

COLLEGIUM CHARTER SCHOOL

English Language Arts

6th Grade

GLOBAL VISION

Sacrifice is necessary for making progress and building better relations around the world.

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STATEMENT OF INTENT

This year we will encourage our students to focus on the idea of sacrifice in order to achieve progress around the world. Such progress will be defined in relation to the individual themes of each unit. Through this lens, our students will learn the importance of compromise and respecting one another's views while working together to improve our global community.

Collegium Charter School views assessment of student learning as an extremely important part of the teaching and learning process. The result of student assessment should provide an accurate indicator of a student's understanding of content. Teachers will utilize an array of assessments including traditional testing strategies like essays, multiple choice questions, and short answer responses as well as performance-based assessments and observation to determine the extent of student learning. Imbedded at the heart of Collegium Charter School's philosophy of student learning is that tests should have purpose and meaning and be directly related to the content of the curriculum. Students will know what learning is expected of them and how their performance will be evaluated. By approaching assessment in this manner, Collegium Charter School provides students and the parents of students with an accurate indication of a student's knowledge of the curriculum.

USE OF TECHNOLOGY

CCS promotes the use of curriculum and teaching strategies that integrate technology. Therefore, teachers are encouraged to facilitate learning and teaching through the use of technology. As innovative strategies are developed, they will be infused into the curriculum to improve the quality of instruction.

DESIRED OUTCOMES FOR THE COURSE

GLOBAL VISION

Sacrifice is necessary for making progress and building better relations around the world.
How is sacrifice necessary for making progress and building better relations around the world?

OUTLINE OF CURRICULUM

CRITICAL MILESTONES

Unit	Critical Milestone Statements	Unit Ends by:
1	<u>Conservation</u> : In what ways is <u>sacrifice</u> necessary to improve conditions that threaten our global environment?	Last week of September
2	<u>Innovation</u> : What <u>sacrifices</u> have been made by individuals or groups to create significant change for the whole?	Thanksgiving Break
3	<u>Generosity</u> : In what ways can we <u>give of ourselves</u> to improve our global community?	100 th Day of School
4	<u>Diversity</u> : What efforts can be made to improve understanding and our ability to work well with members of other cultures?	Second week of March
5	<u>Social Justice</u> : How is <u>compromise</u> essential when solving conflicts among cultures with different beliefs and values?	Second week of May
6	<u>Citizenship</u> : What <u>obligations or duties</u> do you have as a member of our global community?	The last week of school

CRITICAL MILESTONE #1 CONSERVATION

CRITICAL MILESTONE QUESTION

Conservation	
1	In what ways is <u>sacrifice</u> necessary to improve conditions that threaten our global environment?

TEXTS

	Fiction	Non-Fiction
Anchor Text	R.S.-"For The Earth Day Contest"(p.644) *Poetry	R.S.-"The Chimpanzees I Love"(p.434)
Supplemental Texts		Unit #5:"Energy Resources"-Holt Science & Technology
		TIME for Kids: "Cost of Ivory" *Article

FOUNDATIONAL KNOWLEDGE

READING

Comprehension

Standard	Foundational Knowledge	Skills
CC.1.3.6.B	Cite evidence to support text analysis	Cite specific evidence to support text analysis, inferences, or generalizations
CC.1.3.6.D	Determine author's purpose through text structure analysis	Analyze genre, plot structure, point of view, and writing style as it pertains to author's purpose
CC.1.2.6.B	Cite evidence to support text analysis	Cite specific evidence to support text analysis, inferences, or generalizations
CC.1.2.6.D	Determine author's purpose and point of view through text analysis	Analyze text structure to determine author's point of view and purpose

Word Study Skill/Phonics

Standard	Description of Standard	Foundational Knowledge
CC.1.2.6.J	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Word endings, Greek and Latin roots, unfamiliar words, word endings, suffixes, adding –ed and –ing, short vowels, vowel sounds with r, plurals and possessives
CC.1.2.6.K	Determine the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	
CC.1.2.6.F CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade level reading and content.	

