

Unit 2: Excursions Across Time

Content Area: **Social Studies**
Course(s): **Sample Course, ELA Gr. 6**
Time Period: **NovDec**
Length: **Full Year - Grade 6**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

English Language Arts, Grade 6

Unit 2: Excursions Across Time



Belleville Board of Education

102 Passaic Avenue

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Unit Overview

The theme of this unit is “Excursions Across Time.” The weekly topics are as follows: Contributions, Democracy, Ancient Societies, Influences, and Past and 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 Understanding

- Early civilizations created such technologies as writing, irrigation, stationary, 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 over fifty years 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 Grade 6, ELA Unit 2, the student 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 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-S)

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| 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.6.7 | 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. |
| LA.RL.6.8 | (Not applicable to literature) |
| 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.6.6 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
| 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.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. |
| LA.RI.6.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |

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| LA.RI.6.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.W.6.1.A | Introduce claim(s) and organize the reasons and evidence clearly. |
| 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.6.1.D | Establish and maintain a formal/academic style, approach, and form. |
| LA.W.6.1.E | Provide a concluding statement or section that follows from the argument presented. |
| LA.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. |
| 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.E | Establish and maintain a formal/academic style, approach, and form. |
| 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.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. |
| LA.W.6.3.B | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| 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.D | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| 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. |

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| 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.6.2 | 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.6.3 | Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| LA.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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). |
| 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.A | Ensure that pronouns are in the proper case (subjective, objective, possessive). |
| LA.L.6.1.B | Use intensive pronouns (e.g., myself, ourselves). |
| LA.L.6.1.C | Recognize and correct inappropriate shifts in pronoun number and person. |
| LA.L.6.1.D | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| LA.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. |
| LA.L.6.2.A | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| LA.L.6.2.B | Spell correctly. |
| LA.L.6.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.6.3.A | Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. |
| LA.L.6.3.B | Maintain consistency in style and tone. |
| LA.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. |
| 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.6.4.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).

LA.L.6.5

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

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

SOC.6.2.8.A.2.a

Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

SOC.6.2.8.A.3.c

Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

SOC.6.2.8.A.3.d

Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

SOC.6.2.8.A.3.e

Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.

SOC.6.2.8.A.4.a

Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

SOC.6.2.8.A.4.b

Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

SOC.6.2.8.B.2.b

Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

SOC.6.2.8.D.1.b

Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

SOC.6.2.8.D.1.c

Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

SOC.6.2.8.D.2.a

Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

SOC.6.2.8.D.2.b

Explain how the development of written language transformed all aspects of life in early river valley civilizations.

SOC.6.2.8.D.2.c

Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

SOC.6.2.8.D.2.d

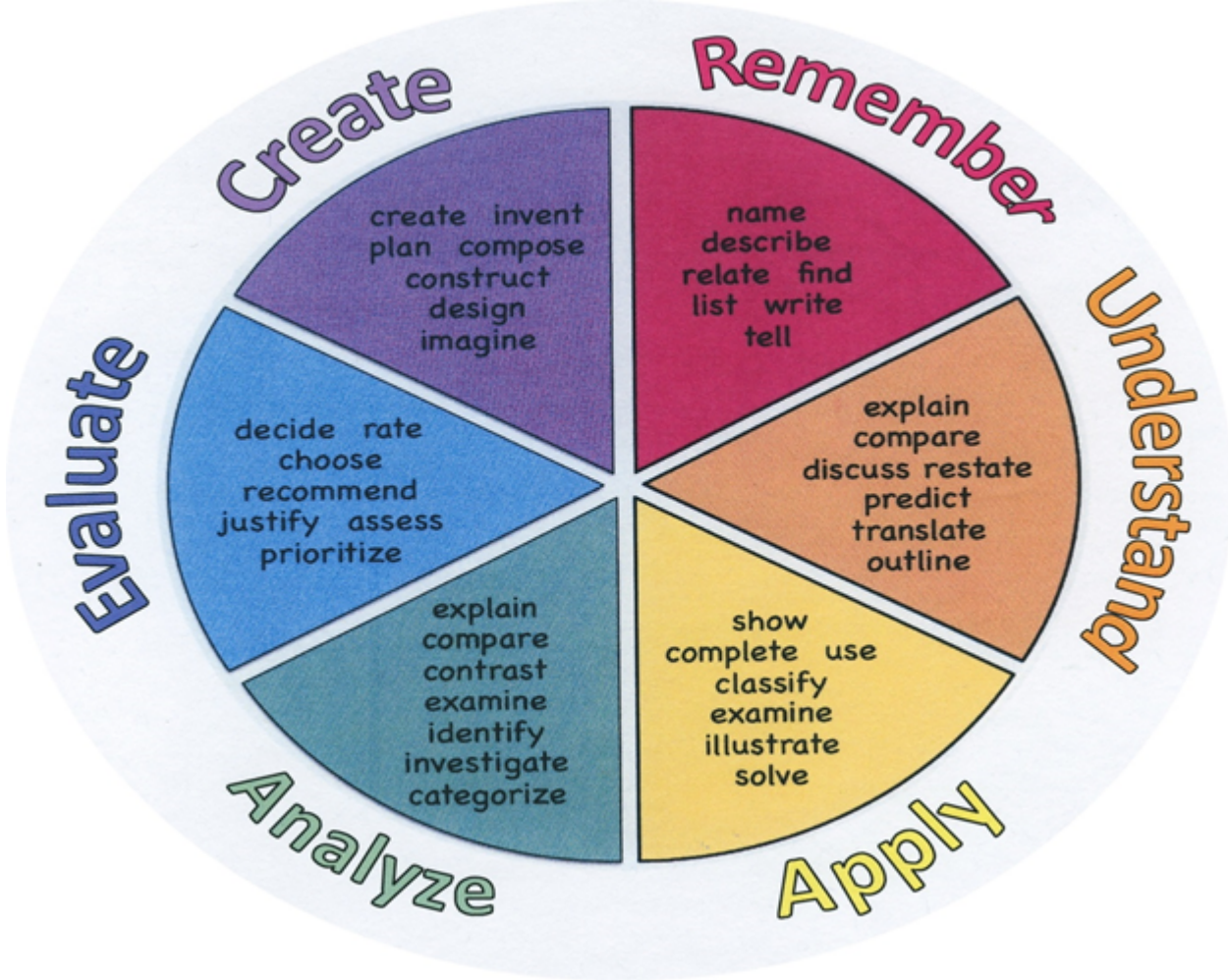
Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Learning Objectives

