

Unit 6: A Blast from the Past

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

English Language Arts Accelerated: Grade 6

Unit 6: A Blast from the Past

Belleville Board of Education

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Unit Overview

Students explore myths and legends from a variety of sources: ancient Greek or Roman civilizations; Latin American cultures; or other cultures of students choice. In addition, students read informational text, listen to music, and examine art from the myth's or legend's country of origin. Class discussion focus on the fact that folklore provides a limited view of a culture and that it's important to research the country before making sweeping generalizations about it. The goal of this unit is not only for students to find commonalities across this genre, but to discover countries and cultures other than our own.

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written.

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.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.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.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.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.

Exit Skills

By the end of Unit 6, 6th grade ELA Students Should be able to:

- Compare and contrast various myth and legends.
- Compare and contrast how two authors present the same topic.
- Conduct short research projects.
- Cite **multiple examples** of textual evidence to support their analysis of both stated and inferred ideas.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Build on others' ideas and express their own clearly through group discussion.
- Write well constructed short constructed/ open-ended responses to a variety of text types and writing prompts.

Enduring Understanding

- Legends are traditional stories based on historical figures and usually exaggerate or supernaturalize heroic deeds.
- Myths are ancient stories whose authors are unknown that attempt to explain a belief, custom, or force of nature by telling of gods and goddesses and their interventions in the lives of mortals.
- Understanding the legends and myths of a particular society helps one understand and relate to that society's culture and history.
- Stories that are passed on through the oral tradition illustrate culture while also helping to shape culture.

Essential Questions

- How is folklore simultaneously revealing and limiting?
- How do people or events become legendary?
- Why do we tell stories?
- What effect does folklore have on humans and nature?

Learning Objectives

- Differentiate between the style, structure, and purpose of myths and legends. □
- Compare legends and myths from diverse cultures. □

- Determine the purpose of a particular legend or myth and identify the cultural values or beliefs it is intended to illustrate.
- Evaluate a legendary hero's qualities and character traits. □
- Analyze the beliefs and values of different cultures based on inferences from myths and legends.
- Compose an original myth /legend.
- Write a reflection in response to one of the essential questions.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

SOC.6.1.8

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Alignment to 21st Century Skills & Technology

- English, reading or language arts
- Arts
- Geography
- History

21st Century/Interdisciplinary Themes

- Civic Literacy
- Global Awareness

21st Century Skills

- 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

Technology Infusion

- Word Processor
- Power-point Presentations
- Smart Board
- Document Camera
- Digital Storytelling
- Internet Research

Differentiation

- Exit Tickets
- Individual Response Boards
- Think Pair Share
- Flexible Grouping
- Cooperative Learning
- Center Activities
- Mini-Lessons
- Open-Ended Responses
- Choice Activities
- Group Discussion
- Note-Taking/Outlines
- Highlighting
- Oral and Written Directions
- Additional Time
- Graphic Organizers

Special Education

- 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

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

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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- 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

Supplemental Resources:

Common Core Progress English Language Arts Grade 6
Scholastic Scope Magazine

Ancillary Resources

Literary Sources

"Orion," by Alice Low

"The Story of Cerces and Proserpina," by Mary Pope Osborne

"Apollo's Tree: The Story of Dphne and Apollo," Mary Pope Osborne

"The Cheno," by Joseph and James Bruchac