


[Grade 6 New Jersey State Learning Standards](#)

Marking Period		Unit Title	Recommended Instructional Days
1		“Childhood”	45
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit	
<i>Progress Indicator: RL.6.1, RL. 6.2, RL. 6.4, RL. 6.5, RL. 6.6, RL. 6.9, RL. 6.10</i>	<i>Progress Indicator: RI.6.1, RI.6.2, RI. 6.3, RI. 6.4, RI. 6.5, RI. 6.6, RI. 6.7, RI. 6.9, RI.6.10</i>		
Companion Standards Subject:	Writing Strand:	Essential Question/s: <ul style="list-style-type: none"> • What are some of the challenges and triumphs of growing up? • How has childhood imagination affected or influenced you or someone you know in a similar way to that of Waterson and Woodson? • What childhood challenge from either your own experience or observation is addressed or illustrated in a selection you have read? • What is an example of a childhood challenge or a childhood triumph? • How does reading from different texts about the same topic build our understanding? • How do texts differ and how should I read them as a result? • How do writers convey themes or central ideas in the text? • Why do characters change or evolve? 	
<i>Progress Indicator: 6.3.8.D 6.3.8.A 6.3.8.A.3 6.3.8.D</i>	<i>Progress Indicator: W.6.3, W.6.3.a-e, W.6.4, W.6.5, W.6.6, Performance-Based Assessment: Write a Nonfiction Narrative. Prompt: When did you have to use your imagination to find another way to do something? Nonfiction Narrative Writing Prompt: When did a challenge lead to a triumph? W.3.a-e</i>		
Speaking and Listening Strand:	Language Strand:		
<i>Progress Indicator: SL.6.1, SL.6.1.a-d, SL. 6.2, SL6.4, SL.5, SL.6,</i>	<i>Progress Indicator: L.A.L.6.1, L.A.L.6.1.A, L.A.L.6.1.B L.A.L.6.1.C, L.A.L.6.1.D, L.A.L.6.1.E, L.A.L.6.6 -</i>	Whole Class Learning <ul style="list-style-type: none"> • from “Brown Girl Dreaming” by Jacqueline Woodson • Gallery of Calvin and Hobbes Comics • “A Long Way Home” (Unit 5) 	

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	<u>Whole-Class Learning Standards</u>
 <p>Click on the lockers above to access competencies.</p> <p>Second Step Unit Plans</p> <ul style="list-style-type: none"> ● Self Awareness ● Self Management ● Social Awareness ● Responsible Decision-Making ● Relationship Skills 	<p>Self Awareness</p> <ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self Management</p> <ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	<ul style="list-style-type: none"> ● Read and analyze how authors express their points of view in different types of texts. RL.6.6 ● Expand Knowledge and use of academic and concept vocabulary. RL.6.4 ● Write a nonfiction narrative in which you develop experiences or events using narrative techniques effectively. W.6.3 ● Conduct research projects of various lengths to explore a topic and clarify its meaning. W.6.7 ● Correctly use common, proper, and possessive nouns in writing and presentations. L.6.1 ● Use word choice, sentence structures, and tone to develop your voice in your writing. L.6.3 ● Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1 <p>• Integrate audio, visuals, and text in presentations. SL</p> <p><u>Small-Group Learning</u></p> <ul style="list-style-type: none"> ● “Declaration of the Rights of the Child” by The United Nations General Assembly ● “Michaela DePrince: The War Orphan Who Became A Hero” by William Kremer ● from “Bad Boy” by William Dean Meyers ● “I Was A Skinny Tomboy Kid” by Alma Luz Villanueva ● “Lewis & Clark” by Nick Bertozzi (Unit 5) <p><u>Small-Group Standards</u></p> <ul style="list-style-type: none"> ● Read and analyze how authors express their points of view in different types of texts. RL.6.6, RI.6.6 ● Expand Knowledge and use of academic and concept vocabulary. RL.6.4, RI.6.4 ● Write a nonfiction narrative in which you develop experiences or events using narrative techniques effectively. W.6.2 ● Conduct research projects of various lengths to explore a topic and clarify its meaning. W.6.7 ● Correctly use common, proper, and possessive nouns in writing and presentations. L.6.1 ● Use word choice, sentence structures, and tone to develop your voice in your writing. L.6.3

- 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

Conventions:

- Common nouns, possessive nouns, possessive pronouns, reflexive pronouns, intensive pronouns, adjectives, adverbs, simile, metaphors, & personification, mood, prepositions

Interdisciplinary Connections:

Social Studies: Children traveled in wagon trains that crossed the Great Plains in the 18th and 19th centuries. Look for information about what life was like for these children and write a short report. Include information about the obstacles they faced and what was expected of them on the journey.

