Content Area: English Language Arts

Grade Level: 6th Grade

Curriculum Map/Scope & Sequence (2022)

Unit	Module 1 - Resilience in the Great Depression
Quarter	Quarter 1 (9 Weeks)
Questions	Essential Question: How can enduring tremendous hardship contribute to personal transformation? ● Focus Question #1: What makes Bud a survivor? ● Focus Question #2: What hardships did people face during the Great Depression? ● Focus Question #3: How is Bud transformed by his journey? ● Focus Question #4: What sustained people's spirits during the Great Depression? ● Focus Question #5: How does hardship alter the characters' perspectives in Out of the Dust? ● Focus Question #6: What makes the characters in Out of the Dust survivors? ● Focus Question #7: How can enduring tremendous hardship contribute to personal transformation?
Student Understandings	● Enduring hardship can result in positive personal transformation. ● Generosity, hope, and forgiveness sustain the human spirit. ● People adapt the ideas of home, family, and community to fit their needs during times of hardship. ● Persevering through hardship requires a person to accept his or her new situation and identity and make peace with the past. ● People rely upon dreams and determination to persevere in the face of hardship. ● Authors use devices and techniques, such as figurative language and symbolism, to help develop characters and themes.
Texts	**Core Texts** Novel (Literary) ● Bud, Not Buddy, Christopher Paul Curtis ● Out of the Dust, Karen Hesse **Supplementary Texts** Historical ● "The Drought," PBS American Experience ● "Hoovervilles," History.com Journalism ● "Hoover's Prodigal Children: Hungry Times on Mean Streets," Errol Lincoln Uys Music ● "It Don't Mean a Thing If It Ain't Got That Swing," Duke Ellington and Irving Mills Photography ● Kentucky Flood, Margaret Bourke-White ● Migrant Mother, Dorothea Lange Poetry ● "Mother to Son," Langston Hughes Video ● "1930s GM Sit-Down Strike," History.com ● "Black Blizzards," History.com ● "Migrant Mother Photo," History.com
Learning Goals	**Knowledge Goals** ● Determine the contexts and causes of the Great Depression and the Dust Bowl. (RI.6.1, RI.6.2)

- Learn how individuals coped with hardships during the Great Depression. (RI.6.1, RI.6.2, RL.6.1, RL.6.2, RL.6.3)
- Develop insight into the process of transformation as one that requires endurance and struggle. (RL.6.1, RL.6.3)

Reading Goals
- Analyze how word choice and figurative language help develop characters and support themes, citing and developing analysis with evidence. (RL.6.1, RL.6.2, RL.6.4, RI.6.1, RI.6.2)
- Analyze how specific events in the text contribute to the development of characters, plot, theme, or central idea. (RL.6.1, RL.6.2, RL.6.3, RI.6.1, RI.6.2)
- Identify similarities and differences between multiple authors' texts in their approaches to similar themes, topics, or central ideas. (RL.6.9, RI.6.9)
- Recognize variations from Standard English, such as dialect, in fiction, and explain how these variations impact the reader's understanding of character. (L.5.3.b, L.6.1.e)

Writing Goals
- Present a thesis and organize its supporting points by using strategies, such as cause/effect, and by providing an introduction, main body, and conclusion. (W.6.2.a, W.6.2.f)
- Develop a thesis and its supporting points with relevant, sufficient evidence and elaboration and with task, purpose, and audience in mind. (W.6.2.b, W.6.4, W.6.9)
- Improve a piece of writing's clarity and presentation by connecting ideas with transitions, using precise vocabulary, maintaining a formal style, and revising and editing content by soliciting feedback. (W.6.2.c, W.6.2.d, L.6.6, W.6.2.e, W.6.5, L.6.6)

Speaking and Listening Goals
- Set specific class and individual goals and following rules for productive discourse. (SL.6.1.b)
- During structured academic discussions, disagree strategically and defer politely to another speaker. (SL.6.1.b)
- In Socratic Seminars about Bud, Not Buddy and Out of the Dust, collaborate by building and elaborating on the thinking of others, connecting ideas from multiple speakers, reflecting, and responsively revising or reinforcing initial ideas. (SL.6.1, SL.6.6)