WRITING**Opinion: Persuasive**

Standard	Foundational Knowledge	Skills
CC.1.4.6.H	Introduce & state an opinion	Craft appropriate thesis statement and topic sentences based on topic, style, and intended audience
CC.1.4.6.I	Use evidence from credible sources as evidence and support for opinion	Assess and compare credible sources Identify most appropriate support (quote, fact, statistic, idea, graphic, etc.)
CC.1.4.6.J	Show relationship among claims and reasons	Utilize transitional words, phrases, and clauses to demonstrate relationships among thoughts and ideas
CC.1.4.6.G	Examine a topic & convey ideas clearly	Conduct quality research Compare and choose quality support Craft an appropriate thesis statement
CC.1.4.6.K	Write with awareness of stylistic aspects	Precise language, sentence variety, voice, style
CC.1.4.6.L	Demonstrate grade-appropriate command of conventions	Grammar, capitalization, punctuation, spelling
CC.1.4.6.X	Utilize the writing process to write for extended periods of time for a variety of disciplines, purposes, and audiences.	Pre-write strategies, edit, revise, thesis, intended audience

Grammar

Standard	Description of Standard	Foundational Knowledge
CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R	Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Articles Four Types of Sentences Subject Verb Agreement Common & Proper Nouns Nouns & Pronouns Verb Tenses Irregular Verbs Action and Linking Verbs

VOCABULARY

Academic Vocabulary (Grade Appropriate Words)

Word	Definition	Usage
Strategic	relating to the identification of long-term or overall aims and interests and the means of achieving them	The park rangers should take strategic actions to cope with changes in the environment.
Credible	able to be believed; convincing.	Only one of the so-called witnesses could provide a credible story.
Emphasis	(1) special importance, value, or prominence given to something. (2) stress laid on a word or words to indicate special meaning or particular importance.	(1) Athenians placed great emphasis on an individual's education. (2) He spoke with emphasis and with complete conviction.
Contend	(1) to argue or state (something) in a strong and definite way (2) to compete with someone or for something (3) to compete with a good chance of winning	(1) He contends that the judge was wrong. (2) She had to contend with his uncertain temper. (3) The undefeated local baseball team should contend for a division championship.
Concur	(1) to agree with someone or something (2) coincide	The authors of the news article concur with the majority of the public.
Fundamentally	(1) forming or relating to the most important part of something (2) of or relating to the basic structure or function of something	(1) There's a <i>fundamental</i> difference between these two cultures. (2) The Constitution ensures our <i>fundamental</i> rights.
Demonstrate	(1) clearly show the existence or truth of (something) by giving proof or evidence (2) take part in a public demonstration	(1) The latest test results clearly <i>demonstrate</i> that the medicine works. (2) Thousands of protestors demonstrated in Washington DC.
Elaborate	(1) <i>adj.</i> planned or carried out with great care (2) <i>verb</i> to give more details about something; to discuss something more fully	(1) They took <i>elaborate</i> precautions when designing their dangerous experiment. (2) His first description was confusing, so his students asked him to elaborate.
Despite	(1) <i>preposition</i> without being affected by; in spite of (2) the feeling or attitude of despising someone or something	
According to...	<i>preposition</i> in agreement with; as stated by	The outlook for investors is not bright, according to financial experts.

Literary Vocabulary

Word	Definition	Usage
Conservation	<i>noun</i> the act of conserving something; preservation, protection, or restoration of the natural environment, natural ecosystems, vegetation, and wildlife	They are trying to raise money for conservation efforts in the Amazon.
Preservation	<i>noun</i> to keep (something) in its original state or in good condition; to keep (something) safe from harm or loss; to prevent (food) from decaying	The students were creating signs to promote the preservation of the city's green spaces.
Activist	<i>noun</i> a person who campaigns for some kind of social change; someone who's actively involved in a protest or a political or social cause	He never thought he would become an activist, but he knew someone needed to take a stand against the loggers.
Natural Resource	<i>noun</i> materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain	Petroleum is a natural resource primarily recovered through oil drilling.
Non-Renewable Resource	<i>noun</i> A resource of economic value that cannot be readily replaced by natural means on a level equal to its consumption. Most fossil fuels, such as oil, natural gas and coal are considered nonrenewable resources in that their use is not sustainable because their formation takes billions of years.	Crude oil is a non-renewable resource that builds up in liquid form between the layers of the Earth's crust.
Resource Depletion	the consumption of a resource faster than it can be replenished	Coping most successfully with resource depletion requires a broad range of strategies, one of which includes recycling.
Remanufacturing	the rebuilding of a product to specifications of the original manufactured product using a combination of reused, repaired and new parts	Remanufacturing is

CRITICAL MILESTONE #2 INNOVATION

CRITICAL MILESTONE QUESTION

	Innovation
2	What <u>sacrifices</u> have been made by individuals or groups to create significant change for the whole?

