

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 6

Subject: Literature

Adoption Date: 4.1.14

Revision Date: 11.3.21

	MP1	MP2	MP3	MP4
Pacing Guide	<p>Theme: Transformation</p> <p>1. Why is the understanding of literary terms/story elements essential to the discussion of a book? (6 weeks)</p> <p>2. How does discussion enhance the understanding of a story? (3 weeks).</p> <p>3. How do our experiences change us as people? (4 weeks)</p>	<p>Theme: Imagination & Friendship</p> <p>1. How can a friend change a person? (2 Weeks)</p> <p>2. What is grieving? Is there a correct way to grieve? (3 Weeks)</p> <p>3. Why might someone bully? (2 Weeks)</p> <p>4. Why are imaginations so important? (3 Weeks)</p>	<p>Theme: Injustice</p> <p>1. What differences divide people into opposing groups? (2 Weeks)</p> <p>2. How do people deal with unjust situations? (2 Weeks)</p> <p>Theme: Heroism and Leadership</p> <p>3. What is a hero? (3 Weeks)</p> <p>4. What qualities make a good leader? (4 Weeks)</p>	<p>Theme: Poetry</p> <p>1. What techniques do authors use to make poetry an effective way to communicate ideas? (2 Week)</p> <p>2. How do you get meaning from various types of text? (2 Week)</p> <p>Theme: Friendship and Identity</p> <p>3. Why is friendship important? (3 Weeks)</p> <p>4. Why do we conform? (3 Weeks)</p>
Instructional Materials	<i>Holes</i> by Louis Sacher Non Fiction: Children Convicted of a Serious Crime	<i>Bridge to Terabithia</i> by Katherine Paterson "5 Stages of Grief Article"	Textbook: Elements of Literature – Introductory Course – Collection Five:	Beginnings in Literature: Various poems PARCC Practice Test

	<p>Film: <i>Holes</i> Textbook: Elements of Literature</p> <p>YouTube videos: Inside Juvenile Detention https://youtu.be/C-0bURq6wB o</p> <p>Articles about child labor camps</p>	<p>Film <i>Bridge to Terabithia</i></p> <p>Articles about bullies reflecting on their past actions</p>	<p>Justice for All <i>Gregor the Overlander</i> Suzanne Collins</p> <p>“The Gold Cadillac” by Mildred Taylor</p> <p>“All Summer in a Day” (A girl is ostracized because of her differences)</p> <p>“The Bracelet” by Yoshiko Uchida</p> <p>“The Sneetches” by Dr. Seuss (Theodore Geisel)</p> <p>Website with examples and history of Jim Crow laws</p> <p>Documentary: <i>The Rise and Fall of Jim Crow</i></p> <p>Novel: <i>Gregor the Overlander</i> by Suzanne Collins</p>	<p>Textbook: Beginnings in Literature <i>Love That Dog</i> Sharon Creech <i>StarGirl</i> by Jerry Spinelli Nonfiction articles and videos on conformity Article: “Conformity Starts Young”</p>
Activities	<p>One: Review and find examples of the following story elements in <i>Holes</i>: Characterization, Plot/Sequence, Conflict, Theme, Mood, Climax, and Foreshadowing. Explain how each element is important to a good story. EQ 1</p> <p>Two: Create and discuss interpretive questions & write a response before and after Shared Inquiry discussion. EQ 2</p>	<p>One: Personal essay about a friend that is no longer in their life EQ 1</p> <p>Two: Identify character traits of the bully from the story. Contrast how your view is different. EQ 2</p> <p>Three: Brainstorm ideas how to transform the school grounds. EQ 4</p> <p>Four: Read nonfiction article and discuss the 5 stages of grief. EQ 2</p>	<p>One: Research Jim Crow laws and complete Jim Crow webquest EQ 1</p> <p>Two: Compare/Contrast the four short stories looking at the injustice committed, what group of people were treated unjustly, and how people responded to injustice EQ 2</p> <p>Three: Identify, and list the leadership traits of hero EQ 3</p> <p>Four: Create and discuss interpretive questions & write</p>	<p>One: Read and discuss meaning and structure of poems EQ 1</p> <p>Two: Write original poetry which illustrates various techniques</p> <p>Three: Describe the different types of friendships found in the novel. Relate to the reader’s personal friendships. EQ 3</p> <p>Four: Compare and Contrast Stargirl and Susan. EQ4</p>

