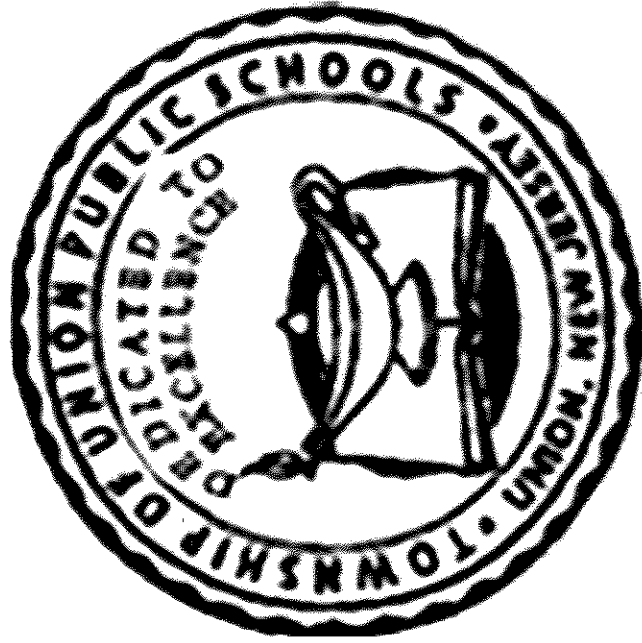


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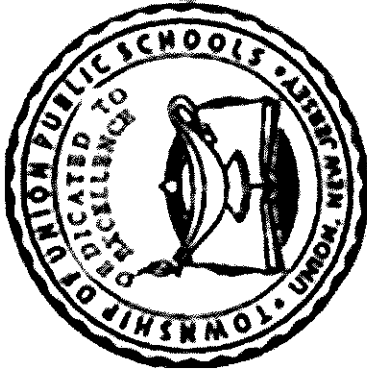
TOWNSHIP OF UNION PUBLIC SCHOOLS



Introduction to PreCalculus

# Curriculum Guide 2016

Curriculum Guide Approved June 2016



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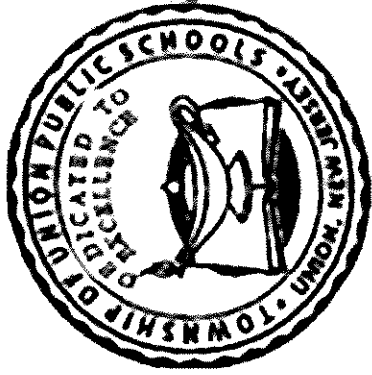
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- Director of Curriculum K-12 ..... Dr. Noreen Lishak**
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Art/Music .....	Mr. Ronald Rago

# **Curriculum Committee**

Ines Jaramillo  
Robert Sukovich

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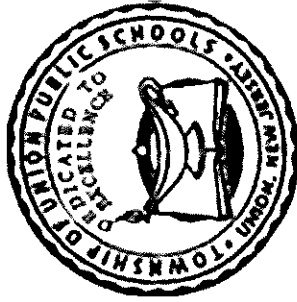
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## **District Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education, designed to meet his or her individual needs, in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or, when necessary, removed, in order for the district to maintain the appropriate educational setting.

## **District Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.



## Statement of District Goals

- ❖ Develop reading, writing, speaking, listening, and mathematical skills.
- ❖ Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- ❖ Acquire and use the skills and habits involved in critical and constructive thinking.
- ❖ Develop a code of behavior based on moral and ethical principals.
- ❖ To be able to work with others cooperatively.
- ❖ Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- ❖ Acquire a knowledge and understanding of the physical and biological sciences.
- ❖ Efficient and effective participation in economic life and the development of skills to enter a specific field of work.
- ❖ Appreciate and understand literature, art, music, and other cultural activities.
- ❖ Develop an understanding of the historical and cultural heritage.
- ❖ Develop a concern for the proper use and/or preservation of natural resources.
- ❖ Develop basic skills in sports and other forms of recreation.



## **Course Description**

This course follows a structured scope and sequence, introducing, reinforcing and extending topics identified by the Common Core State Standards. This course will prepare students for college level courses in mathematics. The course is divided into four units covering the traditional skills and concepts required for advancement into pre-calculus in a rigorous college preparatory program.

Students will model and solve algebraic problems that involve the study of linear, polynomial, quadratic, rational, radical, exponential, and logarithmic functions. Students will model and solve systems of equations both algebraically and graphically in multiple variables, including the usage of matrices. Students will model and solve basic trigonometry, trigonometric identities, equations and application problems.

Each of the units will include the use of group explorations, scientific and graphing calculators, and computer software to study real world problems solving techniques and presentation strategies.

## **Recommended Textbooks**

### **Student Texts:**

**College Algebra & Trigonometry (5<sup>th</sup> Edition) (Lial, Hornsby, and Schneider) – Pearson**

## Course Proficiencies

### **EACH STUDENT WILL BE ABLE TO:**

- Find values of trigonometric functions for acute and general angles.
- Find exact and approximate values for the six trigonometric functions.
- Verify trigonometric identities, simplify/evaluate expressions and solve trigonometric equations.
- Identify graphs of the basic trigonometric functions
- Understand and apply trigonometric functions to solve real-life problems about measurement.
- Choose the appropriate trigonometric function to find missing parts of right and oblique triangles.
- Use identities to find values of trigonometric functions and to solve trigonometric equations.
- Graph and solve functions and extract information from multiple forms.
- Solve absolute value equations and inequalities.
- Solve linear systems by graphing, substitution, elimination, and the use of matrices.
- Perform operations, inverses, and determinants of matrices.
- Perform all operations with polynomials, and to factor polynomials.
- To use the fundamental theorem of algebra to find all zeros of a polynomial.
- To determine if a function has an inverse and if it has an inverse, find the equation of the inverse.
- Apply properties of exponents and logarithms.
- Use algebraic expressions as models of real-life situations.
- Examine and solve quadratic models involving objects, parabolic shaped regions and quantities related to time

## Curriculum Units

### Unit 1 Operations and Graphing

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	To solve and graph a linear equation, including fractions and decimals	HSA-REI.B.3
2	To solve quadratic equations by all methods and expressing solutions as complex numbers	HSN-REI.B.4
3	To use graphs of quadratic and linear equations and inequalities/systems of equations and inequalities to solve real world problems	HSA-REI.C.6 HSA-REI.D.12
4	Solve and graph absolute value equations and inequalities	HSN-REI.B
5	Simplify and perform operations with rational equations, including application problems	HSA-CED.A
6	Graph rational equations and find the domains, ranges, and asymptotes of the equations	HSA-REI.A

**Major Content Supporting Content Additional Content** (Identified by PARCC Model Content Frameworks).

**Bold type indicates grade level fluency requirements.** (Identified by PARCC Model Content Frameworks).

#### Selected Opportunities for Connection to Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.  
*All of the content presented at this grade level has connections to the standards for mathematical practices.*

***Bold type identifies possible starting points for connections to the SLOs in this unit.***

Code #	Common Core State Standards
<b>HSA-REI.B.3</b>	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
<b>HSA-REI.B.4</b>	Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .
<b>HSA-REI.C.6</b>	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
<b>HSA-REI.D.12</b>	Create equations and inequalities in one variable and use them to solve problems.
<b>HSA-REI.D.12</b>	Explain why the $x$ -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

**Math Content Supporting Content** (Identified by PARCC Model Content Frameworks). **Additional Content** (Identified by PARCC Model Content Frameworks).

**Bold type indicates grade level fluency requirements.** (Identified by PARCC Model Content Frameworks).

<b>Assessments</b>	
<b>CCSS #</b>	
<b>HSA-REI.B.4</b>	Solve $-3(x + 4) + 2x < 6$ . Give the answer in interval notation
<b>HSA-REI.B.4</b>	Solve $x^2 + 6x - 17$ by completing the square. Give answer in set notation.
<b>HSA-REI.C.6</b>	Solve the system $(-2x = 6y + 18, -29 = 5y - 3x)$ . Give the answer in set notation.
<b>HAS-REI.D.12</b>	The cost to produce $x$ units of coffee cups is $C = 105x + 900$ . The revenue is $R = 85x$ . $R \geq C$ . Find the break even point.
<b>HAS-REI.D.12</b>	Solve by using a graphing calculator $\frac{11}{3}x + y = 0.5, 0.6x - y = 3$ . Express solutions with approximations to the nearest thousandth.

## Unit 2 Functions

<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>CORRESPONDING CCSS</b>
<b>1</b>	To define a function, the elements of a function, and types of functions	<b>HSF-IF.A.1</b>
<b>2</b>	To find real and imaginary roots of a polynomial function	<b>HSF-IF.C.7.C</b>
<b>3</b>	To graph rational function and identify domain, range, and asymptotes	<b>HSF-IF.C.7.D</b>
<b>4</b>	To graph radical functions, piecewise functions, and absolute value functions and identify domain and range	<b>HSF-IF.C.7.E</b>
<b>5</b>	To graph exponential functions, including both growth and decay and apply to real life situations	<b>HSF-IF.C.7.E</b> <b>HSF-IF.A.1.C</b>
<b>6</b>	To solve exponential and logarithmic equations, including evaluating common and natural	<b>HSF-IF.A.4</b>

	logarithms and use properties of logarithms to condense and expand logarithmic expressions	
7	To find and graph the equation of the inverse of a function	HSP-IF.A.4

**Major Content Supporting Content Additional Content** (Identified by PARCC Model Content Frameworks).

**Bold type indicates grade level fluency requirements.** (Identified by PARCC Model Content Frameworks).

### Selected Opportunities for Connection to Mathematical Practices

8. Make sense of problems and persevere in solving them.
  9. Reason abstractly and quantitatively.
  10. Construct viable arguments and critique the reasoning of others.
  11. Model with mathematics.
  12. Use appropriate tools strategically.
  13. Attend to precision.
  14. Look for and make use of structure.
  8. Look for and express regularity in repeated reasoning.
- All of the content presented at this grade level has connections to the standards for mathematical practices.*

**Bold type identifies possible starting points for connections to the SLOs in this unit.**

Common Core State Standards	
Code #	
HSP-IF.A.4	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ corresponding to the input $x$ . The graph of $f$ is the graph of the equation $y = f(x)$ .
HSP-IF.C.7.C	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
HSP-IF.C.7.D	Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
HSP-IF.C.7.E	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

HSF-IF-C.7.B HSF-EA-A.1.C	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
HSF-EA-A.1	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where $a$ , $c$ , and $d$ are numbers and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology.
HSF-EA-A.1	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where $a$ , $c$ , and $d$ are numbers and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology.