Language Goals
- Use appropriate transitions to demonstrate connections among ideas in academic writing. (L.4.3.a, L.5.3.a, L.6.3.a, W.6.2.c)
- Maintain consistent formal style in academic writing, including use of precise language. (L.6.3.b, L.6.1.e, W.6.2.e, W.6.4)
- Vary sentence lengths and patterns to enhance meaning, interest, and style. (L.5.3.a, L.6.3.a, W.6.4)
- Identify and interpret examples of figurative language, including metaphor and personification, in a text. (L.6.5.a)
- Use strategies to determine and verify the meanings of unknown or multiple-meaning words, including considering context, applying knowledge of affixes and roots, and using reference materials. (RL.6.4, L.6.4.a, L.6.4.b, L.6.4.c, L.6.4.d)

Standards	**Reading Literature** - RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - 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. - 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. - 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. - 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. **Reading Informational Text** - RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - 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. - 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). **Writing** - 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. - 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.) - 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 6.) **Speaking and Listening** - SL.6.1.b: 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. - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. **Language** - 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. - L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style. - L.6.3.b. Maintain consistency in style and tone.

	● 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. ● L.6.5.a. Interpret figures of speech (e.g., personification) in context.

Major Assessments	● Write a ToSEEC paragraph in which you explain what makes Bud a survivor.
	● Write two ToSEEC paragraphs in which you explain two hardships people faced during the Great Depression, citing evidence from Bud, Not Buddy and "Hoovervilles."
	● Write a ToSEEC mini-essay (an introduction and two body paragraphs) in which you explain how Bud has been transformed by his journey.
	● Write a ToSEEC mini-essay (an introduction and two body paragraphs) in which you explain how people during the Great Depression and the characters in Out of the Dust sustained their spirits during this difficult time in our history. You must use evidence from both Out of the Dust and "Hoover's Prodigal Children: Hungry Times on Mean Streets."
	● Write a cause-and-effect ToSEEC essay (introduction, two body paragraphs, and a conclusion) in which you explain how hardship (cause) changes Billie Jo's relationship with another character, a particular object, or the land (effect).
	● After engaging in the Socratic Seminar, write a cause-and-effect ToSEEC paragraph in response to one of the following questions.
	    ○ How does hardship threaten Billie Jo's emotional survival, and what response enables her to survive?
	    ○ How does hardship threaten Bayard Kelby's emotional survival, and what response enables him to survive?
	● Write a cause-and-effect ToSEEC essay (introduction, two body paragraphs, and a conclusion) in which you explain how Bud or Billie Jo's responses to hardship(s) (cause) contributed to his/her transformation (effect).

Content Area: English Language Arts

Grade Level: 6th Grade

Curriculum Map/Scope & Sequence (2022)

Unit	Module 2 - A Hero's Journey
Quarter	Quarter 2 (9 Weeks)
Questions	Essential Question: What is the significance and power of the hero's journey? ● Focus Question #1: How does Ramayana: Divine Loophole exhibit the genre expectations of the monomyth? ● Focus Question #2: How does The Odyssey exhibit the genre expectations of the monomyth? ● Focus Question #3: How do translations of The Odyssey and Ramayana expand our understanding of these texts? ● Focus Question #4: How does the monomyth genre persist in and influence the stories we tell?
Student Understandings	● The monomyth genre is relevant to contemporary society because it captures a fundamental human experience that is timeless and universal. ● The monomyth has a long history and persistent influence in storytelling through its common stages and archetypal characters. ● The main values the genre supports are consistent across cultures and time periods, even as the monomyth's structure is flexible. ● The archetypal hero experiences transformation because of struggle and uses this personal growth to benefit others. ● Archetypes—such as the mentor, ally, and shadow—play an essential role in the hero's growth. ● Building knowledge about cultural beliefs—such as the Indian belief of following one's dharma or the Greek belief that man should perfect his arête—helps clarify stories produced by that culture. ● Writers use narrative techniques, such as dialogue and descriptive details, to help develop characters, setting, and themes.
Texts	**Core Texts** Myth (Literary) ● The Odyssey, Gillian Cross ● Ramayana: Divine Loophole, Sanjay Patel **Supplementary Texts** Article ● "The Hero's Journey Outline," Christopher Vogler Audiobook ● Odyssey Book 23 Translated by Fagles ● The Ramayana, Book 6 by Valmiki Essay ● "A Practical Guide to Joseph Campbell's The Hero with a Thousand Faces," Christopher Vogler Journalism ● "Pixar Artist Sanjay Patel Gets Personal with 'Sanjay's Super Team,'" Rebecca Keegan Myth ● The Odyssey, Trans. Geoffrey Steadman, Book 9 ● The Odyssey, Trans. George Herbert Palmer, Book 23 ● The Odyssey, Trans. Robert Fagles, Book 23 ● The Odyssey, Trans. Robert Fitzgerald, Book 23 ● The Odyssey, Trans. Samuel Butler, Book 23 ● The Odyssey, Trans. Stanley Lombardo, Book 23 ● The Odyssey Trans. T.E. Lawrence, Book 23 ● Ramayana, Trans. Chakravarti Rajagopalachari, Book IV Yuddha Kanda ● Ramayana, Trans. K. M. K Murthy, Book IV Yuddha Kanda ● Ramayana, Trans. T. H. Griffith, Book IV Yuddha Kanda

