overcome, context,</p> <p>Compound words,</p>	<p>Convince; persuade; appeal; self interest; passion; evaluate; examine; thesis; argument; counterargument; distinguish; accountability; point of view; voice; opinion, newscast, ethics, obligation, viewpoint, motivation, issues, controversy, hyperbole</p>	<p>Content words: Folk tale, myth, legend, fable, simile, metaphor, personification, onomatopoeia, folklore, hero, heroine, villain, god, goddess, anthropomorphize; intonation, allegory, symbolism, exaggeration,</p> <p>Academic vocabulary: custom, belief, supernatural, oral tradition, traditional, custom, values, connect, evolve, relate, plausible, implausible; pacing; gestures.</p> <p>Model and practice: homophones: their/they're/there, two/too/to, your/you're; Enunciation of words, reading punctuation, reading with feeling/emotion;</p>	<p>Content Vocabulary: thesis statement; direct characterization, indirect characterization; character traits; character development; voice; transition; comparison; contrast;</p> <p>Academic Vocabulary: argument; exemplary; evolve; insightful; reveal; articulate; motivation; effect; affect; poignant; inference; traits;</p>	<p>Consequences, evaluating, considering, options,</p>

			intonation,		
		READERS WORKSHOP			
<p>Setting up expectations and routines for the reader's workshop</p> <p>Model and practice how to read a photograph for impact, author's purpose, affect on viewer.</p> <p>Model and practice how to use captions to make connections between text and images.</p> <p>Chart defining characteristics of autobiographies, biographies, and memoirs.</p> <p>Model and practice how to summarize key events in a person's life.</p> <p>Model and practice the author's use of voice in order to impact the reader.</p>	<p>Model and practice how to identify the elements of the narrative structure of a story, including: introduction, rising action, climax, falling action, and resolution.</p> <p>Model and practice how to analyze how the character's situation effects their development.</p> <p>Model and practice how to determine significance and identify details that impact on the reader and evoke feelings to learn something,</p> <p>Model and practice how to notice foreshadowing in a story and its significance.</p> <p>Model and practice how to analyze a character's motivation and action.</p> <p>Read and analyze a variety of monologues in order to determine the characteristics of a monologue in expressing</p>	<p>Read a variety of texts that have strong arguments and thesis statements for validity, distinguishing fact from opinion; identifying a point of view.</p> <p>Analyze the features of a newspaper article, including headlines, subheadings, blocked texts.</p> <p>Model and practice how to determine the main idea of a text.</p> <p>Model and practice how to identify historical events in a fictional story.</p>	<p>Chart prior knowledge of tales and storytelling.</p> <p>Choose model texts that reflect stories from a variety of multicultural communities (both modern and ancient).</p> <p>Help students choose independent reading folk tales, myths, legends, and fables that meet their needs and interests.</p> <p>Teach and review the distinguishing characteristics of myths: ancient, have supernatural beings that reflect human emotions and qualities, have heroes and heroines, attempt to explain a larger issue or natural phenomena.</p> <p>Compare and contrast creation myths, nature myths, and hero myths.</p> <p>Teach and review the distinguishing characteristics of fables: short and concise;</p>	<p>Assess and chart prior knowledge of characterization such as physical description, background, personality, relationships, words and actions, motivation, conflict and change.</p> <p>Choose and expose students to a variety of multicultural gender sensitive texts that focus on character development and the description of memorable characters.</p> <p>Use mentor texts to expose the students to comparative essays that include a variety of comparisons between ideas, subjects, topics, and concepts.</p> <p>Model and practice how to tell the differences between major, minor, static, and dynamic characters.</p>	<p>Expose students to a variety of texts that focus on character choice impact outcomes.</p> <p>Model and practice how to evaluate conflicts that a character faces, the choices they have, and the impact their decisions have on their development.</p> <p>Model and practice how to interpret information in order to make an informed choice.</p> <p>Analyzing graphs and tables for information.</p> <p>Finding and gathering information in order to make an informed decision.</p> <p>Analyze the connection between art, text, and meaning</p>

<p>Model and practice how to analyze cause and effect in understanding how past events shaped the author or subject.</p> <p>Chart prior knowledge of interview characteristics, including format, why they are done, and by whom</p> <p>Expose students to a wide variety of interviews, both videoed, audio, and written transcripts.</p> <p>Chart features of different types of interviews in order to discern the role of the interviewer and the interviewee.</p> <p>Model and practice how to discern what types of questions good interviewers use.</p> <p>Model and practice how to discern and analyze an interviewers bias towards his/her topic.</p> <p>Model and practice the use of flashbacks to give</p>	<p>character motivation.</p> <p>Watch and listen to a variety of monologues in order to determine how intonation and body language effects understanding and message.</p> <p>Read and analyze the importance of setting in a text.</p>		<p>features anthropomorphized animals, plants, inanimate objects and forces of nature; illustrate a moral lesson.</p> <p>Teach and review the distinguishing characteristics of legends: an unverified story handed down through generations; may contain real elements, such as people.