

Grade 6 New Jersey State Learning Standards

Marking Period		Unit Title	Recommended Instructional Days
2		"Animal Allies"	45
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit	
Progress Indicator: <i>RL.6.2, RL.6.3, RL.6.5, RL.6.10</i>	Progress Indicator: <i>RI.6.1, RI.6.6, RI.6.10</i>		
Companion Standards Subject:	Writing Strand:		
Progress Indicator: <i>6.3.8.D</i> <i>6.3.8.A</i> <i>6.3.8.A.3</i> <i>6.3.8.D</i>	Progress Indicator: <i>W.6.2, W.6.2.a-f, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.10, L.6.1, L.6.1.a, L.6.1.e</i>	Essential Question/s: <ul style="list-style-type: none"> How can people and animals relate to one another? How do words with multiple meanings impact the reader's understanding? What are the elements of explanatory essay writing? What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered? Why do we write Expository / Explanatory Essays? Climate Change-How does <i>climate change</i> affect the chimpanzee habitat? Activity Description: Whole-Class Learning Anchor Text (Memoir): <i>from My Life With the Chimpanzees</i> by Jane Goodall	
Speaking and Listening Strand:	Language Strand:		
Progress Indicator: <i>SL.6.1.a-d, SL.6.4</i> <i>SL.6.1, SL.6.1.b, SL.6.1.c, SL.6.4, SL.6.5</i>	Progress Indicator: <i>L.6.1, L.6.2, L.6.2.a, L.6.2.b, L.6.4, L.6.4.b, L.6.4.d, L.6.5, L.6.5.b, L.6.5c,</i>		

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	<p>Anchor Text (Historical Fiction): <i>Hachiko: The True Story of a Loyal Dog</i> by Pamela S. Turner</p> <ul style="list-style-type: none">• Read and analyze the development of ideas and language in literature and nonfiction texts, including how authors that write in different genres explain ideas. RL.6.2, RI.6.2• Expand Knowledge and use of academic and concept vocabulary. RL.6.4, RI.6.4• Write an explanatory essay in which you examine a topic and convey ideas, concepts, and information. W.6.2• Conduct research projects of various lengths to explore a topic and clarify its meaning. W.6.7• Ensure that pronouns are in the proper case. L.6.1.a• Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1• Integrate audio, visuals, and text in presentations SL.6.5 <p><u>Small-Group Learning</u> _____</p> <ul style="list-style-type: none">• Poetry: A Blessing• Poetry: Predators• Essay: Monkey Master• Read and analyze the development of ideas and language in literature and nonfiction texts, including how authors that write in different genres explain ideas. RL.6.2, RI.6.2 <hr/> <ul style="list-style-type: none">• Expand Knowledge and use of academic and concept vocabulary. RL.6.4, RI.6.4
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Second Step Unit Plans

- Self Awareness
- Self Management
- **Social Awareness**
- Responsible Decision-Making
- Relationship Skills

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings

- Write an explanatory essay in which you examine a topic and convey ideas, concepts, and information. W.6.2
- Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7
- Ensure that pronouns are in the proper case. L.6.1.a
- Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1
- Integrate audio, visuals, and text in presentations SL.6.5

Conventions:

- irregular plurals, past-tense verbs, action verbs, linking verbs, [ast perfect tense verbs, **prepositional phrases**, **present participles**

Independent Learning:

- from "The Wind in the Willows" by Kenneth Grahame
- "How the Camel got his Hump" by Rudyard Kipling
- "The Girl Who Gets Gifts from Birds" by Katy Sewall
- Pet Therapy- "How Animals And Humans Heal Each Other" by Julie Rovner


Interdisciplinary Connections:

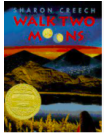
- **SCI.MS.LS2.C** - Ecosystem Dynamics, Functioning, and Resilience
- **SCI.MS.ESS3.D** - Global Climate Change
- **VA.6-8.1.5.8.Pr6a** -- Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs, and experiences.
- **SOC.6.3.8.CS5** Collaboratively develop and practice strategies for managing and resolving conflict.