	Transcript ● "Ep. 1: Joseph Campbell and the Power of Myth — 'The Hero's Adventure,'" Bill Moyers and Joseph Campbell Video ● "The Mythology of Star Wars," Bill Moyers and George Lucas ● "What Makes a Hero?" Matthew Winkler ●
Learning Goals	**Knowledge Goals** ● Learn about the monomyth's persistence throughout cultures and time. ● Develop an understanding of how the monomyth reveals the universal human struggle of overcoming one's flaws. ● Evaluate the influence of the monomyth on a contemporary story. **Reading Goals** ● Summarize and analyze how a particular sentences or sections of the text fit into its overall structure or genre and how its contribution impacts the development of the theme, setting, or plot. (RL.6.2, RL.6.3, RL.6.5) ● Compare and contrast what is seen and heard in translations and audio/video versions of the text with what is perceived while reading, cite evidence to explain how these understandings contribute to a topic, text, or issue under study. (RL.6.7, SL.6.2) ● Describe how a myth unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3) ● Apply knowledge of affixes and roots to determine and verify the meaning of unknown or multiple-meaning words. (L.6.4.b) ● Interpret figurative language in a text and analyze how it impacts meaning. (L.6.5.a) ● Explain and differentiate among the connotations of words with similar denotations. (L.6.5.c) **Writing Goals** ● Strengthen narrative writing by reviewing and revising for narrative techniques, precise words and phrases, relevant descriptive details, sensory language, and transition words based on guidance and support for peers and teacher. (W.6.3.b, W.6.3.c, W.6.3.d, W.6.5, L.6.6) ● Use technology to produce, type, publish, and present narrative writing alongside visual displays to clarify information, alone and in collaboration with peers. (W.6.6, SL.6.5, SL.6.6) ● When writing narratives with the task, purpose, and audience in mind, orient the reader by establishing a context, introducing a narrator and/or characters, organizing a natural and logical event sequence, and providing a conclusion that follows events. (W.6.3.a, W.6.3.e, W.6.4) **Speaking and Listening Goals** ● In Socratic Seminars and other class discussions, reduce mental interference to enable effective listening and reflect aloud about knowledge gleaned from peers and share understanding through paraphrasing. (SL.6.1.d, SL.6.6) ● When presenting ideas, maintain eye contact to engage listeners. (SL.6.4) **Language Goals** ● Edit writing for correct spelling. (L.6.2.b, W.6.5) ● Choose and correctly use punctuation for clarity, interest, and/or emphasis and to set off nonrestrictive or parenthetical events. (L.6.2.a, L.4.3.b) ● Recognize and correct vague pronoun-antecedent relationships and use intensive pronouns to improve clarity and add emphasis to sentence subjects, and develop character perspectives. (W.6.3.d, L.6.1.b, L.6.1.d)
Standards	**Reading Literature** ● 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. ● 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. ● 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. **Writing** ● W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● 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.) ● 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 6 on page 53.) ● 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. **Speaking and Listening** ● SL.6.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ● 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.

	● SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. ● 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 on page 52 for specific expectations.) **Language** ● L.6.1.b: Use intensive pronouns (e.g., myself, ourselves). ● L.6.1.d: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). ● L.6.2.a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ● L.6.2.b: Spell correctly. ● 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). ● L.6.5.a: Interpret figures of speech (e.g., personification) in context. ● L.6.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
Major Assessments	● Part 1: With a partner, complete the Character Archetype and Stages of a Hero's Journey tables for Ramayana: Divine Loophole. Part 2: On your own, write an explanatory essay in which you synthesize your understanding of Ramayana: Divine Loophole by explaining how this text illustrates the genre expectations of the monomyth as well as how it might diverge from those expectations. ● Part 1: Complete the Character Archetype and Stages of a Hero's Journey tables for The Odyssey. Part 2: Write an explanatory essay in which you synthesize your understanding of The Odyssey by explaining how this text illustrates the genre expectations of the monomyth as well as how it might diverge from those expectations. ● Part 1: Choose one illustration from either of the texts that hasn't already been analyzed in class and that is significant to the development of the text's characters, plot, or setting. Write an explanatory essay in which you explain how two of the art elements or concepts in your chosen illustration help to convey meaning about this significant moment. Part 2: Write a narrative scene of at least three paragraphs that conveys the story of your chosen illustration from the perspective of a character other than Rama or Odysseus. ● Part 1: Working with your small group, choose another text (book or film) with which you are all familiar and that you think is an example of the monomyth genre. Use the Character Archetypes and Stages of the Hero's Journey tables to organize the characters and events. Part 2: Then, still working with your group, create and present a five-minute "elevator speech" in which you explain how this text is an example of a monomyth, being sure to include the hero's flaw or weakness and how the hero overcomes this obstacle to make life better for all people. ● Part 1: Plan your original monomyth using the Character Archetypes and Stages of the Hero's Journey tables. Part 2: Choose two stages to fully develop into narrative scenes. Part 3: Use technology to create a presentation and choose one of your narrative scenes to present in a fluent read to share your hero and his/her journey with the class.

Content Area: English Language Arts

Grade Level: 6th Grade

Curriculum Map/Scope & Sequence (2022)

Unit	Module 3 - Narrating the Unknown
Quarter	Quarter 3 (9 Weeks)
Questions	Essential Question: How did the social and environmental factors in the unknown world of Jamestown shape its development and decline? ● Focus Question #1: How do the settlers respond to the challenges of their journey to the unknown? ● Focus Question #2: Who has the greatest impact on Samuel's development during his time in Jamestown? ● Focus Question #3: How do the settlers' and the Powhatans' responses to the challenges of Jamestown impact its development and decline? ● Focus Question #4: How does the art and science of observation contribute to a more complete narrative of Jamestown's development and decline? ● Focus Question #5: How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?
Student Understandings	● History, or historical truth, is not fixed or static; there are always additional, important stories and new ways of interpreting the past that can enrich our collective historical understanding. ● Historical fiction helps to illuminate historical truth, depicting real people and events from the past grounded in research but also enhanced by word choice, descriptive detail, and narrative techniques like dialogue. ● The Jamestown colony developed from internal conflicts in belief systems, social class tensions, and disparate responses to the unknown rather than from united agreement among the colonists. ● Daily life in Jamestown was impacted not only by social factors but also by environmental factors that further challenged and impacted the early settlers. ● Science contributes to and expands historical truth. ● Writers use clear reasons, relevant evidence, and credible sources to build arguments that support a claim.
Texts	**Core Texts** Historical Fiction Novel (Literary) ● Blood on the River: James Town 1607, Elisa Carbone Scientific Account (Informational) ● Written in Bone: Buried Lives of Jamestown and Colonial Maryland, Sally Walker **Supplementary Texts** Painting ● Nighthawks, Edward Hopper ● The Lighthouse at Two Lights, Edward Hopper ● Lighthouse Hill, Edward Hopper Scientific Article ● "Rethinking Jamestown," Jeffery Sheler Speech ● "Address to Captain John Smith," Chief Powhatan Websites ● Jamestown Settlement 1607 Ships, Historyisfun.org ● Inside the Mayflower, Wikimedia ● Bermuda Voyage Map, Historyisfun.org Video ● "Innovation in Plain Sight," Amy Herman