TEXTS

	Fiction	Non-Fiction
Anchor Text		P.H.-"Water"(p.121) *Autobiography-Story Elements R.S.-"Inventing the Future"(p.504)
Supplemental Texts		"The Story of My Life"(Chapters...)
		R.S.-"Elizabeth Blackwell"(p.377) *Drama
		P.H.-"Wilbur Wright & Orville Wright"(p.248) *Poetry

FOUNDATIONAL KNOWLEDGE

READING

Comprehension

Standard	Foundational Knowledge	Skills
CC.1.3.6.C	Analyze the plot as it relates to sequence and character development within a story or drama	Understand the differences in text structures between a story and drama
		Describe sequence of events as they relate to plot structure
		Analyze how characters respond and change as plot progresses
CC.1.3.6.E	Determine the impact of text structure on theme, setting, and plot	Connect the style of text structure to the development of story elements
CC.1.2.6.E	Analyze author's text structure	Critique the author's use of paragraphs, chapters, or sections to as it relates to achieving overall goal
CC.1.2.6.H	Evaluate author arguments & claims	Determine if author's arguments are supported by valid & reliable evidence

Word Study/Phonics

Standard	Description of Standard	Foundational Knowledge
CC.1.2.6.J	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Greek and Latin roots, suffixes, unfamiliar words, multisyllabic words, final syllable patterns, schwa, suffixes –ian, -ant, -ent, -ist
CC.1.2.6.K	Determine the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	
CC.1.2.6.F CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade level reading and content.	

WRITING**Informative: Compare & Contrast**

Standard	Foundational Knowledge	Skills
CC.1.4.6.B	Identify & introduce topic for intended audience	Thesis, topic sentence, intended audience
CC.1.4.6.C	Develop & analyze topic with relevant support including graphics and multimedia to enhance comprehension	Coordinate main ideas & details
		Supplement and support text with quality quotes, facts, statistics, anecdotes, and multimedia graphics
CC.1.4.6.D	Organize information using strategies and transitions to show relationships as you develop your concluding thought	Use definitions and classifications
		Implement organization structures such as compare/contrast, cause/effect, and problem/solution
		Conclude piece with strong statement
CC.1.4.6.A	Clearly convey ideas and concepts within informational text	Organization, fluency, voice
CC.1.4.6.E	Write with awareness of stylistic aspects	Precise language, sentence variety, voice, style
CC.1.4.6.F	Demonstrate grade-appropriate command of conventions	Grammar, capitalization, punctuation, spelling
CC.1.4.6.W	Assess, use, and give credit for relevant information taken from a variety of print and digital sources without plagiarizing	Analyzing credible & relevant sources
		Understanding how to paraphrase & summarize
		Researching digital sources
		Understanding plagiarism

Grammar

Standard	Description of Standard	Foundational Knowledge
CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R	Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Adjectives and Adverbs Contractions and Negatives Commas Conjunctions

VOCABULARY**Academic Vocabulary (Grade Appropriate Words)**

Word	Definition	Usage
Assemble	<i>verb</i> (1) to collect into one place or group, (2) to fit together the parts of, (3) to meet together	(1) The director had to assemble the stage crew before the show could begin. (2) My dad had to assemble my bike before we went on our trip. (3) Americans have the right to assemble peacefully.
Extent	<i>Noun</i> (1) the range, distance, or space over or through which something extends, (2) the point, degree, or limit to which something extends	(1) The enemy was looking to minimize the <i>extent</i> of the Roman empire. (2) The test helped to show the <i>extent</i> of her knowledge on automobiles.
Essentially	<i>Adjective</i> (1) forming or belonging to the essence (2) important in the highest degree	(1) Free speech is an essential right of citizenship. (2) Food and water are essential to life.
Development	<i>Noun</i> (1) the act, process, or result of developing (2) a developed piece of land; <i>especially</i> : one that has houses built on it	
Demonstrate	<i>Verb</i> (1) to show clearly (2) to prove or make clear by reasoning or evidence; to illustrate and explain especially with examples (3) to make a public display.	(1) The scientist will now demonstrate how to use a barometer.
Converse	Can be a <i>verb, adjective, or noun</i> .	
Comparable	<i>Adjective</i> (1) capable of being compared, (2) worthy of being compared	(1) The two contractors had drawn comparable sketches for the new construction zone. (2) She wove cloth <i>comparable</i> to the best brand in the store.
Classification	<i>Noun</i> systematic arrangement in groups	Based on its wings and six legs, the students knew the creature belonged in the insect classification box.