	Three: Write about a time in your life when you were deeply affected by an event or a person.		a response before and after Shared Inquiry discussion. EQ 4	
Standards	RL.6.1. RL.6.2. RL.6.3. RL.6.4. RL.6.5. RL.6.7. RI.6.2. RI.6.5. RI.6.6. RI.6.9.	RL.6.1. RL.6.2. RL.6.3. RL.6.4. RL.6.5. RL.6.7. RI.6.2. RI.6.5. RI.6.6. RI.6.9.	RL.6.1. RL.6.2. RL.6.3. RL.6.4. RL.6.5. RL.6.7. RI.6.2. RI.6.5. RI.6.6. RI.6.9.	RL.6.1. RL.6.2. RL.6.3. RL.6.4. RL.6.5. RL.6.7. RI.6.2. RI.6.5. RI.6.6. RI.6.9.
Accommodations and Modifications	<p>English language learners: Assign a peer same language or English speaking Novel in Spanish</p> <p>At Risk of School Failure: Provide books on computer software (Learning Ally); provide study guides Preferential seating Additional time as needed</p> <p>Gifted and Talented Students: Ask higher level questions Mentor other students</p> <p>Students with 504 plans: preferential seating Additional time for tests as needed</p> <p>Special Education: Preferential seating, extra time on quizzes and tests,</p>	<p>English language learners: Assign a peer same language or English speaking Novel in Spanish</p> <p>At Risk of School Failure: Provide books on computer software (Learning Ally); provide study guides Preferential seating Additional time as needed</p> <p>Gifted and Talented Students: Ask higher level questions Mentor other students</p> <p>Students with 504 plans: preferential seating Additional time for tests as needed</p> <p>Special Education: Preferential seating, extra time on quizzes and tests,</p>	<p>English language learners: Assign a peer same language or English speaking Novel in Spanish</p> <p>At Risk of School Failure: Provide books on computer software (Learning Ally); provide study guides Preferential seating Additional time as needed</p> <p>Gifted and Talented Students: Ask higher level questions Mentor other students</p> <p>Students with 504 plans: preferential seating Additional time for tests as needed</p> <p>Special Education: Preferential seating, extra time on quizzes and tests,</p>	<p>English language learners: Assign a peer same language or English speaking Novel in Spanish</p> <p>At Risk of School Failure: Provide books on computer software (Learning Ally); provide study guides Preferential seating Additional time as needed</p> <p>Gifted and Talented Students: Ask higher level questions Mentor other students</p> <p>Students with 504 plans: preferential seating Additional time for tests as needed</p> <p>Special Education: Preferential seating, extra time on quizzes and tests,</p>

	reading of material aloud	reading of material aloud	reading of material aloud	reading of material aloud
Interdisciplinary Connections	<ul style="list-style-type: none"> Language Arts Students write journal entries from point of view of juvenile detention center inmate	<ul style="list-style-type: none"> Language Arts Students use imagination to create their own super hero including back story	<ul style="list-style-type: none"> Social Studies Students research Jim Crow laws and history of segregation	<ul style="list-style-type: none"> Language Arts Students write several different types of poetry discussed in class
Assessments	<p>Benchmark assessment MAP Testing, Start Strong Testing, NJSLA</p> <p>Formative Assessments Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p>Summative assessments Analysis project, end of novel test</p>	<p>Benchmark assessment MAP Testing, Start Strong Testing, NJSLA</p> <p>Formative Assessments Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p>Summative assessments Analysis project, end of novel test</p>	<p>Benchmark assessment MAP Testing, Start Strong Testing, NJSLA</p> <p>Formative Assessments Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p>Summative assessments Analysis project, end of novel test</p>	<p>Benchmark assessment MAP Testing, Start Strong Testing, NJSLA</p> <p>Formative Assessments Discussion, journal entries, homework responses, comprehension and vocabulary quizzes</p> <p>Summative assessments Analysis project, end of novel test</p>
21st Century Themes and Skills	<p>CRP.K-12.CRP11 - [Practice] - Use technology to enhance productivity.</p> <p>Life Literacies and Key Skills: 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</p> <ul style="list-style-type: none"> 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.IML.10: Examine the consequences of the uses of media 	<p>CRP.K-12.CRP11 - [Practice] - Use technology to enhance productivity.</p> <p>Life Literacies and Key Skills: 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</p> <ul style="list-style-type: none"> 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 	<p>CRP.K-12.CRP11 - [Practice] - Use technology to enhance productivity.</p> <p>Life Literacies and Key Skills: 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</p> <ul style="list-style-type: none"> 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 	<p>CRP.K-12.CRP11 - [Practice] - Use technology to enhance productivity.</p> <p>Life Literacies and Key Skills: 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</p> <ul style="list-style-type: none"> 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

	<p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p>	<ul style="list-style-type: none"> • 9.4.8.IML.10: Examine the consequences of the uses of media <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p>	<ul style="list-style-type: none"> • 9.4.8.IML.10: Examine the consequences of the uses of media <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p>	<ul style="list-style-type: none"> • 9.4.8.IML.10: Examine the consequences of the uses of media <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p>
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