</p> <p>Teach and review the distinguishing characteristics of folktales: stories handed down and told by the common ‘folk’ of a community; features humans and animals; teaches values and lessons; can include fables, legends, myths, fairytales, tall tales.</p> <p>Compare and contrast the features of myths, legends, and fables.</p> <p>Model and practice: how to make connections in texts, comparing lessons, values, cultures, and beliefs from various folklore to your own life;</p> <p>Cause and effect: how characters change and evolve</p>	<p>Model and practice how and author develops a character using direct characterizations and indirect characterization.</p> <p>Model and practice how to analyze characters’ motivations – looking at actions, appearance, words and thoughts, and relationships with others.</p> <p>Model and practice how to identify and label character traits by extracting details from the text.</p> <p>Model and practice how to draw parallels between the character’s and the student’s lives.</p> <p>Model and practice how the reader draws conclusions and makes generalizations about how the character affects events within the plot.</p> <p>Model and practice how a writer might use indirect characterization, allowing a reader to decide for himself</p>	
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background information			<p style="text-align: center;">of time; Theme and author’s purpose and how they are embedded in the moral of a story; How to interpret and translate simile, metaphor, personification, hyperbole, onomatopoeia, repetition; How to read ancient and modern telling of the same tale for clues and noticing how changing characters and action impacts the author’s purpose</p>	what the character is like.	
WRITERS WORKSHOP					
<p>Introduce routines and expectations for writer’s workshop.</p> <p>Model and practice how to choose important key events in the student’s life to write about.</p> <p>Model and practice how to use “show-not-tell” in order to add details that allow the reader to visualize events.</p> <p>Model and practice how to prepare for an interview, including research, creating effect</p>	<p>Read and analyze a variety of texts in order to notice the key characteristics of monologues.</p> <p>Model and practice the use of descriptive moments and the use of setting to impact the reader, evoke feelings, and teach a lesson.</p> <p>Model and practice how to write a monologue on a specific moment that engages the reader through language choice and details.</p> <p>Model and practice how to write a short story that follows the narrative structure of a</p>	<p>Model and practice how to structure a thesis statement (A+B=C);</p> <p>Model the difference formal letter writer vs. personal letter writing;</p> <p>Model and practice how to use persuasive techniques in writing letters and speeches.</p>	<p>Use mentor texts to discern the characteristics of myths, legends, and fables; highlight figurative language.</p> <p>Create a rubric for evaluating folklore writing.</p> <p>Brainstorm and chart common themes, beliefs, and values that are common in the students’ lives and community and choose one of interest to write about.</p> <p>Model and practice how to focus on one natural phenomenon to explore in a myth.</p>	<p>Practice writing detailed descriptions of characters using direct and indirect characterization techniques.</p> <p>Analyze exemplary comparison essays and chart characteristics that make them effective.</p> <p>Create a rubric for student essays that refers to characteristics of effective essays.</p> <p>Model and practice the organizational structure of a comparative essay.</p>	<p>Reviewing and practicing formal presentation skills.</p> <p>Design multimedia presentation.</p> <p>Model and practice how to connect art, text, and meaning in their presentations.</p> <p>Polish skills in student’s chosen mode of presentation. EG, script writing, essays, powerpoints, videos, etc.</p>

<p>questions.</p> <p>Model and practice how to take notes, how to paraphrase and use direct quotations, and how to scribe when using a recording device during an interview.</p> <p>Model and practice how to develop voice in a piece of writing.</p>	<p>story.</p> <p>Practice creating setting using descriptive passages.</p>		<p>Model and practice how to separate good and evil and write a moral when writing fables.</p> <p>Model and practice how to apply the characteristics of legends by adding aspects of the truth to stories using research protocols.</p> <p>Model and practice the use of graphic organizers when planning stories in chronological order.</p> <p>Model and practice how to add character action and dialogue (with and without tags) and internal monologues into stories.</p> <p>Model and practice how to convey the author's message through symbolism, repetition, order of events, clues, and expression of characters' hopes and dreams.</p> <p>Facilitate peer-editing groups and model how to read a draft.</p>	<p>Model and practice how to decide on a substantive topic.</p> <p>Teach the A+B=C formula for a comparative thesis, where two characters (A)+ similarities and differences (B) = Thesis statement (C)</p> <p>Model and practice how to present evidence to support thesis.</p> <p>Model and practice how to gather and organize details using a Venn diagram or other graphic organizer that highlight comparing and contrasting.</p> <p>Model and practice how to use an outline to plan an essay; how to create a word bank for descriptive adjectives.</p> <p>Model and practice how to write an insightful conclusion.</p> <p>Model and practice how to engage the reader by developing voice, word choice, and sentence variety.</p>	
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			Model and allow opportunity for drafting, revision, and editing using conventional and computer tools.	Help students use these skills to work towards independent writing. Provide ample opportunities for practice, drafting, peer revision and editing, and publishing.	
