

**Mullica Township School**  
**Pacing Guide / Unit Overviews**  
**Grade: 6**  
**Subject Area: ELA**  
**Mullica Township Middle School**

<b>Unit 1</b> Time Frame: Sept., Oct., Nov. Title: Characters Past and Present	<b>Unit 2</b> Time Frame: Dec., Jan. Title: Mysteries, Twists, & Turns	<b>Unit 3</b> Time Frame: Feb., March, April Title: Mythology	<b>Unit 4</b> Time Frame: May, June Title: Voices of Adversity
<p><b><u>STANDARDS</u></b></p> <p>RL.6.1 RI.6.1 RL.6.2 RI.6.2            RL.6.4 RI.6.4 RL.6.5 RI.6.5            RL.6.6 RI.6.6 W.6.2A,B,C,D,E,F            W.6.4 W.6.5 W.6.6 W.6.10            Select at least one from W.6.7,            6.8, 6.9A,B            SL.6.1A,B,C,D SL.6.4 SL.6.6            L.6.1A,E L.6.2A,B L.6.3A,B            L.6.4A,C,D L.6.6</p>	<p><b><u>STANDARDS</u></b></p> <p>RL.6.1, RI.6.1, RL.6.2, RI.6.2,            RL.6.6, RI.6.3, RI.6.4, RI.6.5,            RI.6.6, RI.6.7, RI.6.8, RI.6.9,            W.6.1A,B,C,D,E; W.6.4, W.6.5,            W.6.6, W.6.10, Select at least one            from W.6.7, 6.8, 6.9A,B,            SL.6.1A,B,C,D; SL.6.3, SL.6.4,            SL.6.6, L.6.1B,E; L.6.2A,B;            L.6.3A,B; L.6.4A,C,D; L.6.5B;            L.6.6</p>	<p><b><u>STANDARDS</u></b></p> <p>RL.6.1, RI.6.1, RL.6.2, RI.6.2,            RL.6.3, RI.6.6, RL.6.4, RL.6.5,            RL.6.6, RL.6.7, RL.6.9,            W.6.3A,B,C,D,E; W.6.4, W.6.5            W.6.6, W.6.10, Select at least one            from W.6.7, 6.8, 6.9A,B;            SL.6.1A,B,C,D; SL.6.2, SL.6.4,            SL.6.6; L.6.1C,D,E; L.6.2A,B;            L.6.3A,B; L.6.4A,C,D; L.6.5A,C;            L.6.6</p>	<p><b><u>STANDARDS</u></b></p> <p>RL.6.1, RI.6.1, RL.6.2, RI.6.2,            RL.6.3, RI.6.3, RL.6.4, RI.6.4,            RL.6.5, RI.6.5, RL.6.6, RI.6.6,            RL.6.10, RI.6.10            W.6.2A,B,C,D,E,F; W.6.4, W.6.5,            W.6.6, W.6.10, Select at least one            from W.6.7, 6.8, 6.9A,B;            SL.6.1A,B,C,D; SL.6.2, SL.6.4,            SL.6.5, SL.6.6, L.6.1E, L.6.2A,B,            L.6.3A,B; L.6.4A,B,C,D; L.6.6</p>

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<u><b>INTERDISCIPLINARY CONNECTIONS</b></u>	<u><b>INTERDISCIPLINARY CONNECTIONS</b></u>	<u><b>INTERDISCIPLINARY CONNECTIONS</b></u>	<u><b>INTERDISCIPLINARY CONNECTIONS</b></u>
<p>6.2.8.A.1.a Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p> <p>6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>	<p>6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p>	<p>6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p>	<p>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.</p> <p>6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</p> <p>6.2.8.D.4.a Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.8.D.4.c Assess the demographic,</p>

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			economic, and religious impact of the plague on Europe.
<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLs 8 AND 9</b></p> <p>8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLs 8 AND 9</b></p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLs 8 AND 9</b></p> <p>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.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLs 8 AND 9</b></p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