Humanities: Choose John Calvin or Thomas Hobbs and do independent research into his ideas and philosophies. Then write a short essay introducing Calvin's or Hobbes's ideas and explaining the connection with the cartoon character. Conclude by explaining whether they think the characters' personalities have a meaningful connection with the historical figures, or if Watterson chose the names for more superficial reasons.

Art: Create art that depicts or is inspired by each of the rights of the child described in the document. Students can then work in groups to create collages that include all the rights.

Social Studies: Work in groups to locate Sierra Leone on a world map and briefly research that country's civil war. Answer these questions:
Where is Sierra Leone? What caused its civil war? How many people were killed during the war? What are conditions like now for people in Sierra Leone?

		<p>Social Studies (Unit 5): Have students research the geography of India and create a map. They should label regions and the major geographical features mentioned in the selection, such as the Himalayas and the Ganges Delta, which are mentioned in paragraph 5.</p> <p>Art: Research some of the ballet-related terminology in the article. Ex: pointe shoes, soloist, and the corps de ballet. They might also research the Dance Theatre of Harlem, Alvin Alley, and other African American dancers in the United States. Explain how the information illuminates information in the article.</p> <p><u>WRITING</u></p> <p>Write a Nonfiction Narrative Prompt: When did you have to use your imagination to find another way to do something?</p> <p>Assignment: In the poem “another way,” Jacqueline Woodson’s mother tells the children, “Today I want you to find another way to play.” Write a personal narrative in response to the prompt: When did you have to use your imagination to find another way to do something? For example, perhaps you found another way to play, solve a problem, make a friend, or learn a new skill. In your narrative, tell the story of your experience and reflect on the ways in which using your imagination made things better</p> <p>(3 days) Writing to Sources: Nonfiction Narrative Prompt: When did a challenge lead to a triumph?</p> <p>Assignment:(Part 1) Write a nonfiction narrative in which you tell about a real-life experience that answers this question: When did a challenge lead to a triumph? The experience may be yours, or it may be that of someone you know. Begin by giving your reader background about the experience. Then, present a natural, logical series of events that shows how a challenge led to a triumph. Conclude by reflecting on the importance of the experience. Part 2: After completing the final draft of your nonfiction narrative, plan and present a recitation, in which you tell the story to classmates.</p> <p><u>Literary Analysis Task:</u></p> <p>You have read the poem “The Child’s faith is new”, and the novel <i>The Secret</i></p>
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Garden. Write an essay that identifies a similar theme in each text and compares and contrasts the approaches each text uses to develop this theme. Be sure to support your response with evidence from **both** texts.

Narrative Writing Task:

In the novel *The Secret Garden*, the author creates an animated setting and a distinct protagonist, Mary Lennox. Think about the details the author uses to establish the setting and the character. Write an original story about what happens after Mary has been sent to stay at the Misselthwaite Manor in England. In your story, be sure to use what you have learned about the setting and the character as you tell what happens next.

Expository/Explanatory Writing Task:

According to Webster's New World College Dictionary, a **challenge** is:

a. a stimulating task or problem,

and a **triumph** is:

a. a victory or conquest by or as if by military force

Mary Lennox evolves from a spoiled, unloved, and unloving creature to a girl who is full of spirit and surrounded by friends. What are some of the challenges and triumphs Mary went through that led to her evolution?

According to Webster's New World College Dictionary, a **legend** is:

a. a notable person whose deeds or exploits are much talked about in his or her own time

b. the stories of his or her exploits

Research individuals who have been considered legends to discover why.

Write an informative essay using evidence from at least two sources to support your response.