		<p>Science: Point out to students that Jane Goodall did groundbreaking research into chimpanzee behavior at a time when few women worked in the sciences. Students will research other celebrated female scientists from the twentieth century, such as Dian Fossey, Margaret Meade, or Rachel Carson, and learn more about that scientist's life. As a Class, discuss the ways in which the achievements of these women have contributed positively to society.</p> <p>Humanities (Unit 5): <i>BBC Science Club's All About Exploration-</i> Have students select an exploration event or explorer, from either the video or from independent research. (In order to connect this lesson to Unit 2, it is recommended to research the Vikings' use of birds to find land.) Then have each student create a comic strip telling an event from the explorer's experiences.</p> <p>Art: Have students select and research one of the following artists: Pablo Picasso, Salvador Dali, Jackson Pollock, etc. Encourage students to copy or download an image from their chosen artist and compare it to the work of Congo. Have groups share the images and their findings with the class. Encourage them to use media vocabulary words when appropriate in their presentation.</p> <p>Social Studies: Research the social and economic impact of cutting down chimpanzees' natural habitat. Research and write an argumentative essay writing from the perspective of a logger and a naturalist.</p> <p><u>Writing</u> <u>Argument Writing Task (Unit 2 & Unit 5)</u> Prompt: Can anyone be an explorer? Assignment: Use your knowledge from any of the Unit 5 stories to Unit 2's "My Life with the Chimpanzees." Include examples and details from both your chosen Unit 5 story, Unit 2's "My Life with the Chimpanzees, as well as your own observations to support your reasoning. <u>Expository/Explanatory Writing Task:</u> TG p. 128-133 (5 days) Write an Explanatory Essay Prompt: What qualities do Goodall and Turner believe people and animals share? Assignment: Use your knowledge of the excerpt from "My Life with the Chimpanzees" and "Hachiko: The True</p>
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		<p>Story of a Loyal Dog” to consider qualities that human beings and animals seem to share. Write an explanatory essay that answers the question: What qualities do Goodall and Turner believe people and animals share? Think about the experiences Goodall has with the chimpanzees and the way Turner describes Dr. Ueno and Hachiko. Identify feelings and ways for behaving that the two authors suggest animals and people have in common.</p> <p><u>Part 1 Writing to Sources:</u> (3 days) <u>Explanatory Essay Prompt:</u> How can animals and people help one another? Assignment: Write an explanatory essay in which you answer the following: How can animals and people help one another? Use evidence from the selections in this unit to elaborate on your explanation. Explain your ideas thoughtfully and use transitions to make connections among them. Make sure that you use a formal style to organize your essay in a logical way so that it is easy for readers to follow.</p> <p><u>Part 2 Speaking and Listening:</u> 2 days Informative presentation Assignment: After completing the final draft of your essay, use it as the foundation for a brief informative presentation</p> <p><u>-Research Analysis Task:</u></p> <ul style="list-style-type: none">● One critic points to the numerous examples of bloodshed and concludes that “Kipling is telling his readers that nature is cruel and that only the strong survive. By implication, he is preaching Social Darwinism...” What is Social Darwinism? What views does this ideology help to justify? How does <i>The Jungle Book</i> support the idea of Social Darwinism? <p><u>Narrative Writing Task:</u></p> <ul style="list-style-type: none">● Write an alternative ending, narrative essay in the author’s voice and tone. <p><u>-Literary Analysis Task:</u></p> <ul style="list-style-type: none">● What does Mowgli learn from his teachers that makes him into the young man he becomes? After reading <i>The Jungle Book</i>, write a literary essay in which you answer this question. In order to write your essay, select and analyze any one of the following areas:
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		<ul style="list-style-type: none"> • “teachers” from the text. • the setting <p>Poetry Aligned to Text:</p> <ul style="list-style-type: none"> • “See It Through” by Edgar Guest • “Standing Up for Myself” by Connie Webb • “The Key of Life” by Stanley Oguh • “A Legend of Truth” by Rudyard Kipling • “Promise Yourself” by Christian Larson <p>Seasonal Poetry:</p> <ul style="list-style-type: none"> • “The Dance of the Thirteen Skeletons” Jack Prelutsky • “Veterans Day Salute!” by Kim Robin Edwards
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Diagnostic Assessments • Pre-Writing/Pre-Assessments • Quizzes • Entrance/Exit Tickets • Daily/Weekly Student Reflections • Quizzes that mirror multiple-choice questions on the NJSLA exam. Each question will contain both Part A and Part B, as well as multiple sources (video, text, poetry, and articles) to be compared to the novel. These quizzes will cover theme, characters, setting, central idea, point of view, structure, and vocabulary in context. • Checking for understanding activities during and after reading (Exit Slips, 321 strategies, Reflection Journals) • Daily writing tasks linked to the text • Four Corner Strategy Discussions. • Virtual: Google Meet Polls/Zoom Polls, etc., • Think/Pair/Share • Peer/Self Assessments • Conferencing 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Assessments of comprehension and standards taught • District Assessments • Interim Assessments <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Unit Assessment • Essay • Assessment of standards taught in novel • Presentations • Peer/Self Evaluation • Cumulative Reflection/Growth Mindset • State Assessments • Benchmark Assessments • End of Unit/ Chapter Tests • Final Projects • Video Presentations

Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • My Perspectives Anthology Unit 2 • <i>My Life With the Chimpanzees</i> by Jane Goodall • <i>Hachiko: The True Story of a Loyal Dog</i> by Pamela S. Turner • Poetry: <i>A Blessing</i> by James Wright • Poetry: <i>Predators</i> by Linda Hogan • Essay: <i>Monkey Master</i> by Waldemar Januszczak • Short Story: <i>Black Cowboy, Wild Horses</i> by Julius Lester • My Perspectives Anthology Unit 5 • Media: Unit 5- <i>BBC Science Club: All About Exploration</i> • "The Jungle Book" by Rudyard Kipling  • "Walk Two Moons" by Sharon Creech 	<ul style="list-style-type: none"> • Modified Version of Texts • Audio of Text • Large Font Text • Tiered Content/Activities • Provide a variety of materials • Provide options for perception 	<ul style="list-style-type: none"> • Spanish language version of the text (when available) • Converse in Native Language. • ESL Basics • Cultivate Relationships and be culturally responsive. • Topic choice • Reflection activities • Various assessment strategies • Pair work • Online Thesaurus • Extra Support Readers • Tiered Content/Activities 	<ul style="list-style-type: none"> • Read above-level Book-Of-Choice • Create a graphic novel of Jane Goodall's career • Write an Expository/ Explanatory from Jane Goodall's perspective explaining the steps humans can take to preserve the habitat of chimpanzees. • Create a diorama of a chimpanzee habitat and label all plant species • Anchor Text plus two additional texts. • Group and individual presentations • Assign independent projects. • Speak to Student Interests • Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum. • Tiered Content/Activities • Provide a variety of rigorous material, blogs, poetry.



- Digital and Print version of the text
- Leveled Readers
- Online Simulations
- Teacher Editions
- Student Editions

Supplemental Resources

Technology:

- Device, Film application (FlipGrid, iMovie, Screencastify, etc.), Smart Board, Meet application (Google Meet, Zoom, etc.), Digital whiteboard application, Camera and microphones as needed, Kami-PDF annotations- (https://web.kamihq.com/web/viewer.html?browser_action=true), document camera where applicable, Google Meets, Breakout Rooms
- Slidesmania link for free virtual interactive notebooks
- NoRedInk
- Prezi
- Bookcreator
- TedED Talks
- Padlet
- Peardeck
- Nearpod
- Newsela
- Commonlit
- Edpuzzle
- Actively learn

Other:

- White Board, Chart Paper, Markers, Exemplar of Writing Task, Outlines

New Jersey Legislative Statutes and Administrative Code Resources

- **Black Cowboy, Wild Horses by Julius Lester**
 - Read and analyze the development of ideas and language in literature and nonfiction texts, including how authors that write in different genres explain ideas.

