Unit 2: Excursions Across Time

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Sixth Grade ELA/Writing

Unit 2: Excursions Across Time

Belleville Board of Education

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Unit Overview

- The theme of this unit is “Excursions Across Time.”
- Weekly topics include: Contributions, Democracy, Ancient Societies, Influences, and Past & Present.
- This unit discusses ancient and American history topics, including topics related to Mesopotamia, Phoenicia, Marco Polo, Gilgamesh, Rome, Ancient Egypt, slavery, democracy, and the creation of democracy in the United States.
- Students will read plays, articles, and stories.

Enduring Understandings

Students will understand that...

- early civilizations created technologies such as writing, irrigation, stationery, mathematics, and legal codes.
- a *contribution* is knowledge, effort, or money that helps achieve an end result.
- for thousands of years, people have been aspiring to govern themselves.
- democracy developed in Ancient Greece and Rome.
- democracy means “rule by the people,” and was developed in Greece to ensure that the rich and poor both had control in government.
- ancient cultures traded goods across the world.
- a culture’s development is influenced by its geography, religion, and language.
- reflecting on the past can influence our present.

Essential Questions

- What contributions were made by early civilizations?
- How did democracy develop?
- What was life like for people in ancient cultures?
- What influences the development of a culture?
- What can the past teach us?

Exit Skills

By the end of Unit 2: Excursions Across Time, students should be able to...

- analyze the theme of a text
- identify the rhyme scheme and meter of a poem
- identify personification
- compare and contrast points of view of different texts
- use punctuation to set off nonrestrictive/parenthetical elements
- identify essential and nonessential appositives
- use commas, hyphens, and parenthesis to set off parts of sentences
- make predictions after reading
- identify a character's motivations
- identify key ideas and details
- take notes and summarize
- integrate knowledge and ideas
- make text to text, text to self, and text to world connections
- label and analyze flashback
- discuss the importance of sensory details
- compare and contrast two texts
- analyze the author's impact of word choice
- use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
- product clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

New Jersey Student Learning Standards (NJSLS)

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.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.
LA.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.
LA.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.
LA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
LA.RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.

LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.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).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.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.
LA.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.
LA.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.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.
LA.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.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.
LA.W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.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.
LA.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.
LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.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.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection,

	metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.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.
LA.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.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.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.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.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.
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.2.B	Spell correctly.
LA.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.
LA.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).
LA.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.
LA.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.6.5.A	Interpret figures of speech (e.g., personification) in context.
LA.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.
LA.L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
LA.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.

Interdisciplinary Connections

- History/Social Sciences (Geographic Literacy): "Influnces"
- History/Social Sciences (Constitutional Heritage): "Democracy"
- History/Social Sciences (Historical Literacy): "Contributions"

- History/Social Sciences (Cultural Literacy): "Ancient Societies"
- History/Social Sciences (Cultural Literacy): "Past and Present"

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.

Learning Objectives

In Unit 2: Excursions Across Time, students will be able to...

- acquire and accurately use grade appropriate general academic and domain-specific words and phrases.
- determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinion or judgments.
- analyze how a particular section fits into the overall structure of a text and contributes to the development of the ideas.
- cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
- use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of the word.
- determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- demonstrate the command of the conventions of standard English grammar and usage when writing or speaking.
- 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.
- pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- explain how an author develops the point of view of the narrator or speaker in a text.
- distinguish among the connotations of words with similar denotations.
- provide a conclusion that follows from the narrated experiences or events.
- 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.
- 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.
- use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- 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 a text to what they perceive when they listen.

Suggested Activities & Best Practices

- Information writing
- Text dependent questions
- Partner talk
- Scaffolded partner work
- Cite text evidence
- Complete a sentences frame
- Guided text annotation
- Literature Circles
- Graphic organizers
- Think Alouds
- Letter writing
- Independent reading
- Teacher conferences

Assessment Evidence - Checking for Understanding (CFU)

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Explanatory Writing (Summative)
- Common Benchmark #1 (Benchmark)
- DRA2 Results (Benchmark)
- Anecdotal Records (Formative)

In addition to the assessments listed above, the following assessments can be used to track progress:

- Common Benchmarks (Summative)
- Exit Tickets (Formative)
- Learning Center Activities (Formative)
- Project (Alternative)
- Quickwrite (Formative)
- Quizzes (Summative)
- Readers/Writers Notebooks (Formative/Summative)
- Self-Assessments (Formative)
- Think, Pair, Share (Formative)

- Unit Tests (Summative)

Primary Resources & Materials

- Wonders Anthology
- Reading/Writing Workshop
- Close Reading Companion
- Your Turn Practice Book
- High Frequency Word Cards
- Photo Cards
- Visual Vocabulary Cards
- Retelling Cards
- Sound Spelling Cards
- Leveled Workstation Activity Cards
- Leveled Readers
- Interactive Read Aloud Cards

Ancillary Resources

- Scholastic Scope
- Novels
- Decodable texts
- Leveled readers
- Literacy centers
- Readworks.org - INFERENCE - https://www.readworks.org/article/A-Tricky-Move/2f9e3e93-e507-4319-af40-bb644449dfbb#!articleTab:questionsets/questionsetsSection:1093/
- Newsela.com - MAIN IDEA - https://newsela.com/read/elem-hist-books/id/39433/
- Commonlit.org - CITING TEXT EVIDENCE and POV - https://www.commonlit.org/en/texts/fish-cheeks?search_id=21805470
- Flocabulary - WORD CHOICE - https://www.flocabulary.com/unit/word-choice/video/
- DOGO News
- SmartTV or SmartBoard
- Student Laptops

Technology Infusion

- Google classroom - post assignments, material, questions, assessments, Google slides, docs, sheets
- Quizlet - Wonders vocabulary
- Kahoot!, IXL, Edulastic
- Digital escape rooms



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.

CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Guided Reading - using leveled readers - teach point of view at the appropriate reading level.

When looking for text evidence to support their answers, students will work collaboratively and **think-pair-share**.

Form **book clubs** of students reading the same book (their choice) - they can read together (maybe even during independent reading time) or set reading goals together and read idependently and talk about the text.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Preview skill/strategy with these students before introducing the text - use think alouds when demonstrating how to use the skill/strategy.

Meet with this group of students' guided reading group more frequently than others.

- additional time for skill mastery
- behavior management plan
- Center-based instruction
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- printed copy of board/work notes provided
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments

- Reduced/shortened written assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Establish physical cues to indicate understanding.

Work with students to **code text** so we can identify areas of difficulty and also keep track of learning.

- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- teaching key aspects of a topic. Eliminate nonessential information.
- tutoring by peers
- using computer word processing spell check and grammar features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Engage the parents to try to strengthen the school-home connection.

Have students read aloud, then ask questions about what they have read.

Have students think pair share before starting a whole class discussion.

- allowing students to correct errors (looking for understanding)
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to elect from given choices
- allowing the use of note cards or open book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be

determined prior to giving the test.

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- teaching key aspects of a topic. Eliminate nonessential information.
- tutoring by peers
- using authentic assessments with real-life problem solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Research democracy and its different forms and debate about which form is best.

- above grade level placement option for qualified students
- advanced problem-solving
- allow students to work at a faster pace
- cluster grouping
- complete activities aligned with above grade level text using benchmark results
- create a blog or social media page about their unit
- create a plan to solve a issue presented in the class or in a text
- debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- multi-disciplinary unit and/or project
- teacher selected instructional strategies that are focused t provide challenge, engagement, and growth opportunities
- utilize exploratory connections to higher-grade concepts
- utilize project-based learning for greater depth of knowledge