		LISTENING AND SPEAKING WORKSHOP			
Model and practice how to give an interview by allowing students to practice with one another using questions on a variety of subjects. Work on how to ask follow-up questions, how to put an interviewee at ease, and how to use intonation.	Model and practice how to read a monologue with feeling, paying attention to voice level and intonation. Model and practice how to listen to and watch a monologue to glean important information, feeling, and message. Listen to read alouds that focus on the setting to develop visualization techniques.	Peer review (collaborative) and peer editing; Debating skills; Listen to a range of famous historical speeches for ways speakers inspire and persuade.	Create a rubric for oral retelling of original story. Model and practice effective storytelling techniques through read-aloud and shared reading practice. Model and practice how to present original stories using pacing, voice level, body language, eye contact, and intonation to maintain interest of audience. Model and practice how to listen to a story for meaning.	Model and practice how to articulate a thesis statement and provide proof in support of the statement. Reinforce accountable talk protocols in literature circles where students can discuss characters' motivation and development. Model and practice how to synthesize and paraphrase information.	Polish presentation skills. Practice listening skills when observing other students' presentations. Peer editing practice.
		CONVENTIONS: SPELLING/GRAMMAR/USAGE/MECHANICS			
Prefixes, suffixes, root words, how not to write fragments, quotation marks,	Synonyms; thesaurus work; compound words	Structure of a formal letter; power of punctuation; idioms and figures of speech	Spell check and dictionaries; Conventions for writing dialogue	Adjectives, organization and structure of sentences for impact.	
		EMBEDDED TECHNOLOGY			
Digital photo-essays, captions,	Video and taped monologues, videoed student performance	Online newspaper editorials; news-clips; persuasive letter mailed to its	Online dictionaries, thesaurus;	Blogs to keep track of connections between	Video, powerpoint, visual aids such as

<p>Digital photo-essays, captions, Use of voice recorders to take interviews.</p> <p>Audio and visual interviews.</p>	<p>Video and taped monologues, videoed student performance of monologues.</p>	<p>Online newspaper editorials; news-clips; persuasive letter mailed to its intended recipient, online audio and visuals presentations of speeches</p>	<p>Online dictionaries, thesaurus; Listen to storytelling clips; How to use technology to create own storytelling clip (podcasts, voice recordings) for publication and practice of oral fluency</p>	<p>Blogs to keep track of connections between characters and the student.</p> <p>Use of computer technology to increase typing skills</p> <p>Use multimedia texts to increase power of adjectives</p>	<p>Video, powerpoint, visual aids such as SmartBoards, related audio texts to enhance presentations.</p>
SUGGESTED LITERATURE					
<p>Mentor Texts: Magnum in Motion/Children’s Rights http://inmotion.magnumphotos.com/essay http://time.com/time/photoessay</p> <p><i>The Circuit</i> <i>The Crossing</i> <i>House on Mango Street</i> Assorted Gary Soto memoirs Various other biographies, autobiographies, and memiors</p>	<p>Gary Soto “Green Jacket” <i>Julie of the Wolves</i> <i>The Wish Giver</i> <i>Hatchet</i> <i>My Side of the Mountain</i></p> <p>Modified Shakespeare monologues</p>	<p>Editorials; commercials; book reviews; news; movie reviews; Time for Kids (box); <i>The Devil’s Arithmetic,</i> <i>The Wave</i> <i>Malcolm X</i> by Walter Dean Myers <i>Prentice Hall Literature Anthology</i> chapter on non-fiction <i>Opposing Viewpoints</i> pamphlet series.</p>	<p><i>Aesop’s Fables</i> by Aesop <i>Matilda</i> <i>Tuck Everlasting</i></p> <p><i>Phantom Tollbooth</i> by Norton Juster</p> <p><i>The People Could Fly</i> by Virginia Hamilton</p> <p><i>The Wizard of Oz</i> by Frank L. Baum</p> <p>Encyclopedia Mythica: online resource for myths, legends, folktales, and oral telling http://www.pantheon.org/areas/folklore/folktales</p>	<p><i>Bud Not Buddy</i> by Christopher Paul Curtis</p> <p><i>Bridge to Terabithia</i> <i>A Wrinkle in Time</i> <i>Holes</i> <i>Prentice Hall Literature Anthology</i> chapter on Comparison of Literary Works. <i>Seedfolk</i> by Fleishman</p> <p>http://tvtropes.org/pmwiki/pmwiki.php/Main/CharactersAsDevice</p>	<p><i>Maniac Magee</i> <i>The Great Gilly Hopkins</i> PSAs Television advertisements, pamphlets, articles on current events focusing on choices.</p>