Learning Goals	**Knowledge Goals** ● Learn about the challenges that Jamestown settlers faced, and the solutions they used in response, as they created a colony in the New World. ● Develop an understanding of how science can help uncover new historical truths. ● Evaluate whether social or environmental factors had a stronger impact on Jamestown's development and decline. **Reading Goals** ● Describe how a novel unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3) ● Explain how an author develops the point of view of the narrator or characters in a text and how word choice impacts tone. (RL.6.4, RL.6.6) ● Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. (RI.6.3) ● Summarize and compare/contrast different authors' presentations of the event and issues, and trace and evaluate the argument and specific claims in those multiple texts, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI.6.2, RI.6.8, RI.6.9) **Writing Goals** ● Develop a claim and its supporting points with clear reasons and relevant, sufficient evidence and elaboration with task, purpose, and audience in mind and with guidance and support from peers and teacher. (W.6.1.b, W.6.4, W.6.5) ● Strengthen argument writing by reviewing and revising for precise words and phrases that clarify relationships among claims and for reasons, clear reasons and relevant evidence that support claims, and for consistent formal style and appropriate development and organization based on guidance and support from peers and teacher. (W.6.1.a, W.6.1.b, W.6.1.c, W.6.1.d, W.6.1.e, W.6.4, L.6.6) ● When presenting arguments in speaking and writing, introduce claim, use logical sequence of reasons and evidence, and conclude to accentuate main ideas as is appropriate to the task, purpose, and audience. (W.6.1.a, W.6.1.e, W.6.4, SL.6.4, SL.6.6, L.6.6) **Speaking and Listening Goals** ● Interpret information presented in diverse formats to expand understanding of a topic, text, or issue under study. (SL.6.2) **Language Goals** ● Vary sentence patterns to emphasize key points and enhance reader interest in an argumentative essay. (L.6.3.a) ● Consistently use correct number, person, and case of pronouns to improve clarity in writing. (L.6.1.a, L.6.1.c) ● Use reference materials to determine and verify the meaning of unknown or multiple-meaning words. (L.6.4.c, L.6.4.d) ● Use the relationships between particular words in the text to better understand the words. (L.6.5.b)
Standards	**Reading Literary Text** ● 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. ● 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. ● RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. **Reading Informational Text** ● 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. ● 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). ● 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. ● RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., memoir written by and a biography on the same person). **Writing** ● W.6.1 Write arguments to support claims with clear reasons and relevant evidence. ● W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● 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. **Language** ● L.6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive). ● L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person. ● L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style. ● 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. ● 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). ● 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. **Speaking and Listening** ● 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. ● 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.
Major	● Write two explanatory paragraphs. In the first paragraph, explain Samuel's point of view about one of the social or environmental factors threatening Jamestown. Then, in the

Assessments	second paragraph, explain how Carbone uses language and specific word choice to develop and illustrate his point of view about that factor. ● Write a claim and two argumentative paragraphs in which you argue who had the greatest impact on Samuel's growth and change as he navigated the unknowns in his new world of Jamestown. ● Write an essay in which you argue whether Chief Powhatan's perspective in this speech is justified or not, given your understanding of the relationship between the settlers and the Powhatans as depicted in Carbone's text. ● Write an explanatory essay in which you compare and contrast Carbone's and Walker's presentations of Richard Mutton. As part of your response, explain how each author introduces Richard and how each describes his character and his experiences in Jamestown. ● Conduct informal research about a question or topic of your choice about Jamestown. Create a poster and elevator speech to share your new learning, and ask questions of your peers as they present during our research poster session. ● Write an essay in which you argue whether it was the social or the environmental factors faced by Jamestown's early settlers that were most significant to the settlement's struggle to thrive.

Content Area: English Language Arts

Grade Level: 6th Grade

Curriculum Map/Scope & Sequence (2022)