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<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p>CRP11. Use technology to enhance productivity.</p>		
<p><b>INSTRUCTIONAL MATERIALS</b></p> <p><u>Holes</u> by Louis Sachar  “Freddie in the Shade”</p> <p>Informational texts: “Who was Otzi?” “Otzi: the Iceman” from Reading A-Z</p> <p>Paleolithic &amp; Neolithic Era</p> <p>Resources:</p> <p>Below GL – The Best Book of Early People</p> <p>On GL – Science Detectives (Otzi Chapter – book room), Prehistoric Peoples, You Wouldn’t Want to be a Mammoth Hunter</p> <p>Above Grade Level – Frozen Man (book room), DK Eyewitness</p> <p>Books: Early Humans</p> <p>“What is a Counselor?”</p>	<p><b>INSTRUCTIONAL MATERIALS</b></p> <p>Evaluating an argument:  <a href="https://elastars.files.wordpress.com/2013/04/lesson-18-evaluating-a-n-argument.pdf">https://elastars.files.wordpress.com/2013/04/lesson-18-evaluating-a-n-argument.pdf</a></p> <p>Literature: “The Landlady” by Roald Dahl</p> <p>Informational: “Mummy Murder Mystery Solved?,” “Mystery of King tut’s Death Solved? Maybe Not”</p> <p>Video:  <a href="http://video.nationalgeographic.com/video/king-tuts-tomb">http://video.nationalgeographic.com/video/king-tuts-tomb</a></p> <p>Speaking and Listening resources:</p> <p>TV commercials:  <a href="https://www.youtube.com/watch?v=3rklKyFMUME&amp;list=PLEH4R">https://www.youtube.com/watch?v=3rklKyFMUME&amp;list=PLEH4R</a></p>	<p><b>INSTRUCTIONAL MATERIALS</b></p> <p><u>Percy Jackson and the Lightning Thief</u> by Rick Riordan</p> <p>Shorter texts: various informational and literature titles relating to mythology (see EngageNY materials)</p> <p>Lower-lexile versions of classic myths</p> <p>Engage NY: Module 1</p> <p>Noredink.com</p> <p>Language practice WS</p> <p>Anchor charts for Writer’s Notebook (NB)</p> <p>Spelling City</p> <p>Web resources for storyboarding:  <a href="https://www.pixton.com/schools/overview">https://www.pixton.com/schools/overview</a> (free 15 day trial -</p>	<p><b>INSTRUCTIONAL MATERIALS</b></p> <p><u>Good Masters! Sweet Ladies!</u></p> <p><u>Voices from a Medieval Village</u></p> <p>Concrete poems (thematically paired with monologues from “GM!SL!”) from “Blue Lipstick” and “Technically It’s Not my Fault”</p> <p>Shorter texts from, “The Black Death, 1348 CE”</p> <p>Noredink.com</p> <p>Language practice WS</p> <p>Anchor charts for Writer’s Notebook (NB)</p> <p>Spelling City</p> <p>“Greek &amp; Latin roots, Prefixes, &amp; Suffixes” units 3-4</p>