**Major Content Supporting Content Additional Content** (Identified by PARCC Model Content Frameworks).

**Bold type indicates grade level fluency requirements.** (Identified by PARCC Model Content Frameworks).

CCSS #	Assessments
HSF-IF-A.1	Graph the relation, tell whether the relation is a function, identify the domain and the range. $\{(-5, -6), (-4, -4), (-3, -2), (0, -1), (3, -2), (4, -4)\}$
HSF-IF-C.7.C	Graph the polynomial. List all possible rational zeroes, calculate the zeroes algebraically, confirm graphically, and write as a product of linear factors of the function $f$ . $f(x) = 6x^4 + 7x^3 - 12x^2 - 3x + 2$ .
HSF-IF-C.7.D	Graph the following rational function. Identify the domain, range, and horizontal and vertical asymptotes. $f(x) = \frac{2}{x+1} - 3$



<p>HSF-IF-C.7.B</p>	<p>Graph the following piecewise defined function. Identify all intervals for which the function increases, decreases, or remains constant.</p> $f(x) = \begin{cases} 0.5x^2 & \text{if } -4 \leq x \leq -2 \\ x & \text{if } -2 < x < 2 \\ x^2 - 4 & \text{if } 2 \leq x \leq 4 \end{cases}$
<p>HSF-IF-C.7.B HSF-LE-A.6</p>	<p>Graph the exponential function. Identify the asymptote. Identify if the function represents growth or decay.</p> $f(x) = \left(\frac{1}{3}\right)^{x-2} + 2$
<p>HSF-LE-A.4</p>	<p>Find the future value of an account if \$12362 is invested at 4.25% for 11 years, compounded quarterly. Evaluate <math>5^{2x} = 3^{x-4}</math>. Evaluate <math>\log_{11} 65</math></p>
<p>HSF-LE-A.2</p>	<p>Find the inverse of the following function.</p> $x^3 = \frac{8}{27}$

## Unit 3 Matrix Operations and Usage

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	To add, subtract, perform scalar multiplication, and matrix multiplication using matrices	HSN.VM.C.8
2	Find the determinants of 2x2 and 3x3 matrices	HSN.VM.C.10
3	Find the inverse of a 2x2 and 3x3 matrix and use to solve systems of linear equations and apply to real life situations	HSN.VM.C.10
4	To use Cramer's Rule to solve 2 and 3 variable systems of equations	HSN.VM.C.10

**Major Content Supporting Content Additional Content** (identified by PARCC Model Content Frameworks).

**Bold type indicates grade level fluency requirements.** (identified by PARCC Model Content Frameworks).

### Selected Opportunities for Connection to Mathematical Practices

15. Make sense of problems and persevere in solving them.
16. Reason abstractly and quantitatively.
17. Construct viable arguments and critique the reasoning of others.
18. Model with mathematics.
19. Use appropriate tools strategically.
20. Attend to precision.
21. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

*All of the content presented at this grade level has connections to the standards for mathematical practices.*

**Bold type identifies possible starting points for connections to the SLOs in this unit.**

Common Core State Standards	
HSN-VM.C.8	Add, subtract, and multiply matrices of appropriate dimensions.
HSN-VM.C.10	Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

**Major Content Supporting Content** Additional Content (Identified by PARCC Model Content Frameworks).

**Bold type indicates grade level fluency requirements.** (Identified by PARCC Model Content Frameworks).

CCSS #	Assessments
HSN-VM.C.8	Find the variables within the matrix. $\begin{bmatrix} x+2 & y-6 \\ z-3 & w+5 \end{bmatrix} = \begin{bmatrix} -2 & 8 \\ 0 & 3 \end{bmatrix}$
HSN-VM.C.10	Calculate the determinants of the following matrices. $A = \begin{bmatrix} 5 & 9 \\ -10 & -18 \end{bmatrix} \quad B = \begin{bmatrix} 12 & 1 \\ 0 & 0 \end{bmatrix}$
HSN-VM.C.10	Solve each system by using the inverse of the coefficient method. $\begin{aligned} 0.5x + 0.2y &= 0.8 \\ 0.3x - 0.1y &= 0.7 \end{aligned}$
HSN-VM.C.10	Solve the system by using Cramer's Rule. $\begin{aligned} -2x + 2y + 4z &= 3 \\ -3x + 4y + 5z &= 1 \\ x + 2z &= 2 \end{aligned}$

## Unit 4 Trigonometry

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	To find the values of the six trigonometric functions and use them to solve right triangles	HSF.TF.A.3
2	To use angles of elevation and depression to solve real world problems	HSG.SRT.C.8
3	To find measures of angles in standard position using degree and radian measure	HSF.TF.A.1
4	To calculate arc length and areas of sectors and apply to real life problems	HSG.CB.9
5	To evaluate trigonometric functions of any angle using the unit circle	HSF.TF.A.2
6	To evaluate inverse trigonometric functions	HSF.TF.A.2
7	To graph sine and cosine functions	HSF.TF.A.2
8	To use the Laws of Sines and Cosines to find the sides and angles of a triangle and use Heron's Formula to calculate the area of any triangle	HSG.SRT.D.10 HSG.SRT.D.11
9	To use trigonometric identities to simplify expressions and to verify other identities	HSF.TF.C.8

**Major Content Supporting Content Additional Content** (Identified by PARCC Model Content Frameworks).

**Bold type indicates grade level fluency requirements.** (Identified by PARCC Model Content Frameworks).

### Selected Opportunities for Connection to Mathematical Practices

22. Make sense of problems and persevere in solving them.
23. Reason abstractly and quantitatively.
24. Construct viable arguments and critique the reasoning of others.
25. Model with mathematics.
26. Use appropriate tools strategically.
27. Attend to precision.

28. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

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Code #	Common Core State Standards
<b>HSF-IF-A-3</b>	Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$ , $\pi/4$ and $\pi/6$ , and use the unit circle to express the values of sine, cosine, and tangent for $x$ , $\pi + x$ , and $2\pi - x$ in terms of their values for $x$ , where $x$ is any real number.
<b>HSG-SRT-C-8</b>	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*
<b>HSF-IF-A-4</b>	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
<b>HSG-OB-5</b>	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
<b>HSF-IF-A-2</b>	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
<b>HSF-IF-B-6</b>	Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
<b>HSA-CED-A-1</b>	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
<b>HSG-SRT-D-10</b> <b>HSG-SRT-D-11</b>	Prove the Laws of Sines and Cosines and use them to solve problems. Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).
<b>HSF-IF-C-8</b>	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$ , $\cos(\theta)$ , or $\tan(\theta)$ given $\sin(\theta)$ , $\cos(\theta)$ , or $\tan(\theta)$ and the quadrant of the angle.

**Major Content Supporting Content Additional Content** (Identified by PARCC Model Content Frameworks).

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CCSS #	Assessments
HSF.TF.A	Solve a right triangle with $C=90^\circ$ , $b=7$ , $c=12$ .
HSF.SRT.C.8	Solve the following word problem. An airplane is flying 10,500 ft above level ground. The angle of depression from the plane to the base of a tree is $13^\circ50'$ . How far horizontally must the plane fly to be directly over the tree?
HSF.TF.A	Convert the following angles from degrees to radians, or from radians to degrees. $135^\circ$ $-\frac{9\pi}{4}$ $-\frac{5\pi}{6}$
HSF.C.B.5	Solve the following problem. A large, circular pizza with a 16" diameter is cut into 8 equal slices. Find the area of one slice of pizza and find the length of the crust in one slice of pizza.
HSF.TF.A	Find the exact value of $s$ in the given interval that has the given circular function value. $[\frac{\pi}{2}, \pi]$ ; $\sin s = \frac{1}{2}$
HSF.TF.A	Given $\tan s = 0.2126$ , find the value of $s$ in the interval $[0, \frac{\pi}{2}]$ .
HSF.C.D.5	Graph the function. Identify the domain, range, period, and amplitude. $y = \cos \frac{1}{3}x$
HSF.SRT.D.10 HSF.SRT.D.11	Solve the following triangles using Laws of Sines and Cosines. Calculate the area of each using Heron's Formula. $A=68.41^\circ$ , $B=54.23^\circ$ , $a=12.75$ ft. $a=965$ ft, $b=876$ ft, $c=1240$ .
HSF.TF.C	Simplify the expressions using the identities. $\tan x(\cot x + \csc x)$ Verify the expressions using identities. $\frac{\tan \alpha}{\sec \alpha} = \sin \alpha$

## **Pacing Guide – Course**

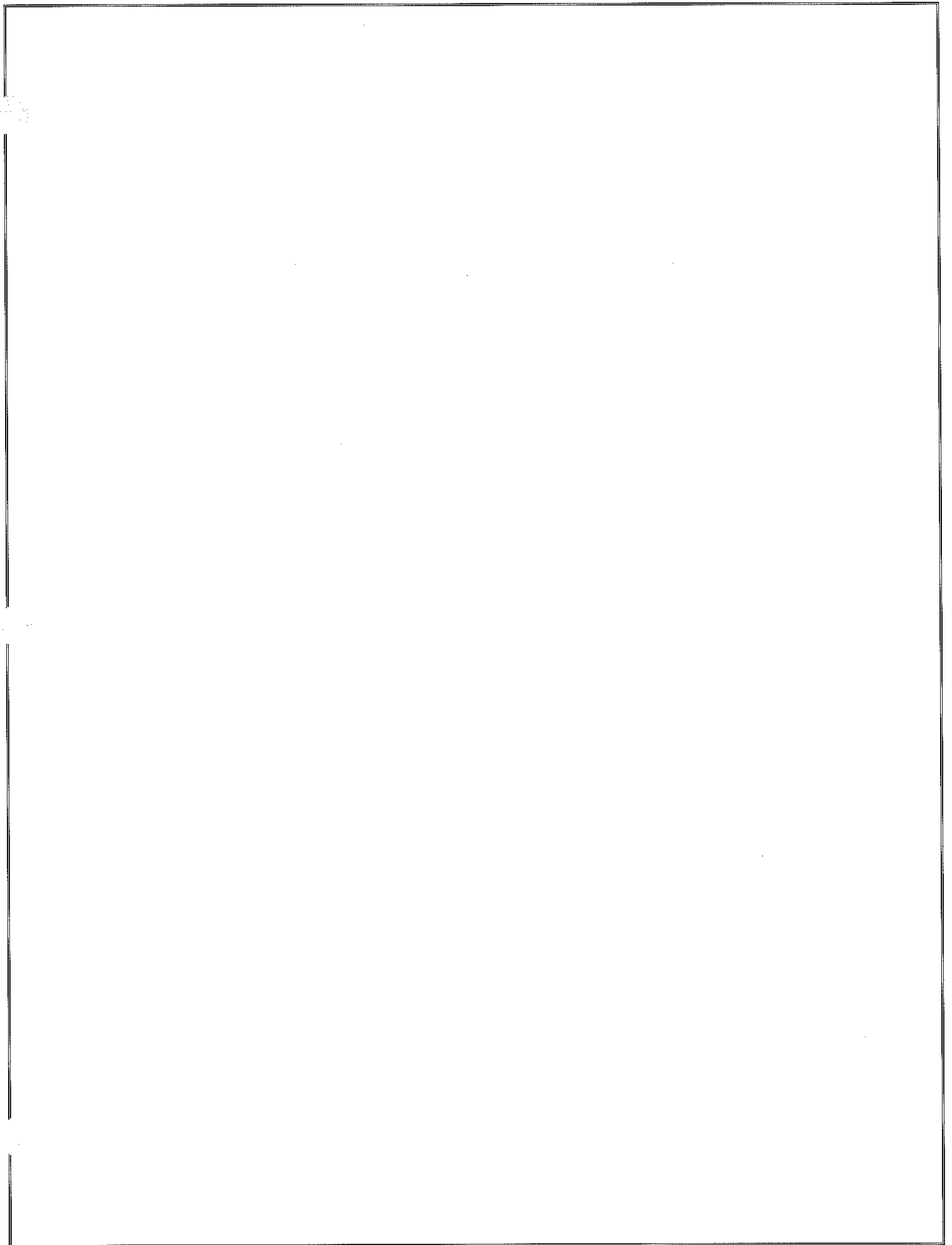
**Unit 1- 40 days**

**Unit 2- 40 days**

**Unit 3- 20 days**

**Unit 4- 50 days**

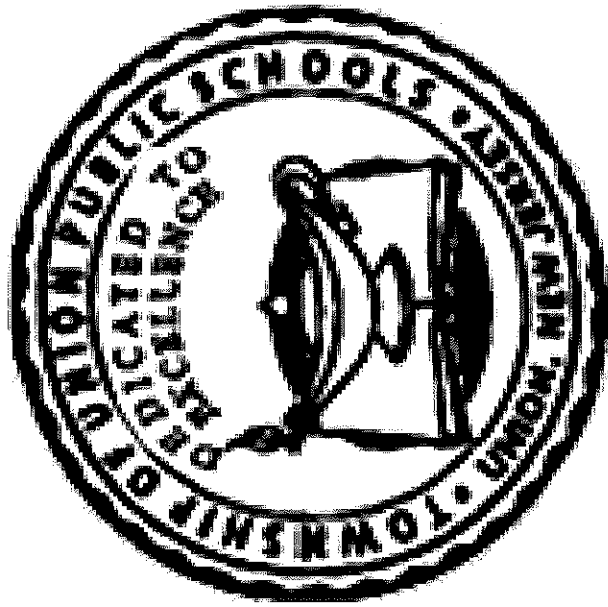
Allowances given for additional review days, if necessary, and assessments.