Unit	Module 4 - Courage in Crisis
Quarter	Quarter 4 (9 Weeks)
Questions	Essential Question: How can the challenges of a hostile environment inspire heroism? ● Focus Question #1: How do Shackleton and his crew respond to the hostile environment of Antarctica? ● Focus Question #2: How does Armstrong's portrayal of Shackleton and his crew develop the concept of heroism? ● Focus Question #3: How do Malala and her community respond to the hostile environment in Pakistan? ● Focus Question #4: How does Yousafzai's and McCormick's portrayal of Malala develop the concept of heroism? ● Focus Question #5: What is the story of the year?
Student Understandings	● Daunting challenges created by a hostile environment can inspire people to respond with extraordinary action. ● One person's benevolent, brave, and admirable actions can create positive change for many. ● Heroism comes in different forms but often results from a person meeting adversity with perseverance, bravery, and self-sacrifice. ● Heroic leaders confront a challenge on behalf of others, working hard for and with people, which inspires them to do the same. ● Photographs and other text features work together to communicate a text's ideas and help enhance a text's overall meaning. ● Effective research requires a writer to find credible, relevant sources that provide information for a guided question of inquiry. ● Effective discussion requires a balance of questions and statements that move the conversation forward and enrich its depth.
Texts	**Core Texts** Historical Account (Informational) ● Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance, Jennifer Armstrong Memoir (Informational) ● I Am Malala: How One Girl Stood Up for Education and Changed the World, Malala Yousafzai and Patricia McCormic **Supplementary Texts** Article ● "The Golden Hoard: An Ancient Afghan Treasure Is Recovered," Rachel Galvin Artifact ● "Bactrian Gold Crown," National Geographic ● "Bactrian Gold Crown," The Ancient World Painting ● Snow Storm: Steam-Boat off a Harbour's Mouth, Joseph Mallord William Turner Speech ● "Malala Yousafzai – Nobel Lecture" Video ● "Malala Yousafzai Nobel Peace Prize Speech," Malala Fund ● Lost Treasures of Afghanistan, National Geographic
Learning Goals	Knowledge Goals ● Describe what constitutes heroic action, such as focusing on others more than oneself and taking risks on behalf of others. ● Analyze how different types of hostile environments provoke and inspire individuals to respond with heroic action.

	● Examine how an individual or group's heroic actions can positively impact the experiences and lives of others. Reading Goals ● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) ● Analyze how the structure and organization of the text contributes to the development of ideas and the creation of a compelling nonfiction narrative. (RI.6.5) ● Explain how an author's point of view is conveyed through language choices, the inclusion of certain text features, and the structure of the chapters. (RI.6.5, RI.6.6) ● Analyze how different types of evidence—first-person accounts, summaries, photographs, and timelines—contribute to the development of ideas and affect the reader's understanding. (RI.6.7) Writing Goals ● Strengthen informative research writing by reviewing and revising for clear and effective organization, transitions, precise words and phrases, and consistent formal style and appropriate development and organization based on guidance and support from peers and teacher. (W.6.2.a, W.6.2.c, W.6.2.d, W.6.2.e, W.6.2.f, W.6.4, L.6.3.b, L.6.6) ● Select, assess credibility of, annotate, paraphrase, and incorporate information relevant and important to a research question into an effective explanatory research essay appropriate to the task, purpose, and audience. (W.6.2.b, W.6.4, W.6.7, W.6.8) ● Speaking and Listening Goals ● In Socratic Seminars and other class discussions, balance contributions between questions and statements, and cite evidence to support the topic, text, or issues under discussion. (SL.6.1.a, SL.6.1.c) ● Delineate and evaluate the claims, reasons, and evidence within a speaker's argument. (SL.6.3) Language Goals ● Recognize and correct vague pronoun-antecedent relationships to improve clarity in writing. (L.6.1.d) ● Establish and maintain consistent formal style and tone. (L.6.3.b)
Standards	Reading Informational Text ● RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ● ● 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. ● RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. ● RI.6.7: Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. Writing ● 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. ● 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.) ● W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ● 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. Language ● L.6.1: Recognize and correct vague pronouns. ● L.6.3.b: Maintain consistency in style and tone. Speaking and Listening ● 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. ● 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. ● 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.
Major Assessments	● Write two paragraphs in which you explain how the photographs and specific sections of the text work together to communicate how Shackleton and his crew respond to the hostile environment of Antarctica. For paragraph 1, choose one photo and one section of text and explain how your selections work together to help Armstrong convey the hostility of the Antarctic environment faced by Shackleton and his crew. For paragraph 2, choose one photo and one section of text and explain how your selections work together to help Armstrong convey how Shackleton and his crew responded to this hostile environment in an extraordinary way. ● Write one or more paragraphs in which you explain how Armstrong conveys her point of view about Shackleton's actions in this section. ● Complete Handout 15A as you read and study the first four parts of I Am Malala. Then, write one or more explanatory paragraphs in which you describe how at least one of the four parts of the book fits into the overall structure of the text and contributes to the development of the text's central ideas so far. ● Write an essay in which you explain how Yousafzai and McCormick convey their points of view about Malala's actions. ● Choose a person to research, and write an explanatory research essay in which you respond to the following question: How have your selected individual's heroic actions in response to a hostile environment positively impacted others?