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<p>Video: Learning About Otzi the Iceman (Youtube)</p> <p>General references: Smart Writers by Laura Rabb, Lucy Calkins Informational/Explanatory writing:  <a href="http://www.sps186.org/resources/languagearts/instruction/?p=22422">http://www.sps186.org/resources/languagearts/instruction/?p=22422</a></p> <p>“How I Became a Pirate” (a basis for group/shared writing)</p> <p>Literary analysis:  <a href="http://www.amaesd.net/media/TWP/Grade%20Level%20Teaching%20Resources/6th/Required%20Units/Literary%20Essay.pdf">http://www.amaesd.net/media/TWP/Grade%20Level%20Teaching%20Resources/6th/Required%20Units/Literary%20Essay.pdf</a></p> <p>Noredink.com</p> <p>Language practice WS</p> <p>Anchor charts for Writer’s Notebook (NB)</p> <p>Spelling City</p>	<p><a href="https://www.youtube.com/watch?v=owGykVbfgUE&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjQkeGEcauc&amp;index=7">H2aO6JTajpRuA6G9NhjQkeGEcauc&amp;index=7</a></p> <p><a href="https://www.youtube.com/watch?v=owGykVbfgUE&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjQkeGEcauc&amp;index=13">https://www.youtube.com/watch?v=owGykVbfgUE&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjQkeGEcauc&amp;index=13</a></p> <p><a href="https://www.youtube.com/watch?v=4o6LD-M3ZD4&amp;index=2&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjQkeGEcauc">https://www.youtube.com/watch?v=4o6LD-M3ZD4&amp;index=2&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjQkeGEcauc</a></p> <p><a href="https://www.youtube.com/watch?v=jGI8IRXRqpo&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjQkeGEcauc&amp;index=5">https://www.youtube.com/watch?v=jGI8IRXRqpo&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjQkeGEcauc&amp;index=5</a></p> <p><a href="https://www.youtube.com/watch?v=inB4uInnf4U">https://www.youtube.com/watch?v=inB4uInnf4U</a></p> <p>See media analysis questions at <a href="http://kids.pbskids.com/dontbuyit/teachersguide/areyoupluggedin.html">http://kids.pbskids.com/dontbuyit/teachersguide/areyoupluggedin.html</a></p> <p>Leveled, Cross-Curricular texts:          Below GL – Mummies, Pyramids, &amp; Pharaohs</p> <p>On GL – Navigators: Ancient Egypt</p> <p>Above GL – Life in Ancient Egypt</p>	<p>students must complete the storyboard within 15 days)</p> <p><a href="http://www.storyboardthat.com/education/learn-more-about-classroom-edition">http://www.storyboardthat.com/education/learn-more-about-classroom-edition</a> (free trial)</p> <p>Leveled, Cross-Curricular Texts:          Ancient Greece</p> <p>Below GL – The Ancient Greeks (Level Q: Bookroom)</p> <p>On GL – Usborne: Greeks</p> <p>Above GL – Ancient Greece (Level Z+: bookroom/classroom)</p> <p>Additional book room suggestion</p> <p>Level Y: Greek Myths</p>	<p>Leveled, Cross - Curricular Texts:          Below GL – The Middle Ages by Jane Shuter</p> <p>On GL – Medieval Society by Kay Eastwood</p> <p>Above GL – Castle by David Macaulay</p> <p>Additional book room suggestions:          Level Q – The Life of a Knight</p> <p>Level R – Life on a Medieval Manor</p> <p>Level V – Days of the Knights</p> <p>Level Z – When Plague Strikes</p>
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	<p>Additional suggestions from the book room - Level U – Egypt Level X – Pyramid</p>		
<p><b>ASSESSMENTS</b>  <u>Formative Assessments:</u> Study Island practices - citing evidence, making inferences and connections, theme, summarizing, word choice (including connotative, denotative, &amp; figurative), text structure, point of view, main idea and supporting details, graphic features, writing conferences, student self-assessments, noredink.com quizzes (TBD), spelling quizzes  <u>Summative Assessments:</u> Study Island quizzes, reading responses, final drafts of writing pieces assessed for content/style and conventions and published on Google Classroom</p>	<p><b>ASSESSMENTS</b>  <u>Formative Assessments:</u> Study Island practices - main idea/ key details, summarizing, word choice (technical meanings, context clues, connotation &amp; denotation), trace and evaluate an argument, writing conferences, noredink.com quizzes, spelling quizzes  <u>Summative Assessments:</u> Study Island quizzes, reading responses, final drafts of writing pieces assessed for content/style and conventions and published on Google Classroom, speaking &amp; listening group presentation  <u>Alternative Assessments:</u> portfolio assessment (choice of writing piece(s)), choice of reading responses, creation of a</p>	<p><b>ASSESSMENTS</b>  <u>Formative Assessments:</u> EngageNY reading “quizzes,” Study Island practices - Text Structure, Story Elements (character, setting, plot), Citing Evidence, Comparing &amp; Contrasting Texts, writing conferences, noredink.com quizzes (TBD), spelling quizzes  <u>Summative Assessments:</u> Study Island quizzes, reading responses and Engage NY unit assessments, language standards assessed within writing pieces along with Study Island assessments - Revising &amp; Editing, Pronouns, Varying Sentence Patterns, Task/Purpose/Audience, final drafts of writing pieces assessed for content/style and</p>	<p><b>ASSESSMENTS</b>  <u>Formative Assessments:</u> Study Island practices - Story Elements (characters, setting, plot), Theme, Word Choice (technical meaning, context clues, connotation &amp; denotation), noredink.com quizzes, word study quizzes, writing conferences  <u>Summative Assessments:</u> final drafts of writing pieces assessed for grammar and content/style, produce taped adversity monologue, word study final tests, debate (rubric)  <u>Alternative Assessments:</u> portfolio assessment (choice of writing piece(s)), choice of reading responses, rather than adversity monologue allow for concrete</p>

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<p><u>Alternative Assessments:</u> portfolio assessment (choice of writing piece(s)), choice of reading responses</p> <p><u>Benchmark:</u> Study Island Benchmark #1</p>	<p>commercial w/ appropriate analysis of bias, prejudice, etc.</p> <p><u>Benchmark:</u> Study Island Benchmark #2</p>	<p>conventions and published on Google Classroom, speaking &amp; listening presentation</p> <p><u>Alternative Assessments:</u> creation of myth w/role-played scenes, portfolio assessment (choice of writing piece(s)), choice of reading responses, in lieu of paper/pencil reading tests - use choice board with specific, appropriate tasks</p> <p><u>Benchmark:</u> Study Island Benchmark #3</p>	<p>poetry presentation or the creation of a dialogue</p> <p><u>Benchmark:</u> Study Island Benchmark #4</p>
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**MODIFICATIONS**

**IEP:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

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**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Expand students' time for free reading; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; participating in regional and national competitions such as spelling bees and essay competitions.