**TOWNSHIP OF UNION PUBLIC SCHOOLS**



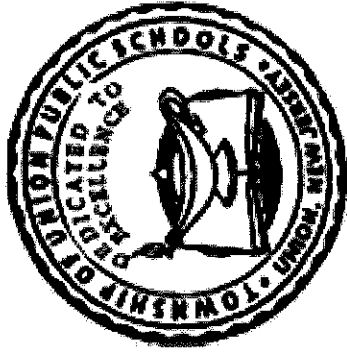
**College Prep Junior English/EN 301**

**Curriculum Guide 2016**

Curriculum Guide Approved June 2016

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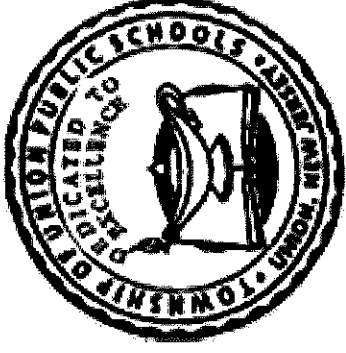
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# **Curriculum Committee**

**EN 301, Grade 11**

**Dana Bobertz**

**Laurie Romero**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.



## **Statement of District Goals**

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

## **Course Description**

EN301 is a survey course in American Literature with a focus on American writing styles, literary movements and the historical impact of events on these movements. Starting with the earliest known pieces of American literature, students will explore the writing styles of Native Americans and analyze every major literary movement until the present Post-Modern era. In addition, students will continue to develop their writing skills according to the Common Core Standards.

## **Recommended Textbooks**

Prentice Hall Literature New Jersey: The American Experience, Volumes 1 & 2, Publisher: Pearson, Copyright: 2010

Prentice Hall Writing Coach Grade 11, Publisher: Pearson, Copyright: 2012

*Of Mice and Men*, by John Steinbeck

*The Catcher in the Rye*, by J.D. Salinger

*House on Mango Street*, by Sandra Cisneros

*In Cold Blood*, by Truman Capote

*Lesson Before Dying*, by Ernest J. Gaines

## **Pacing Guide**

<b>Unit 1: Early American Literary Philosophies</b>	<b>Apx. Length of Unit: MP 1</b>
<b>Unit 2: Literature of the American Renaissance</b>	<b>Apx. Length of Unit: MP 2a</b>
<b>Unit 3: Literature of the Modern Age</b>	<b>Apx. Length of Unit: MP 2b</b>
<b>Unit 4: Coming of Age Literature</b>	<b>Apx. Length of Unit: MP 3</b>
<b>Unit 5: Literature of Social Injustice</b>	<b>Apx. Length of Unit: MP 4</b>
<b>Unit 6: Writing and Grammar</b>	<b>Apx. Length of Unit: ongoing</b>

**Unit 1: Early American Literary Philosophies**

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
Native American Origin Myths <ul style="list-style-type: none"> <li>● "Earth on Turtle's Back"</li> <li>● "When Grizzlies Walked Upright"</li> <li>● <i>from The Navajo Origin Legend</i></li> </ul>	Analyze and respond to literary elements: Origin Myths  Read and analyze Origin Myths  Develop vocabulary	<ul style="list-style-type: none"> <li>● Guided reading questions</li> <li>● Vocabulary in context</li> <li>● Illustrate one of the origin myths</li> <li>● Research other creation myths</li> <li>● Create an original creation story</li> </ul>	RL.11-12.1 RL.11-12.2 RL.11-12.4 W.11-12.3 W.11-12.3.d W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8 L.11-12.1
Puritan Literature <ul style="list-style-type: none"> <li>● <i>Of Plymouth Plantation</i></li> <li>● <i>Sinners in the Hands of an Angry God</i></li> <li>● "To My Dear and Loving Husband"</li> <li>● "Huswifery"</li> </ul>	Analyze and respond to literary elements <ul style="list-style-type: none"> <li>● author's purpose</li> <li>● plain style</li> </ul> Read and analyze <ul style="list-style-type: none"> <li>● a first person account</li> <li>● poetry</li> </ul> Develop vocabulary	<ul style="list-style-type: none"> <li>● Guided reading questions</li> <li>● Vocabulary in context</li> <li>● Write modern versions of Bradstreet or Taylor poems</li> <li>● Write a letter to William Bradford</li> <li>● Compare and contrast the plight of the Puritan and the plight of the modern day immigrant</li> </ul>	RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.7 W.11-12.3 W.11-12.3.d W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8 L.11-12.1

<p><i>The Crucible</i></p>	<p>Analyze literary elements:</p> <ul style="list-style-type: none"> <li>● Theme</li> <li>● Plot</li> <li>● Characterization</li> <li>● Figurative language</li> <li>● Dramatic exposition</li> <li>● Allegory</li> <li>● Diction</li> <li>● Setting</li> <li>● Allusions</li> <li>● Irony</li> </ul> <p>Read and analyze</p> <ul style="list-style-type: none"> <li>● A drama</li> <li>● Non-fiction texts</li> </ul> <p>Support responses to text</p>	<p>WebQuest</p> <ul style="list-style-type: none"> <li>● Guided reading questions</li> <li>● Vocabulary in context</li> <li>● Write thematic journals</li> <li>● Write in a character voice</li> <li>● Write a document based essay</li> <li>● View the film version (compare/contrast)</li> <li>● Reenact scenes/rewrite scenes</li> <li>● Research other instances of hysteria (presentation)</li> </ul>	<p>RL.11-12.1  RL.11-12.2  RL.11-12.4  RL.11-12.7  W.11-12.3  W.11-12.3.d  W.11-12.4  W.11-12.5  W.11-12.6  W.11-12.7  W.11-12.8  L.11-12.1  SL.11-12.1</p>
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**Unit 2: Literature of The American Renaissance and The Civil War**

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p><b><u>Romanticism</u></b></p> <ul style="list-style-type: none"> <li>• “The Devil and Tom Walker”</li> <li>• Poe stories and poems</li> <li>• “Minister’s Black Veil”</li> </ul>	<p>Analyze literary elements:</p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Plot</li> <li>• Characterization</li> <li>• Figurative language</li> <li>• parable</li> <li>• symbol</li> <li>• imagery</li> <li>• Setting</li> <li>• Allusions</li> <li>• Irony</li> </ul> <p>Evaluate influences of a historical period</p> <p>Support responses to text</p>	<ul style="list-style-type: none"> <li>• Guided reading questions</li> <li>• Vocabulary in context</li> <li>• Write a letter to Tom Walker or “Old Scratch”</li> <li>• Write an original Poe-style story</li> <li>• Media connections               <ul style="list-style-type: none"> <li>○ Twilight Zone</li> <li>○ <i>Simpson’s</i> “The Raven”</li> </ul> </li> </ul>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.4 W.11-12.3 W.11-12.3.d W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8 L.11-12.1</p>
<p><b><u>Transcendentalism</u></b></p> <ul style="list-style-type: none"> <li>• <i>Nature</i></li> <li>• “Self-Reliance”</li> <li>• <i>Walden</i></li> </ul>	<p>Analyze literary elements:</p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Figurative language</li> <li>• symbol</li> <li>• imagery</li> <li>• Setting</li> <li>• Allusions</li> <li>• Irony</li> </ul> <p>Evaluate influences of a historical period</p> <p>Support responses to text</p>	<ul style="list-style-type: none"> <li>• Guided reading questions</li> <li>• Vocabulary in context</li> <li>• Photo/Art/Visual medium project</li> <li>• Journaling</li> </ul>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.4 W.11-12.3 W.11-12.3.d W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8 L.11-12.1</p>

<p><b><u>American Master Poets</u></b></p> <ul style="list-style-type: none"> <li>• Dickinson poems</li> <li>• Whitman poems</li> </ul>	<p>Analyze literary elements:</p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Figurative language</li> <li>• symbol</li> <li>• imagery</li> <li>• Allusions</li> <li>• Rhyme</li> <li>• Meter</li> <li>• Poetic style</li> </ul> <p>Evaluate influences of a historical period</p> <p>Apply critical reading strategies</p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Identifying poetic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Guided reading questions</li> <li>• Vocabulary in context</li> <li>• Re-writing or paraphrasing poems</li> <li>• Writing a modern version of a poem</li> <li>• Illustrate a poem or pair of poems</li> </ul>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.7 W.11-12.3 W.11-12.3.d W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 L.11-12.1 SL.11-12.1</p>
<p><b><u>Civil War Literature</u></b></p> <ul style="list-style-type: none"> <li>• “An Occurrence at Owl Creek Bridge”</li> <li>• <i>My Bondage and My Freedom</i></li> <li>• “Go Down, Moses”</li> <li>• “Swing Low, Sweet Chariot</li> <li>• <i>Gettysburg Address</i></li> </ul>	<p>Support responses to text</p> <p>Analyze literary elements:</p> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Author’s purpose</li> <li>• diction</li> <li>• tone</li> <li>• conflict</li> <li>• irony</li> <li>• theme</li> </ul> <p>Evaluate influences of a historical period</p>	<ul style="list-style-type: none"> <li>• Guided reading questions</li> <li>• Vocabulary in context</li> <li>• Critical Lens essay</li> <li>• Unit 3 resources for Negro Spirituals</li> <li>• Compare/Contrast activity</li> </ul>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.7 RI.11-12.8 RI.11-12.9 W.11-12.3 W.11-12.3.d W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7</p>



	Apply critical reading strategies <ul style="list-style-type: none"><li>• Summarizing</li><li>• Predicting</li></ul> Support responses to text		W.11-12.8 L.11-12.1 SL.11-12.1
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**Unit 3: Literature of The Modern Age**