- Acquire and accurately use grade appropriate general academic and domain-specific words and phrases.
- Determine a central idea how a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinion or judgements.
- 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 judgements.
- 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.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------|---------------|------------|---------------|-----------|-------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |

| | | | | | |
|--|---|--|--|--|----------------------|
| | Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict | Examine Graph Interpolate Manipulate Modify Operate Subtract | | | Rewrite Transform |
|--|---|--|--|--|----------------------|



Suggested Activities & Best Practices

- Informative writing
- Text dependent questions
- Talk with a partner
- 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

Evidence of Student Learning - Checking for Understanding (CFU)

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes

- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

McGraw-Hill Grade 6 Wonders Literature Anthology, McGraw-Hill Grade 6 Wonders Reading/Writing Workshop, McGraw-Hill Grade 6 Wonders Close Reading Companion

Ancillary Resources

Scholastic Scope, novels, decodable texts, leveled readers, literacy centers, Readworks.org, Newsela.com, Commonlit.org, Smartboard, laptops, and writing stations

Technology Infusion

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/IPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Ted Talks
Record Voice Pen



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.

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

Content: Content will be differentiated through use of multilevel readers for Basic Skills students, Special Education students, Talented and Gifted students, as well as ELL students. The readers are all focused upon the same content, however the lexiles differ depending upon the abilities of the student.

Process: The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners. Additionally, students will be supplied with sentence stems and differentiated student workbooks to foster student success of the established goals.

Product: The product will be differentiated because student work will be based upon their reading levels and lexiles. Students will be given choice for projects that appeal to their various learning styles to promote confidence and success amongst the students.

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

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select 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
- 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

Special Education Learning

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Unit Name: Changes

NJSLS: [linked](#)

Interdisciplinary Connection: Social Studies

Statement of Objective: 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.

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

- Listen for a purpose.
- Identify characteristics of realistic fiction.

Anticipatory Set/Do Now:

- “How do changes transform the way people look at the world?”

Learning Activity:

- Read essential question.

- Discuss Weekly Concept
- Think, Pair, Share
- Play Build Background video and view photos
- Think, Pair, Share
- Discuss Graphic Organizer

Student Assessment/CFU's:

- Think, Pair, Share, Graphic Organizer

Materials:

- McGraw-Hill Wonders Grade 6 Literature Anthology

21st Century Themes and Skills:

- Global Perspectives
- Civic Literacy
- Creativity and Innovation
- Information Literacy
- Critical Thinking and Problem Solving

Differentiation/Modifications:

- Cooperative groupings
- Higher order thinking skills
- Close Reading
- Leveled readers

Integration of Technology:

- Smartboard

Connect-ed