- (Amistad Law: *N.J.S.A. 18A 52:16A-88*)
- **To the Oppressors by Pauli Murray**
 - Interpret through artistic expression. Create a drawing, collage, or graphic design that represents the idea that the author is trying to convey in the poem "To the Oppressors."
 - (LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*)
- **The Jungle Book by Rudyard Kipling**
 - (Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*)
- **On the Long Trail Home by Elisabeth J. Stewart (nj.gov)**
 - (Holocaust Law: *N.J.S.A. 18A:35-28*)
- **Pink and Say by Patricia Polacco First-person P.O.V.**
 - (Holocaust Law: *N.J.S.A. 18A:35-28*)
- **Faux Pets Help Holocaust Survivors Stave off Loneliness**
 - Create a slideshow presentation, write an expository/Explanatory Essay describing the effects the Holocaust had on children.
 - (Holocaust Law: *N.J.S.A. 18A:35-28*)
- **Walk Two Moons**
 - (Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*)
- **Climate Change-Science**
 - Research the effects of **Climate Change** on the habitat of chimpanzees. Write an Expository/Explanatory Essay detailing the negative changes that have happened over time.
 - (Standards in Action: *Climate Change*)

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● My Perspectives Anthology ● Diversity & Inclusion: "The Jungle Book" ● Diversity & Inclusion: "Walk Two Moons" ● Learning Contracts ● Centers/Stations 	<ul style="list-style-type: none"> ● Extra Support Readers ● Provide options for comprehension ● Tiered Content/Activities ● Provide a variety of materials ● Provide options for perception ● Manipulatives 	<ul style="list-style-type: none"> ● Four Corners Activity, Sentence Stems, Anchor Chart for Vocabulary & Text Structure ● Converse in Native Language. ● ESL Basics ● Cultivate Relationships and be culturally responsive. ● Topic choice ● Reflection activities 	<ul style="list-style-type: none"> ● Savvas Challenges ● Novel/Book of choice ● Write a research paper describing connections between two texts by the same author. ● Leadership Roles ● Assign independent projects. ● Speak to Student Interests

<ul style="list-style-type: none"> • Interactive Journals • Leveled Readers • Online Simulations • Teacher Editions • Student Editions 		<ul style="list-style-type: none"> • Various assessment strategies • Pair work • Online Thesaurus • Extra Support Readers • Tiered Content/Activities • Provide a variety of materials 	<ul style="list-style-type: none"> • Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum. • Tiered Content/Activities • Provide a variety of above-level material
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ul style="list-style-type: none"> • Financial Health • Financial Landscape • Money Management • Career Awareness and Planning • Creativity and Innovation • Critical Thinking and Problem-solving • Digital Citizenship • Global and Cultural Awareness • Information and Media Literacy • Technology Literacy 		
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> • Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking • Multiple solutions often exist to solve a problem • An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. • Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work. • There are tradeoffs between allowing information to be public and keeping information private and secure. • Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper 	

		<ul style="list-style-type: none">interactions can protect online reputations.• Digital communities are used by individuals to share information, organize and engage around issues and topics of interest.• Climate Change -Digital technology and data can be leveraged by communities to address the effects of <i>climate change</i>.• Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.• Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.• Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.• The mode of information can convey a message to consumers or an audience.• Sources of information are evaluated for accuracy and relevance when considering the use of information.• There are ethical and unethical uses of information and media.• There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.• Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.• Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none">• 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple

		<p>potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</p> <ul style="list-style-type: none">• 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).• 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.• • 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.• 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online• games) versus keeping information private and secure.• • 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.• 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.• 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to the effects of climate change (e.g., smart cities).• 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).• 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information• 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).• 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.• 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).• 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
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		<ul style="list-style-type: none"> 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships and facilitate data-based decision-making 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>Act as a responsible and contributing community member and employee.</p> <ul style="list-style-type: none"> Consider the environmental, social, and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership, and effective management. Plan education and career paths aligned to personal goals. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>