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p>“In Another Country”                      “A Rose for Emily”                      Robert Frost poetry                      Harlem Renaissance poetry</p>	<p>Analyze literary elements:</p> <ul style="list-style-type: none"> <li>● Author’s style</li> <li>● Tone</li> <li>● Theme</li> <li>● Stream of consciousness</li> <li>● Personification</li> <li>● Stanza structure</li> <li>● Social context</li> <li>● Archetypes</li> </ul> <p>Apply critical reading strategies</p> <ul style="list-style-type: none"> <li>● Inferences</li> <li>● Analyzing symbolism</li> <li>● Paraphrasing</li> <li>● Analyzing effect of author’s purpose</li> </ul> <p>Support responses to text</p>	<ul style="list-style-type: none"> <li>● Guided reading questions</li> <li>● Vocabulary in context</li> <li>● Poetry imitations</li> <li>● Unit 4 resources for poetry</li> </ul>	<p>RL.11-12.1                      RL.11-12.2                      RL.11-12.4                      RL.11-12.7                      W.11-12.3                      W.11-12.3.d                      W.11-12.4                      W.11-12.5                      W.11-12.6                      W.11-12.7                      W.11-12.8                      L.11-12.1                      SL.11-12.1</p>
<p><i>Of Mice and Men</i></p>	<p>Analyze literary elements:</p> <ul style="list-style-type: none"> <li>● imagery</li> <li>● characterization</li> <li>● dramatic irony</li> <li>● foreshadowing</li> <li>● setting</li> <li>● conflict</li> </ul>	<ul style="list-style-type: none"> <li>● WebQuest/Informational reading for historical context</li> <li>● Guided reading questions</li> <li>● Vocabulary in context</li> <li>● Journals</li> <li>● Socratic Seminar</li> </ul>	<p>RL.11-12.1                      RL.11-12.2                      RL.11-12.3                      RL.11-12.9                      RI.11-12.1                      RI.11-12.2                      RI.11-12.4</p>

	<ul style="list-style-type: none"> <li>● climax</li> <li>● theme</li> <li>● historical context</li> </ul> <p>Apply critical reading strategies</p> <ul style="list-style-type: none"> <li>● summarizing</li> <li>● inferences</li> <li>● paraphrasing</li> </ul> <p>Support responses to text</p>	<p>discussions</p> <ul style="list-style-type: none"> <li>● Literary Analysis essay</li> </ul>	<p>W.11-12.1  W.11-12.1.b  W.11-12.1.d  W.11-12.1.e  W.11-12.4  W.11-12.5  W.11-12.9</p>
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**Unit 4: Coming of Age Literature**

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p><i>Catcher in the Rye</i></p>	<p>Analyze literary elements:</p> <ul style="list-style-type: none"> <li>● characterization</li> <li>● flashback</li> <li>● setting</li> <li>● conflict</li> <li>● theme</li> <li>● symbolism</li> <li>● motif</li> <li>● stream of consciousness</li> </ul> <p>Apply critical reading strategies</p> <ul style="list-style-type: none"> <li>● summarizing</li> <li>● inferences</li> <li>● paraphrasing</li> </ul>	<ul style="list-style-type: none"> <li>● WebQuest</li> <li>● Guided reading questions</li> <li>● Vocabulary in context</li> <li>● Quote Analysis</li> <li>● Journals</li> <li>● Socratic Seminar</li> <li>● discussions</li> <li>● Literary Analysis essay</li> </ul>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.9 RL.11-12.1 RL.11-12.2 RI.11-12.4 W.11-12.1 W.11-12.1.b W.11-12.1.d W.11-12.1.e W.11-12.4 W.11-12.5 W.11-12.9</p>
<p><i>House on Mango Street</i> (can be done at as supplemental reading)</p>	<p>Support responses to text</p> <p>Analyze literary elements:</p> <ul style="list-style-type: none"> <li>● characterization</li> <li>● setting</li> <li>● conflict</li> <li>● theme</li> <li>● symbolism</li> <li>● motif</li> <li>● prose poetry</li> <li>● imagery</li> <li>● figurative language</li> </ul> <p>Apply critical reading strategies</p>	<ul style="list-style-type: none"> <li>● Guided reading questions</li> <li>● Quote/Passage analysis</li> <li>● Creative Writing prompts</li> <li>● Choice project</li> <li>● Literary Analysis essay</li> </ul>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.9 RI.11-12.1 RI.11-12.2 RI.11-12.4 W.11-12.1 W.11-12.1.b W.11-12.1.d W.11-12.1.e</p>

	<ul style="list-style-type: none"><li>● summarizing</li><li>● inferences</li><li>● paraphrasing</li></ul>		W.11-12.4 W.11-12.5 W.11-12.9
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Support responses to text

**Unit 5: Literature of Social Injustice**

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p align="center"><i>In Cold Blood</i></p>	<p>Analyze literary elements of non-fiction:</p> <ul style="list-style-type: none"> <li>● setting</li> <li>● conflict</li> <li>● theme</li> <li>● symbolism</li> <li>● motif</li> <li>● characterization</li> <li>● imagery</li> <li>● methods of investigative journalism</li> </ul> <p>Apply critical reading strategies</p> <ul style="list-style-type: none"> <li>● summarizing</li> <li>● inferences</li> <li>● paraphrasing</li> </ul> <p>Support responses to text</p>	<ul style="list-style-type: none"> <li>● WebQuest</li> <li>● Guided reading questions</li> <li>● Vocabulary in context</li> <li>● Quote Analysis</li> <li>● Journals</li> <li>● Socratic Seminar discussions</li> <li>● Literary Analysis essay</li> </ul>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.9 RI.11-12.1 RI.11-12.2 RI.11-12.4 W.11-12.1 W.11-12.1.b W.11-12.1.d W.11-12.1.e W.11-12.4 W.11-12.5 W.11-12.9</p>
<p><i>Lesson Before Dying</i> (can be used as supplemental reading)</p>	<p>Analyze literary elements:</p> <ul style="list-style-type: none"> <li>● setting</li> <li>● conflict</li> <li>● theme</li> <li>● symbolism</li> <li>● motif</li> </ul>	<ul style="list-style-type: none"> <li>● WebQuest</li> <li>● Guided reading questions</li> <li>● Vocabulary in context</li> <li>● Quote Analysis</li> <li>● Journals</li> <li>● Socratic Seminar</li> </ul>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.9 RI.11-12.1 RI.11-12.2</p>

	<ul style="list-style-type: none"> <li>● characterization</li> <li>● imagery</li> <li>● foreshadowing</li> </ul> <p>Apply critical reading strategies</p> <ul style="list-style-type: none"> <li>● summarizing</li> <li>● inferences</li> <li>● paraphrasing</li> </ul> <p>Support responses to text</p>	<p>discussions</p> <ul style="list-style-type: none"> <li>● Literary Analysis essay</li> </ul>	<p>RI.11-12.4  W.11-12.1  W.11-12.1.b  W.11-12.1.d  W.11-12.1.e  W.11-12.4  W.11-12.5  W.11-12.9</p>
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**Unit 6: Writing and Grammar**

Essential Topics	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
Writing Process	<p>Core Writing Genres:</p> <ul style="list-style-type: none"> <li>● Nonfiction Narration</li> <li>● Fiction Narration</li> <li>● Poetry and Description</li> <li>● Exposition</li> <li>● Persuasion</li> <li>● Response to Literature</li> <li>● Research</li> <li>● Workplace Writing</li> </ul>	<ul style="list-style-type: none"> <li>● Fiction writing/editing</li> <li>● Nonfiction writing/editing</li> <li>● Poetry writing/editing</li> <li>● Documented Essay writing/editing</li> <li>● College Essay writing/editing</li> <li>● Literary Analysis Essay</li> </ul>	<p>W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10</p>
Grammar, Usage, Mechanics	<p>Areas of Instruction:</p> <ul style="list-style-type: none"> <li>● Parts of Speech</li> <li>● Sentence Parts</li> <li>● Phrases and Clauses</li> <li>● Effective Sentences</li> <li>● Verb Usage</li> <li>● Pronoun Usage</li> <li>● Agreement</li> <li>● Using Modifiers</li> <li>● Misc. Problems</li> <li>● Capitalization</li> <li>● Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>● Editing writing activities</li> <li>● Exercises in <i>Writing Coach</i></li> <li>● Practice on Grammar Bytes website</li> <li>● Practice on Red Ink website</li> </ul>	<p>L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6</p>



# Common Core State Standards

## READING LITERATURE

### Key Ideas and Details:

#### CCSS.ELA-Literacy.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### CCSS.ELA-Literacy.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### CCSS.ELA-Literacy.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

### Craft and Structure:

#### CCSS.ELA-Literacy.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

#### CCSS.ELA-Literacy.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

#### CCSS.ELA-Literacy.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### Integration of Knowledge and Ideas:

#### CCSS.ELA-Literacy.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-Literacy.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**Range of Reading and Level of Text Complexity:**

CCSS.ELA-Literacy.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**READING INFORMATIONAL TEXTS**

**Key Ideas and Details:**

CCSS.ELA-Literacy.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**Craft and Structure:**

CCSS.ELA-Literacy.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in *Federalist No. 10*).

CCSS.ELA-Literacy.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**Integration of Knowledge and Ideas:**

CCSS.ELA-Literacy.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.RI.11-12.8

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

CCSS.ELA-Literacy.RI.11-12.9

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including *The Declaration of Independence*, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

**Range of Reading and Level of Text Complexity:**

CCSS.ELA-Literacy.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

## **WRITING**

### **Text Types and Purposes:**

#### CCSS.ELA-Literacy.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### CCSS.ELA-Literacy.W.11-12.1.a

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

#### CCSS.ELA-Literacy.W.11-12.1.b

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

#### CCSS.ELA-Literacy.W.11-12.1.c

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

#### CCSS.ELA-Literacy.W.11-12.1.d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

#### CCSS.ELA-Literacy.W.11-12.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

#### CCSS.ELA-Literacy.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### CCSS.ELA-Literacy.W.11-12.2.a

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- CCSS.ELA-Literacy.W.11-12.2.b  
Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-Literacy.W.11-12.2.c  
Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- CCSS.ELA-Literacy.W.11-12.2.d  
Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CCSS.ELA-Literacy.W.11-12.2.e  
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-Literacy.W.11-12.2.f  
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- CCSS.ELA-Literacy.W.11-12.3  
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSS.ELA-Literacy.W.11-12.3.a  
Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- CCSS.ELA-Literacy.W.11-12.3.b  
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- CCSS.ELA-Literacy.W.11-12.3.c  
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-Literacy.W.11-12.3.d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.11-12.3.e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Production and Distribution of Writing:**

CCSS.ELA-Literacy.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-Literacy.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge:**

CCSS.ELA-Literacy.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.9.a

Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-Literacy.W.11-12.9.b

Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

**Range of Writing:**

CCSS.ELA-Literacy.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**SPEAKING AND LISTENING**

**Comprehension and Collaboration:**

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1.a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1.b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1.c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1.d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Presentation of Knowledge and Ideas:**

CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)

**LANGUAGE**

**Conventions of Standard English:**

CCSS.ELA-Literacy.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



CCSS.ELA-Literacy.L.11-12.1.a

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-Literacy.L.11-12.1.b

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

CCSS.ELA-Literacy.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.2.a

Observe hyphenation conventions.

CCSS.ELA-Literacy.L.11-12.2.b

Spell correctly.