Poetry Aligned to Text:-

"*The Child's faith is new*" by Emily Dickinson

"*Solace*" by Ruby Archer

Seasonal Poetry

		<p>-“Autumn Time” by Cheryl Sandburg</p> <p>-“Fall, Leaves, Fall” by Emily Bronte</p> <p>LGBTQ/ Poetry -“Little Prayer” by Danez Smith</p> <p>(Play) “The Orphan Train” Reader’s Theater Anthology book</p> <p>“Never, Never, Never, Forget” by Carol Montgomery</p>
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<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 1 • Amistad Law/ LGBTQ Law/“Brown Girl Dreaming” • Gallery of Calvin and Hobbes Comics by Bill Watterson • Diversity and Inclusion“Declaration of the Right of the Child” • Amistad Law“The War Orphan” • Amistad Law-from ”Bad Boy” by Walter Dean Meyers • Diversity and Inclusion Law “I Was a Skinny Tomboy Kid” • from “Peter Pan” by J.M.Barrie • “Oranges” by Gary Soto • “The Boy Nobody Knew” by Faith Ringgold • “Raymond’s Run by Toni Cade Bambara • Diversity and Inclusion Law “Eleven” by Sandra Cisneros • Unit 5- from “A Long Way Home” by Saroo Brierley • “The Secret Garden” by 	<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"> • Anchor Text plus two additional texts. • Create and deliver a TedTalk • Assign above level IXL Skill Plans • 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, and poetry.

<p>Frances Hodgson Burnett</p> <ul style="list-style-type: none"> ● Digital and Print version of the text ● Leveled Readers ● Online Simulations ● Teacher Editions ● Student Editions 			
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● 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 <p>Other:</p> <ul style="list-style-type: none"> ● White Board, Chart Paper, Markers, Exemplar of Writing Task, Outlines <p><u>New Jersey Legislative Statutes and Administrative Code Resources</u></p> <ul style="list-style-type: none"> ● Brown Girl Dreaming by Jacqueline Woodson <ul style="list-style-type: none"> ○ Interpret sometimes” or “Uncle Robert” through artistic expression. Create a drawing, collage, or graphic design that represents the idea that the author is trying to convey in the poem “Brown Girl Dreaming.” ○ (Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>) ○ (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>) ● G&T *Rewrite a Personal Narrative from Jaqueline Woodson’s perspective* G&T <ul style="list-style-type: none"> ○ (Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>) 			

- **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- **The United States Holocaust Memorial Museum: “Hidden Children”**
 - Research the effects the Holocaust had on surviving children. Create a slideshow presentation, and write an expository/Explanatory Essay describing the effects the Holocaust had on children.
 - **(Holocaust Law: N.J.S.A. 18A:35-28)**
- **Sounds of Silence by Simon and Garfunkel**
 - Students will listen to and discuss the Simon and Garfunkel song to spark a discussion about the effects of being silent in the face of human suffering. Students should reflect with partners and analyze the song lyrics to interpret the meaning and their connection to the text.
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- **Social Studies**
 - Gender roles and expectations vary from country to country. In some cultures, dancing is very important among men, and male dancing is the norm. Research such a culture and report their findings. Ex: Native American groups, the Wodaabe of Nigeria and Cameroon, Celts in Ireland, and men in the southwestern Indian state of Kerala, who dance Kathakali. Why is dance considered a masculine sport in some cultures and less so in others?
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- **Judaism and Climate Change (from Yale Climate Connections)**
 - **(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 ● “The Secret Garden” ● Learning Contracts ● Centers/Stations ● Interactive Journals ● Leveled Readers ● Online Simulations ● Teacher Editions ● Student Editions 	<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 ● Various assessment strategies ● Pair work 	<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 ● Plan for differentiation. Consider pre-assessments,

		<ul style="list-style-type: none"> ● Online Thesaurus ● Extra Support Readers ● Tiered Content/Activities ● Provide a variety of materials 	<p>extension activities, and compacting the curriculum.</p> <ul style="list-style-type: none"> ● Tiered Content/Activities ● Provide a variety of above-level material
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<p><u>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</u></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 interactions can protect online reputations. ● Digital communities are used by individuals to share information, organize, and engage around issues and topics

		<p>of interest.</p> <ul style="list-style-type: none">• Digital technology and data can be leveraged by communities to address the effects of climate change.• 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 potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).• 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

		<p>predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</p> <ul style="list-style-type: none">● 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).● 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
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	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>