**Knowledge of Language:**

CCSS.ELA-Literacy.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.3.a

Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use:**

CCSS.ELA-Literacy.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.11-12.4.a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.11-12.4.b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

CCSS.ELA-Literacy.L.11-12.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-Literacy.L.11-12.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.11-12.5.a

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-Literacy.L.11-12.5.b

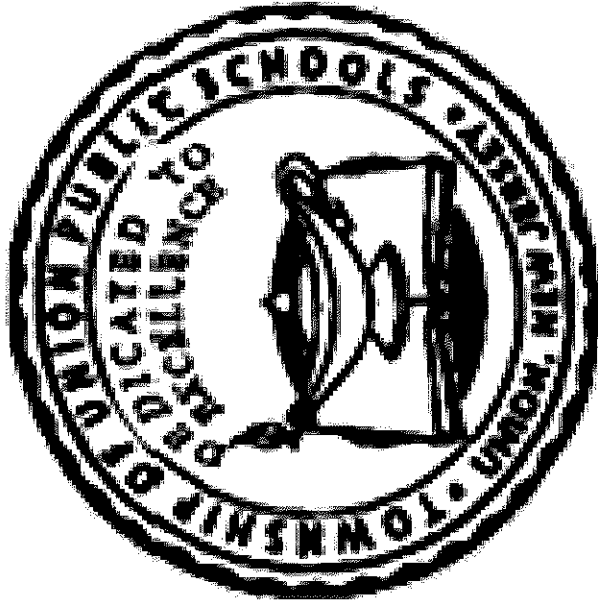
Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



TOWNSHIP OF UNION PUBLIC SCHOOLS

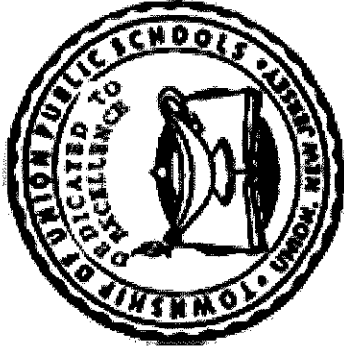


Grade 9 English

# Curriculum Guide 2016

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## **Board Members**

**Vito Nufrio, President**

**David Armenio, Vice President**

**Guy Francis**

**Steven Le**

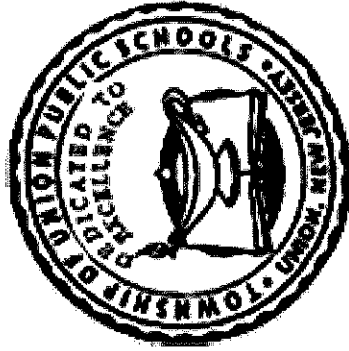
**Jeff Monge**

**Ronald McDowell**

**Nellis Regis-Darby**

**Angel Salcedo**

**Nancy Zuena**



**TOWNSHIP OF UNION PUBLIC SCHOOLS**  
**Administration**

<b>District Superintendent .....</b>	<b>Mr. Gregory Tatum</b>
<b>Assistant Superintendent .....</b>	<b>Mrs. Annie Moses</b>
<b>Assistant Superintendent .....</b>	<b>Dr. Noreen Lishak</b>
<b>Director of Student Information/Technology .....</b>	<b>Ms. Ann M. Hart</b>
<b>Director of Athletics, Health, Physical Education and Nurses .....</b>	<b>Ms. Linda Ionta</b>

## DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5 .....	Mr. Robert Ghiretti
Mathematics/Science 3-5 .....	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects) .....	Ms. Maureen Corbett
Guidance K-12/SAC .....	Ms. Nicole Ahern
Language Arts 6-12 .....	Ms. Randi Moran
Math 6-12.....	Dr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music .....	Mr. Ronald Rago



# **Curriculum Committee**

**DOREEN SAHR  
JENNY MORELLI**

## **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

# Course Description

## EN101 General Freshman English (College Prep)

In Freshman English, students are introduced to an intense analysis of both the short story and the novel. The ability to discuss these novels both orally and in writing is emphasized. Terms such as foreshadowing, climax, characterization, setting, theme, irony and exposition will be highlighted. Instruction in research and MLA documented essay writing will be incorporated throughout the year. Writing and reading skills will be enhanced through the study of vocabulary, grammar, and usage. Public speaking skills will be introduced.

## Recommended Textbooks

- Common Core Literature: Grade Nine. Upper Saddle River NJ. Pearson Education 2015. Print.
- Prentice Hall Writing Coach: Grade Nine Upper Saddle River NJ. Pearson Education 2012. Print.
- Keyes, Daniel. Flowers for Algernon. New York. Harcourt Inc., 1994.
- Life as We Knew It

## **Pacing Guide**

**Unit 1: FLOWERS FOR ALGERNON**  
**Unit 3: POETRY COLLECTIONS**  
**Unit 4: Romeo and Juliet**  
**Unit 5: Odyssey**  
**Unit 6: Writing and Grammar**

**MP 1 & 2**  
**MP: Middle or End of Year**  
**MP 3**  
**MP 4**  
**Throughout Year**

**Unit 1: Is Conflict Necessary?**

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<b><u>Flowers for Algernon</u></b>	<ul style="list-style-type: none"> <li>● Plot-line Structure               <ul style="list-style-type: none"> <li>* Exposition</li> <li>* Rising Action</li> <li>* Climax</li> <li>* Falling Action</li> <li>* Resolution</li> </ul> </li> <li>● Conflict</li> <li>● Dynamic Character</li> <li>● Static Character</li> <li>● Flashback</li> </ul>	Guided Reading Questions Cited Evidence Charts and Exercises Webquest for Background Knowledge Research Presentation on Varied Learning Disabilities Film Study of "I am Sam" Application of Literary Terms to Daily Reading Assignments	

<p><b>Facing Conflict</b></p> <p>"The Most Dangerous Game"</p>	<ul style="list-style-type: none"> <li>● Plot-line Structure <ul style="list-style-type: none"> <li>* Exposition</li> <li>* Rising Action</li> <li>* Climax</li> <li>* Falling Action</li> <li>* Resolution</li> </ul> </li> <li>● Conflict</li> <li>● Theme</li> <li>● Direction and Indirect Characterization</li> <li>● Foreshadow</li> <li>● Narration</li> <li>● Suspense</li> <li>● Making Inferences</li> <li>● Irony</li> <li>● Cause and Effect</li> </ul>	<p>Guided Comprehension Questions</p> <p>Webquest for information about setting and traps used by General Zaroff</p> <p>Vocabulary</p> <p>Create Map of Island</p> <p>Change Ending of Story</p> <p>Research Background of Cossacks</p>	<p>RL1, RL5 W2, W3c SL4 L1</p>
<p>"Rules of the Game"</p>		<p>Guided Comprehension Questions</p> <p>Informational Brochure about Chess</p>	<p>RL3, W4, SL2, L1</p>



**"The Gift of the Magi"**

**Dialogue/Sketch with examples  
of Irony**

**RI1, RL5, W3, W3c, W3e,  
SL4, L1**

Unit 2: Is Knowledge the Same as Understanding?

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<b>BEFORE HIP-HOP WAS HIP-HOP</b>	<ul style="list-style-type: none"> <li>• ESSENTIAL QUESTION: IS KNOWLEDGE THE SAME AS UNDERSTANDING?</li> </ul>	<ul style="list-style-type: none"> <li>• Close reading, non-fiction</li> <li>• Guided Questions</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• RI1, RI2, RI3, RI5, RI6</li> <li>• W2, W7, W9b, W10</li> <li>• SL1, SL1b</li> <li>• L4c, L4d, L6</li> </ul>
<b>ON SUMMER</b>	<ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Author's Style</li> <li>• Direct/Indirect Objects</li> </ul>	<ul style="list-style-type: none"> <li>• Panel Discussion</li> <li>• Analysis</li> <li>• Guided Questions</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• RI1, RI2, RI3, RI4</li> <li>• W2, W2a, W2b, W2d, W2f</li> <li>• SL1</li> <li>• L1</li> </ul>
<b>I HAVE A DREAM</b>	<ul style="list-style-type: none"> <li>• Independent/Dependent Clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate Persuasion</li> <li>• Persuasive Speech</li> <li>• Guided Questions</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• RI4, RI5, RI6, RI8, RI9</li> <li>• W1, W1a-e</li> <li>• L1b, L3</li> </ul>

Unit 3: How does Communication Change Us?

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
POETRY COLLECTION 1	<ul style="list-style-type: none"> <li>• Read fluently</li> <li>• Figurative Language</li> </ul>	<ul style="list-style-type: none"> <li>• Description of a scene</li> <li>• Speech</li> </ul>	<ul style="list-style-type: none"> <li>• RL4</li> <li>• W3d</li> <li>• SL4</li> <li>• L1, L1b, L5</li> </ul>
POETRY COLLECTION 3	<ul style="list-style-type: none"> <li>• Paraphrase</li> <li>• Narrative Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Description of the scene</li> <li>• Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• RL4, RL5</li> <li>• W4</li> <li>• SL1a</li> <li>• L1b, L3, L5a</li> </ul>
POETRY COLLECTION 4	<ul style="list-style-type: none"> <li>• Paraphrase</li> <li>• Rhyme and Meter</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Explanatory Essay</li> </ul>	<ul style="list-style-type: none"> <li>• RL1, RL2, RI4, RL7, W4, SL1, SL1C, SL1d, L1d</li> </ul>
I HEAR AMERICA SINGING	<ul style="list-style-type: none"> <li>• Lyric Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Timed Writing, Expository</li> </ul>	<ul style="list-style-type: none"> <li>• RL5</li> <li>• W2a, W10</li> </ul>
ASSASSINATION OF JFK	<ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Diction and Style</li> <li>• Academic Vocabulary</li> <li>• Selection Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Expository Essay</li> </ul>	<ul style="list-style-type: none"> <li>• RL1, RL2, RL4, RL5, RL9, RL10</li> <li>• W2a, W2b, W2f</li> <li>• W4, W5, W7, W8, W9a, W10</li> <li>• SL1, SL2, SL4</li> <li>• L1, L2b, L3, L4, L5, L6</li> </ul>

**Unit 4: Do Our Differences Define Us?**

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<b><u>ROMEO AND JULIET</u></b>	<ul style="list-style-type: none"> <li>• ESSENTIAL QUESTION: DO OUR DIFFERENCES DEFINE US?</li> <li>• External/Internal Conflicts</li> <li>• Complex Characters</li> <li>• Dramatic Irony</li> <li>• Archetype</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze cause/effect</li> <li>• Paraphrase</li> <li>• Persuasive letter</li> <li>• Persuasive speech</li> <li>• Editorial</li> <li>• Explanatory Essay</li> <li>• Comparison/Contrast Essay</li> </ul>	<ul style="list-style-type: none"> <li>• RL1, RL2, RL3, RL5, RL7</li> <li>• L1a, L5a, L6</li> <li>• W1, W1a, W1b, W1c, W4, W7, W8</li> <li>• SL1, SL3, SL4</li> </ul>
<b><u>NEW DIRECTIONS</u></b>	<ul style="list-style-type: none"> <li>• ESSENTIAL QUESTION</li> <li>• Anecdote</li> </ul>	<ul style="list-style-type: none"> <li>• Advice Column</li> <li>• Group Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• RI1, RI2, RI4, RI5, RI6</li> <li>• W1, W1c, W4, W7</li> <li>• SL1, SL1a, SL4</li> <li>• L4</li> </ul>
<b><u>MY POSSESSIONS MYSELF</u></b>	<ul style="list-style-type: none"> <li>• ESSENTIAL QUESTION</li> <li>• Connotations</li> </ul>		<ul style="list-style-type: none"> <li>• RI1, RI2, RI4, RI4, RI5, RI6</li> <li>• W1, W1a, W7</li> <li>• SL1</li> <li>• L1a, L4, L5, L5a</li> </ul>

**Unit 5: Do heroes have responsibilities?**

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<u>The Odyssey</u> Part 1	<ul style="list-style-type: none"> <li>• Historical and Cultural Context</li> <li>• Epic</li> <li>• Epic Hero</li> <li>• The Hero's Quest</li> <li>• Characterization</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Questions</li> <li>• Vocabulary</li> <li>• Hero Essay</li> </ul>	RL1, RL3, RL5, RL6, W3, W3a, W3b, W3c, SL3, SL1, SL1a, SL1b, L1
<u>The Odyssey</u> Part 2	<ul style="list-style-type: none"> <li>• Historical and Cultural Context</li> <li>• Epic Simile</li> <li>• Epic Hero</li> <li>• The Hero's Quest</li> <li>• Characterization</li> <li>• Contemporary Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Questions</li> <li>• Vocabulary</li> </ul>	RL4, RL6, W4, SL1, SL3, L1, L1b
<u>COMPARING TEXTS</u> "An Ancient Gesture" "Siren Song" "Prologue and Epilogue from The Odyssey" "Ithaca"	<ul style="list-style-type: none"> <li>• Contemporary Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point Presentations</li> <li>• Contemporary Interpretation Essay</li> </ul>	RL6, RL7, RL9, W2, W2a, W9, W9a, W10



	<u>The Rules of the Game</u>	<p>Subjects and Predicates- 336-338</p> <p>Active and Passive Voice – 460-464</p>	
<u>Unit 2</u>	<p><u>Before Hip-Hop was Hip- Hop</u></p> <p><u>On Summer</u></p> <p><u>I Have a Dream</u></p>	<p>Interpretive Response – 220-221</p> <p>Direct and Indirect Objects- 347- 348 and 353</p> <p>Forms of Interpretative Response – Samples and Process- 196-216</p> <p>Independent and subordinate Clauses – 375-376, 379, 380</p>	

Unit 3

Poetry Collection 1

Dream Deferred

Dreams

Sonnet on Love

Maciendo/Rocking

“Hope” is the thing with  
feathers

Poetry/Description- 13-14,  
120-121, 129,135, 142-143

Prepositions and  
Prepositional Phrases

Poetry Collection 3

Poetry/Description- 13-14,  
120-121, 129,135, 142-143

Appositive Phrases,  
356, 360-363, 401

Poetry Collection 4

Free Verse Poem or  
Ballad. 122-123, 124-125,  
126-129, 130-131, 132-135,  
136-138. Writing for  
Assessment Poetry 142-  
143



		<b>Infinitives and Infinitive Phrases, 370-374</b>	
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<b><u>Unit 4- The Tragedy of Romeo and Juliet Acts 1-V</u></b>	<b>Parallelism Editorial Persuasive Letter or Speech</b>	<b>Persuasion:Editorial 170-193 Rhetorical Devices and techniques- 54-55,77,89, 105, 131, 143, 146, 151, 156, 160, 209, 221, 255 Parallelism- 282, 415-417, 420, 422</b>	
<b><u>New Directions</u></b>			
<b><u>My Possessions</u> <u>Myself</u></b>			

## Common Core State Standards

### CCSS.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### CCSS.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

### CCSS.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### CCSS.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

### CCSS.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCSS.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

### **Informational Text**

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**Craft and Structure:**

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical

meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCSS.ELA-LITERACY.RI.9-10.9

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.9-10.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

**Writing**

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.2.A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.9-10.2.C

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Production and Distribution of Writing:**

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.9.A

Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").



CCSS.ELA-LITERACY.W.9-10.9.B

Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Range of Writing:

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Speaking and Listening**

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5

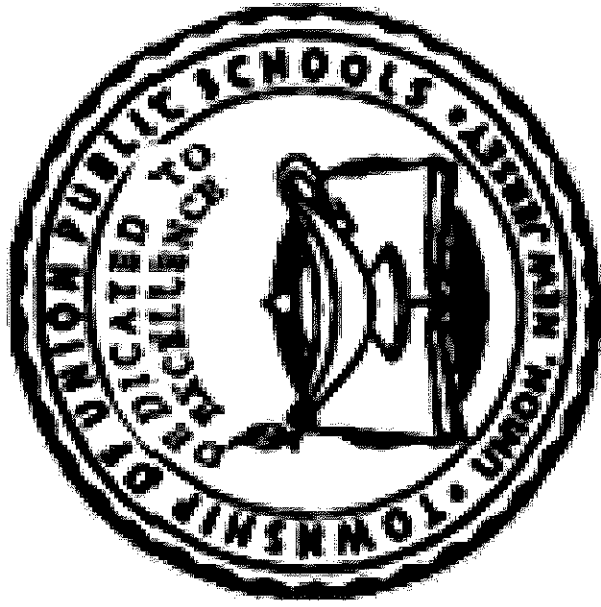
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 [here](#) for specific expectations.)



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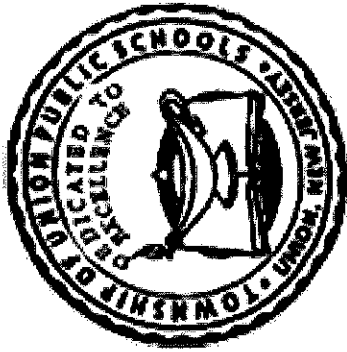


Grade 6 English

# Curriculum Guide 2016

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## **Board Members**

**David Arminio, President**

**Vito Nufrio, Vice President**

**Guy Francis**

**Richard Galante**

**Lois Jackson**

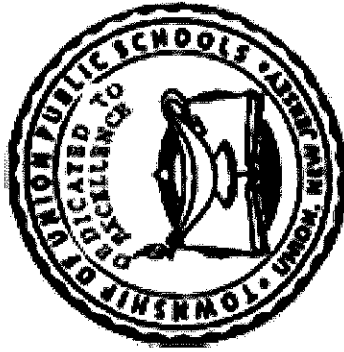
**Thomas Layden**

**Ronald McDowell**

**Jeff Monge**

**Angel Salcedo**

**Nancy Zuena**



**TOWNSHIP OF UNION PUBLIC SCHOOLS**  
Administration

District Superintendent .....	<b>Mr. Gregory Tatum</b>
Assistant Superintendent .....	<b>Mrs. Annie Moses</b>
Assistant Superintendent .....	<b>Dr. Noreen Lishak</b>
Director of Student Information/Technology .....	<b>Ms. Ann M. Hart</b>
Director of Athletics, Health, Physical Education and Nurses.....	<b>Ms. Linda Ionta</b>

## DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5 .....	Mr. Robert Ghiretti
Mathematics/Science 3-5 .....	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects) .....	Ms. Maureen Corbett
Guidance K-12/SAC .....	Ms. Nicole Ahern
Language Arts 6-12 .....	Ms. Randi Moran
Math 6-12.....	Dr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music .....	Mr. Ronald Rago



# **Curriculum Committee**

**Language Arts, Grade 6**

**Jason Sterlacci**

## **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

## **Course Description**

**The language arts curriculum is designed to reinforce and develop reading, writing, speaking, listening, and viewing skills through an integrated approach with an emphasis on process writing and strategic reading.**

## **Recommended Textbooks**

***Common Core Literature: Grade 6 (Pearson - 2015)***

***Prentice Hall Writing Coach: Grade 6 (Pearson - 2015)***

## **Recommended Novels**

***Rules - Cynthia Lord***

***Crash - Jerry Spinelli***

***Freak the Mighty - Rodman Philbrick***

***Tuck Everlasting - Natalie Babbitt***

***Something Upstairs - Avi***

## **Pacing Guide**

**Unit 1: Analyzing Story Structure through Fiction**

**Unit 2: Nonfiction and Informational Text**

**Unit 3: Folktales and the Oral Tradition**

**Unit 4: Poetry and Drama**

**Unit 5: Writing and Grammar**

**Apx. Length of Unit: 1<sup>st</sup> M.P., Novels  
Throughout**

**Apx. Length of Unit: 2<sup>nd</sup> M.P.**

**Apx. Length of Unit: 3<sup>rd</sup> M.P.**

**Apx. Length of Unit: 4<sup>th</sup> M.P.**

**Apx. Length of Unit: Throughout**

**Unit 1: Analyzing Story Structure through Fiction**

<b>Essential Reading Selections</b>	<b>Major Objectives/Topics for Understanding/Skills for Mastery</b>	<b>Suggested Learning Activities and Assessments</b>	<b>Common Core Standards for Focus in Addition to other CCSS</b>
<b>"The Wounded Wolf" by Jean Craighead George</b>	Understanding plot Characterization Setting Making inferences Text structure Modeling reading Understanding suspense Textual evidence	-Plot Chart -Study questions -Use vocabulary in context -Discussion -Write story from perspective of an animal	RL.6.1, 2, 3, 4, 6, 9, 10 SL.6.1 L.6.3, 4, 5, 6
<b>"Stray" by Cynthia Rylant</b>	Understanding plot Characterization Setting/How setting influences plot Surprise endings Making inferences Textual evidence	-Plot Chart -Study questions -Use vocabulary in context -Discussion -Characterization chart -Narrative writing: surprise endings	RL.6.1, 2, 3, 4, 6, 9, 10 SL.6.1 L.6.3, 4, 5, 6
<b>"The Tail" by Joyce Hansen</b>	Plot Characterization Surprise endings Making inferences Textual evidence	-Plot Chart -Study questions -Use vocabulary in context -Discussion -Characterization chart	RL.6.1, 2, 3, 4, 6, 9, 10 SL.6.1 L.6.3, 4, 5, 6
<b>"The Circuit" by Francisco Jimenez</b>	Plot Characterization Setting Making inferences Textual evidence	-Plot Chart -Study questions -Use vocabulary in context -Discussion -Comparison to <i>Esperanza</i>	RL.6.1, 2, 3, 4, 6, 9, 10 SL.6.1 L.6.3, 4, 5, 6

<p><b>"Lob's Girl" by Joan Aiken</b></p>	<p>Plot Characterization Setting Making inferences Textual evidence Understanding ambiguity</p>	<p><i>Rising</i> -Plot Chart -Study questions -Use vocabulary in context -Discussion -Narrative writing: Animals</p>	<p>RL.6.1, 2, 3, 4, 6, 9, 10 SL.6.1 L.6.3, 4, 5, 6</p>
<p><b>"Eleven" by Sandra Cisneros</b></p>	<p>Plot Characterization Themes Making inferences Textual evidence Figurative language</p>	<p>-Plot Chart -Study questions -Use vocabulary in context -Discussion -Characterization chart</p>	<p>RL.6.1, 2, 3, 4, 6, 9, 10 SL.6.1 L.6.3, 4, 5, 6</p>
<p><b>Rules by Cynthia Lord</b></p>	<p>Plot Characterization Understanding themes Guided and independent reading 'Coming of Age' as a genre Textual evidence Making inferences</p>	<p>-Plot Chart -Study questions -Use vocabulary in context -Discussion -RAFT assignments -Characterization chart -Read-aloud -Narrative Essay on theme</p>	<p>RL.6.1, 2, 3, 4, 6, 9, 10 SL.6.1 L.6.3, 4, 5, 6 W.6.3, 4, 5, 6, 8, 9, 10</p>
<p><b>Crash by Jerry Spinelli</b></p>	<p>Plot Characterization Understanding themes Guided and independent reading 'Coming of Age' as a genre Textual evidence Making inferences</p>	<p>-Plot Chart -Study questions -Use vocabulary in context -Discussion -RAFT assignments -Static vs. Dynamic Characterization -Read-aloud -Narrative essay on conflict</p>	<p>RL.6.1, 2, 3, 4, 6, 9, 10 SL.6.1 L.6.3, 4, 5, 6 W.6.3, 4, 5, 6, 8, 9, 10</p>
<p><b>Freak the Mighty by</b></p>	<p>Plot</p>	<p>-Plot Chart</p>	<p>RL.6.1, 2, 3, 4, 6, 7, 9, 10</p>



<p><b>Rodman Philbrick</b></p>	<p>Characterization Understanding themes Guided and independent reading 'Coming of Age' as a genre Textual evidence Making inferences</p>	<p>-Study questions -Use vocabulary in context -Discussion -Read-aloud -RAFT assignments -Narrative essay on theme</p>	<p>SL.6.1, 2 L.6.3, 4, 5, 6 W.6.3, 4, 5, 6, 8, 9, 10</p>
<p><b><i>Tuck Everlasting</i> by Natalie Babbitt</b></p>	<p>Plot Characterization Understanding themes Setting Guided and independent reading 'Coming of Age' as a genre Textual evidence Making inferences</p>	<p>-Plot Chart -Study questions -Use vocabulary in context -Discussion -RAFT assignments -Read-aloud -Explanatory essay: Is immortality a good thing?</p>	<p>RL.6.1, 2, 3, 4, 6, 7, 9, 10 SL.6.1, 2 L.6.3, 4, 5, 6 W.6.3, 4, 5, 6, 8, 9, 10</p>
<p><b><i>Something Upstairs</i> by Avi</b></p>	<p>Plot Characterization Understanding themes Suspense Setting Guided and independent reading 'Coming of Age' as a genre Textual evidence Making inferences</p>	<p>-Plot Chart -Study questions -Use vocabulary in context -Discussion -Historical research: The American Revolution -RAFT assignments -Read-aloud -Characterization chart -Narrative essay on theme -'Ghost Story' writing assignment</p>	<p>RL.6.1, 2, 3, 4, 6, 7, 9, 10 SL.6.1 L.6.3, 4, 5, 6 W.6.3, 4, 5, 6, 8, 9, 10</p>

## Unit 2: Nonfiction and Informational Text

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p><b>“The Drive-In Movies” by Gary Soto</b></p>	<p>Characterization            Understanding themes            Conceptualizing differences between fiction and nonfiction            Making inferences            Textual evidence            Crafting personal narratives</p>	<p>-Plot Chart            -Study questions            -Use vocabulary in context            -Discussion            -Narrative essay on childhood experiences</p>	<p>RI.6.1, 2, 3, 4, 5, 6, 7, 8, 10            SL.6.1            L.6.3, 4, 5, 6            W.6.3, 4, 5, 6, 7, 8, 9, 10</p>
<p><b>“Names/Nombres” by Julia Alvarez</b></p>	<p>Characterization            Understanding themes            Conceptualizing differences between fiction and nonfiction            Making inferences            Textual evidence            Crafting personal narratives</p>	<p>-Plot Chart            -Study questions            -Use vocabulary in context            -Discussion            -Narrative writing: childhood experiences</p>	<p>RI.6.1, 2, 3, 4, 5, 6, 7, 8, 10            SL.6.1            L.6.3, 4, 5, 6            W.6.3, 4, 5, 6, 7, 8, 9, 10</p>
<p><b>“Langston Terrace” by Eloise Greenfield</b></p>	<p>Characterization            Understanding themes            Conceptualizing differences between fiction and nonfiction            Making inferences            Textual evidence            Crafting personal narratives</p>	<p>-Plot Chart            -Study questions            -Use vocabulary in context            -Discussion            -Narrative writing: childhood experiences</p>	<p>RI.6.1, 2, 3, 4, 5, 6, 7, 8, 10            SL.6.1            L.6.3, 4, 5, 6            W.6.3, 4, 5, 6, 7, 8, 9, 10</p>
<p><b>from “The Pigman &amp; Me”</b></p>	<p>Characterization</p>	<p>-Plot Chart</p>	<p>RI.6.1, 2, 3, 4, 5, 6, 7, 8, 10</p>

<p><b>by Paul Zindel</b></p>	<p>Understanding themes Conceptualizing differences between fiction and nonfiction Making inferences Textual evidence Crafting personal narratives</p>	<p>-Study questions -Use vocabulary in context -Discussion -Narrative writing: childhood experiences (<i>Note: the narrative essay would be a culmination of the previous four readings</i>)</p>	<p>SL.6.1 L.6.3, 4, 5, 6 W.6.3, 4, 5, 6, 7, 8, 9, 10</p>
<p><b>“Jackie Robinson: Justice at Last” by Geoffrey C. Ward and Ken Burns</b></p>	<p>Understanding biography Historical perspectives Utilizing outside sources to gain understanding of subjects Textual evidence Making inferences</p>	<p>-Plot Chart -Study questions -Use vocabulary in context -Discussion -Video on Jackie Robinson’s life -Comparison of video to excerpt</p>	<p>RI.6.1, 2, 3, 4, 5, 6, 7, 8, 10 SL.6.1, 2, 3 L.6.3, 4, 5, 6</p>
<p><b>“Memories of an All-American Girl” by Carmen Pauls</b></p>	<p>Understanding biography Historical perspectives Utilizing outside sources to gain understanding of subjects Textual evidence Making inferences</p>	<p>-Plot Chart -Study questions -Use vocabulary in context -Discussion -Video clips about women’s baseball -Read short play on women’s baseball -Narrative writing</p>	<p>RI.6.1, 2, 3, 4, 5, 6, 7, 8, 10 SL.6.1, 3 L.6.3, 4, 5, 6</p>
<p><b>“Preserving a Great American Symbol” by Richard Durbin</b></p>	<p>Historical perspectives Utilizing outside sources to gain understanding of subjects Textual evidence Making inferences</p>	<p>-Plot Chart -Study questions -Use vocabulary in context -Discussion -Persuasive writing</p>	<p>RI.6.1, 2, 3, 4, 5, 6, 7, 8, 10 SL.6.1, 3 L.6.3, 4, 5, 6</p>

<p><b>“A Woman’s View of the Gold Rush” by Mary B. Ballou</b></p>	<p>Utilizing paired texts Historical perspectives Reading primary documents Textual evidence Making inferences</p>	<p>-Plot Chart -Study questions -Use vocabulary in context -Discussion -Narrative writing: Write from the perspective of a gold rush-era person</p>	<p>RI.6.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.6.1, 3 L.6.3, 4, 5, 6</p>
<p><b>“Chinese and African Americans in the Gold Rush” from Johns Hopkins University</b></p>	<p>Utilizing paired texts Historical perspectives Reading primary documents Textual evidence Making inferences</p>	<p>-Plot Chart -Study questions -Use vocabulary in context -Discussion -Compare/contrast this piece to the ‘Woman’s View’ piece</p>	<p>RI.6.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.6.1, 3 L.6.3, 4, 5, 6</p>

### Unit 3: Folktales and the Oral Tradition

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
"Arachne" by Olivia Coolidge	Plot Characterization Theme Cultural origins for folk tales Making inferences Textual evidence Creating 'origin/explanation stories' through folk tales	-Plot Chart -Study questions -Use vocabulary in context -Discussion -Additional reading on Greek mythology -Writing assignment: Create Greek myths	RL.6.1, 2, 3, 4, 6, 9, 10 SL.6.1 L.6.3, 4, 5, 6 W.6.3, 4, 5, 6, 10
"The Stone" by Lloyd Alexander	Plot Characterization Theme Cultural origins for folk tales Making inferences Textual evidence Creating 'origin/explanation stories' through folk tales	-Plot Chart -Study questions -Use vocabulary in context -Discussion -Writing assignment: Create a fable with a simple moral	RL.6.1, 2, 3, 4, 6, 9, 10 SL.6.1 L.6.3, 4, 5, 6 W.6.3, 4, 5, 6, 10
"Why the Tortoise's Shell Is Not Smooth" by Chinua Achebe	Plot Characterization Theme Cultural origins for folk tales Making inferences Textual evidence Creating 'origin/explanation stories' through folk tales	-Plot Chart -Study questions -Use vocabulary in context -Discussion -Compare/contrast with 'Why Monkeys Live in Trees'	RL.6.1, 2, 3, 4, 6, 9, 10 SL.6.1 L.6.3, 4, 5, 6 W.6.3, 4, 5, 6, 10
"The Old Woman Who	Plot	-Plot Chart	RL.6.1, 2, 3, 4, 6, 9, 10

<p><b>Lived With the Wolves” by Chief Luther Standing Bear</b></p>	<p>Characterization Theme Cultural origins for folk tales Making inferences Textual evidence Creating ‘origin/explanation stories’ through folk tales</p>	<p>-Study questions -Use vocabulary in context -Discussion -Read similar folk tales in old literature books if available</p>	<p>SL.6.1 L.6.3, 4, 5, 6 W.6.3, 4, 5, 6, 10</p>
<p><b>“Why Monkeys Live in Trees” by Julius Lester (Online)</b></p>	<p>Plot Characterization Theme Cultural origins for folk tales Making inferences Textual evidence Creating ‘origin/explanation stories’ through folk tales</p>	<p>-Plot Chart -Study questions -Use vocabulary in context -Discussion -Writing assignment: Create a folktale that explains a natural phenomenon</p>	<p>RL.6.1, 2, 3, 4, 6, 9, 10 SL.6.1 L.6.3, 4, 5, 6 W.6.3, 4, 5, 6, 10</p>

### Unit 4: Poetry and Drama

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<i>The Phantom Tollbooth</i> by Susan Nanas	Plot Setting Theme Figurative Language Word Play Making Inferences Textual evidence	-Plot Chart -Study questions -Use vocabulary in context -Discussion -Structured reading -Compare to excerpts from book and movie versions -Word play assignment -Figurative language assignments	RL.6.1, 2, 3, 4, 6, 9, 10 SL.6.1, 2, 3 L.6.3, 4, 5, 6
<i>The Prince and the Pauper</i> by Mark Twain	Plot Setting Theme Figurative language Making inferences Textual evidence	-Plot Chart -Study questions -Use vocabulary in context -Discussion -Compare to excerpts from book and movie versions -Structured reading	RL.6.1, 2, 3, 4, 6, 9, 10 SL.6.1, 2, 3 L.6.3, 4, 5, 6
"A Dream Within a Dream" by Edgar Allan Poe	Figurative language Theme Mood Poetic forms Subtext Making inferences Textual evidence	-Analysis of poetry -Rhyme scheme workshop -Poetry writing assignment -Figurative language workshop -Discussion -Analysis of theme/message	RL.6.1, 2, 4, 5, 6, 10 SL.6.1 L.6.3, 4, 5, 6
"Adventures of Isabel" by	Figurative language	-Analysis of poetry	RL.6.1, 2, 4, 5, 6, 10

<p><b>Ogden Nash</b></p>	<p>Theme Mood Poetic forms Subtext Making inferences Textual evidence</p>	<p>-Analysis of theme/message -Rhyme scheme -Figurative language -Discussion -Vocabulary in context</p>	<p>SL.6.1 L.6.3, 4, 5, 6</p>
<p><b>“Life Doesn’t Frighten Me” by Maya Angelou</b></p>	<p>Figurative language Theme Mood Poetic forms Subtext Making inferences Textual evidence</p>	<p>-Analysis of poetry -Analysis of theme/message -Rhyme scheme -Figurative language -Discussion -Vocabulary in context</p>	<p>RL.6.1, 2, 4, 5, 6, 10 SL.6.1 L.6.3, 4, 5, 6</p>
<p><b>“The Walrus and the Carpenter” by Lewis Carroll</b></p>	<p>Figurative language Theme Mood Poetic forms Subtext Making inferences Textual evidence</p>	<p>-Analysis of poetry -Analysis of theme/message -Rhyme scheme -Figurative language -Discussion -Vocabulary in context</p>	<p>RL.6.1, 2, 4, 5, 6, 10 SL.6.1 L.6.3, 4, 5, 6</p>
<p><b>“Abuelito Who” by Sandra Cisneros</b></p>	<p>Figurative language Theme Mood Poetic forms Subtext Making inferences Textual evidence</p>	<p>-Analysis of poetry -Analysis of theme/message -Rhyme scheme -Figurative language -Discussion -Vocabulary in context</p>	<p>RL.6.1, 2, 4, 5, 6, 10 SL.6.1 L.6.3, 4, 5, 6</p>
<p><b>“April Rain Song” by Langston Hughes</b></p>	<p>Figurative language Theme Mood Poetic forms</p>	<p>-Rhyme scheme -Figurative language -Discussion -Image poetry writing</p>	<p>RL.6.1, 2, 4, 5, 6, 10 SL.6.1 L.6.3, 4, 5, 6</p>



	<p>Subtext Making inferences Textual evidence</p>	<p>assignment -Image poetry v. 'story' poetry</p>	
<p><b>"The World is Not a Pleasant Place to Be" by Nikki Giovanni</b></p>	<p>Figurative language Theme Mood Poetic forms Subtext Making inferences Textual evidence</p>	<p>-Personification -Free verse workshop -Figurative language/personification -Personification poetry writing -Free verse writing -Discussion</p>	<p>RL.6.1, 2, 4, 5, 6, 10 SL.6.1 L.6.3, 4, 5, 6</p>
<p><b>"Fame Is a Bee" by Emily Dickinson</b></p>	<p>Figurative language Theme Mood Poetic forms Subtext Making inferences Textual evidence</p>	<p>-Introduce 'short' poetry -Figurative language assignments -Similes vs. Metaphors -Discussion</p>	<p>RL.6.1, 2, 4, 5, 6, 10 SL.6.1 L.6.3, 4, 5, 6</p>
<p><b>"Haiku" by Basho</b></p>	<p>Poetic forms Subtext Making inferences Textual evidence Mood</p>	<p>-Haiku writing -Discussion -Poetic forms -Comparison to alternate poetic forms</p>	<p>RL.6.1, 2, 4, 5, 6, 10 SL.6.1 L.6.3, 4, 5, 6</p>
<p><b>"Concrete Cat" by Dorthi Charles</b></p>	<p>Poetic forms Subtext Making inferences Textual evidence Image Poetry</p>	<p>-Poetic forms -Comparison to alternate poetic forms -Discussion -Creating 'image poetry'</p>	<p>RL.6.1, 2, 4, 5, 6, 10 SL.6.1 L.6.3, 4, 5, 6</p>

### Unit 5: Writing and Grammar

Essential Topics	Major Objectives/Topsics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p><b>Persuasive/Argumentative Writing</b></p>	<p>Crafting claims            Crafting counterclaims            Supporting claims            Using background information to craft an argument            Citations            Transitions</p>	<p>-Use Scope magazine for monthly topics            -Read nonfiction/informative text            -Highlighter assignments to find arguments in other works            -Practice finding claims and counterclaims            -Transitions workshops            -Citing other works in teams            -Bi-weekly argumentative writing prompts and mini-prompts</p>	<p>W.6.1, 4, 5, 6, 7, 8, 9, 10            SL.6.1, 2, 3, 4, 5, 6            L.6.1, 2, 3, 4, 5, 6            RI.6.1, 2</p>
<p><b>Narrative Writing</b></p>	<p>Biographical writing            Creative storytelling            Utilizing story elements            Utilizing figurative language            Dialogue            Descriptive writing            Transitions</p>	<p>-Use stories read in other units to inspire topics            -Focus on personal narratives in daily journal writings during Do-Nows            -Emphasize creative writing with writing from unique perspectives            -Mini-prompts            -Dialogue writing workshops            -Writing for certain story</p>	<p>W.6.3, 4, 5, 6, 7, 8, 9, 10            SL.6.1, 2, 3, 4, 5, 6            L.6.1, 2, 3, 4, 5, 6</p>

<p><b>Explanatory Writing</b></p>	<p>Understand cause and effect Compare and contrast Relevant details Transitions</p>	<p>elements (i.e. theme) -Workshops on comparing and contrasting -Search for relevant details in writing -Label cause and effect throughout stories read all year -Writing workshops -Transitions workshops -Monthly writing prompts</p>	<p>W.6.2, 4, 5, 6, 7, 8, 9, 10 SL.6.1, 2, 3, 4, 5, 6 L.6.1, 2, 3, 4, 5, 6</p>
<p><b>Nouns and Pronouns</b></p>	<p>Mechanics Usage Singular and plural nouns Compound nouns Personal pronouns Antecedents Demonstrative pronouns Possessives Indefinite pronouns Subjects and objects</p>	<p>-Notes -Smartboard Activities -Practice finding types of nouns and pronouns in stories read</p>	<p>L.6.1, 2, 3, 6</p>
<p><b>Verbs</b></p>	<p>Mechanics Usage Action verbs Linking verbs Helping verbs Regular and irregular verbs Verb tenses Troublesome verbs</p>	<p>-Notes -Smartboard Activities -Practice finding verb types in stories read</p>	<p>L.6.1, 2, 3, 6</p>

<b>Modifiers</b>	<p>Mechanics Usage Adjectives Articles Proper adjectives Possessive adjectives Demonstrative adjectives Adverbs Distinguishing between adjectives and adverbs Comparatives and superlatives Troublesome modifiers</p>	<p>-Notes -Smartboard Activities -Practice finding types of adjectives and adverbs in stories read</p>	L.6.1, 2, 3, 6
<b>Prepositions</b>	<p>Mechanics Usage Identifying prepositions Distinguishing between prepositions and adverbs</p>	<p>-Notes -Smartboard Activities -Practice finding prepositions in stories read</p>	L.6.1, 2, 3, 6
<b>Sentence Parts</b>	<p>Mechanics Usage Crafting Sentences Subject-Verb Agreement Simple, Compound, Complex Sentences</p>	<p>-Notes -Smartboard Activities -Review of previous grammatical units</p>	L.6.1, 2, 3, 6

## Common Core State Standards

### Reading: Literature

#### **CCSS.ELA-LITERACY.RL.6.1**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### **CCSS.ELA-LITERACY.RL.6.2**

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### **CCSS.ELA-LITERACY.RL.6.3**

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

#### **CCSS.ELA-LITERACY.RL.6.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

#### **CCSS.ELA-LITERACY.RL.6.5**

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### **CCSS.ELA-LITERACY.RL.6.6**

Explain how an author develops the point of view of the narrator or speaker in a text.

**CCSS.ELA-LITERACY.RL.6.7**

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.RL.6.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Informational Text**

**CCSS.ELA-LITERACY.RI.6.1**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.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 or judgments.

**CCSS.ELA-LITERACY.RI.6.3**

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**CCSS.ELA-LITERACY.RI.6.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**CCSS.ELA-LITERACY.RI.6.5**

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**CCSS.ELA-LITERACY.RI.6.6**

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**CCSS.ELA-LITERACY.RI.6.7**

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**CCSS.ELA-LITERACY.RI.6.8**

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**CCSS.ELA-LITERACY.RI.6.9**

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**CCSS.ELA-LITERACY.RI.6.10**

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing**

**CCSS.ELA-LITERACY.W.6.1**

Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.6.1.A**

Introduce claim(s) and organize the reasons and evidence clearly.

**CCSS.ELA-LITERACY.W.6.1.B**

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

**CCSS.ELA-LITERACY.W.6.1.C**

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

**CCSS.ELA-LITERACY.W.6.1.D**

Establish and maintain a formal style.

**CCSS.ELA-LITERACY.W.6.1.E**

Provide a concluding statement or section that follows from the argument presented.

**CCSS.ELA-LITERACY.W.6.2**



Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CCSS.ELA-LITERACY.W.6.2.A**

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**CCSS.ELA-LITERACY.W.6.2.B**

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**CCSS.ELA-LITERACY.W.6.2.C**

Use appropriate transitions to clarify the relationships among ideas and concepts.

**CCSS.ELA-LITERACY.W.6.2.D**

Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-LITERACY.W.6.2.E**

Establish and maintain a formal style.

**CCSS.ELA-LITERACY.W.6.2.F**

Provide a concluding statement or section that follows from the information or explanation presented.

**CCSS.ELA-LITERACY.W.6.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.6.3.A**

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.W.6.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**CCSS.ELA-LITERACY.W.6.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CCSS.ELA-LITERACY.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 of three pages in a single sitting.

**CCSS.ELA-LITERACY.W.6.7**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**CCSS.ELA-LITERACY.W.6.8**

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**CCSS.ELA-LITERACY.W.6.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.6.9.A**

Apply *grade 6 Reading standards* to literature (e.g., "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").

**CCSS.ELA-LITERACY.W.6.9.B**

Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

**CCSS.ELA-LITERACY.W.6.10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking & Listening**

**CCSS.ELA-LITERACY.SL.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, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.6.1.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.

**CCSS.ELA-LITERACY.SL.6.1.B**

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.6.1.C**

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

**CCSS.ELA-LITERACY.SL.6.1.D**

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

**CCSS.ELA-LITERACY.SL.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.

**CCSS.ELA-LITERACY.SL.6.3**

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**CCSS.ELA-LITERACY.SL.6.4**

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-LITERACY.SL.6.5**

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**CCSS.ELA-LITERACY.SL.6.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

**Language**

**CCSS.ELA-LITERACY.L.6.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.6.1.A**

Ensure that pronouns are in the proper case (subjective, objective, possessive).

**CCSS.ELA-LITERACY.L.6.1.B**

Use intensive pronouns (e.g., *myself*, *ourselves*).

**CCSS.ELA-LITERACY.L.6.1.C**

Recognize and correct inappropriate shifts in pronoun number and person.

**CCSS.ELA-LITERACY.L.6.1.D**

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

**CCSS.ELA-LITERACY.L.6.1.E**

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**CCSS.ELA-LITERACY.L.6.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-LITERACY.L.6.2.A**

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**CCSS.ELA-LITERACY.L.6.2.B**

Spell correctly.

**CCSS.ELA-LITERACY.L.6.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-LITERACY.L.6.3.A**

Vary sentence patterns for meaning, reader/listener interest, and style.

**CCSS.ELA-LITERACY.L.6.3.B**

Maintain consistency in style and tone.

**CCSS.ELA-LITERACY.L.6.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-LITERACY.L.6.4.A**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.6.4.B**

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

**CCSS.ELA-LITERACY.L.6.4.C**

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CCSS.ELA-LITERACY.L.6.4.D**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CCSS.ELA-LITERACY.L.6.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-LITERACY.L.6.5.A**

Interpret figures of speech (e.g., personification) in context.

**CCSS.ELA-LITERACY.L.6.5.B**

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

**CCSS.ELA-LITERACY.L.6.5.C**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwise, thrifty*).



**CCSS.ELA-LITERACY.L.6.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.