Literary Vocabulary

Word	Definition	Usage
Patent	<i>Noun</i> an official document granting a right or privilege; <i>especially</i> : a writing granting to an inventor for a term of years the only right to make, use, or sell his or her invention	The company settled a <i>patent</i> dispute last year.
Assistive Technology	<i>Noun</i> Technology that promotes greater independence by enabling people to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to, or changing methods of interacting with, the technology needed to accomplish such tasks.	The <i>assistive technology</i> allowed the deaf child to hear music for the first time.
Equality	<i>Noun</i> the quality, fact, or state of being equal	The women finally gained <i>equality</i> in voting rights.

CRITICAL MILESTONE #3
GENEROSITY

CRITICAL MILESTONE QUESTION

	Generosity
3	In what ways can we <u>give of ourselves</u> to improve our global community?

TEXTS

	Fiction	Non-Fiction
Anchor Text	R.S-"The View from Saturday"(p.540)	Malala article
	P.H.-"Count That Day Lost"(p.141) *Poetry	P.H.-"The Space Shuttle Challenger"(p.563)
		Philanthropy/Charity
		Novel-"Wonder" by: R.J. Palacio

FOUNDATIONAL KNOWLEDGE

READING

Comprehension

Standard	Foundational Knowledge	Skills
CC.1.3.6.F	Determine the meanings of words, phrases, and figurative language as used in grade-appropriate content	Understand and utilize flexibly a variety of context clues strategies Analyze the meaning of figurative language within grade-appropriate text
CC.1.3.6.H	Compare and contrast multiple genres covering similar themes	Identify genre, theme, and literary elements of a text Differentiate between genres, themes, and literary elements
CC.1.2.6.F	Determine the meanings of words, phrases, and figurative language as used in grade-appropriate content	Understand and utilize flexibly a variety of context clues strategies Differentiate among similar forms of figurative language
CC.1.2.6.G	Integrate information found in a variety of media or formats to develop a coherent understanding	Identify relevant quality resources Synthesize information into a coherent response

Word Study/Phonics

Standard	Description of Standard	Foundational Knowledge
CC.1.2.6.J	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Word endings, suffixes, synonyms, prefixes, antonyms, compound words, homophones, unusual spellings
CC.1.2.6.K	Determine the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	
CC.1.2.6.F CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade level reading and content.	

WRITING**Narrative: Fictional Narrative**

Standard	Foundational Knowledge	Skills
CC.1.4.6.N	Engage and orient the reader through initial development of story elements	Introduce setting & characters through initial context of the story
		Develop setting through place, time, mood, and background information
		Develop point of view or narrator
CC.1.4.6.O	Use narrative techniques and precise language to convey experiences of the characters	Use dialogue among characters to develop relationships & key events
		Arrange descriptions to foster imagery & understanding
CC.1.4.6.P	Organize events so they unfold naturally, logically, and with adequate language to signal shifts to reader.	Create pacing suited for plot development
		Utilize transitions, clauses, and phrases to signal changes in setting and character experiences
		Construct a logical conclusion following the events of the story.
CC.1.4.6.M	Write narratives to develop real or imagined experiences or events.	Establish & elaborate upon story elements (plot, characters, conflict, etc.)
CC.1.4.6.Q	Write with awareness of stylistic aspects	Precise language, sentence variety, voice, style
CC.1.4.6.R	Demonstrate grade-appropriate command of conventions	Grammar, capitalization, punctuation, spelling
CC.1.4.6.U	Use technology to produce, collaborate, and publish a typed piece longer than 3 pages	Explore, assess, and utilize a variety of relevant technology applications
		Critique using peer-editing techniques
		Increase typing fluency & competence

Grammar

Standard	Description of Standard	Foundational Knowledge
CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R	Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Independent & Dependent Clauses Compound, Complex, and Compound Complex Sentences Prepositions Direct Objects Indirection Objects

VOCABULARY**Academic Vocabulary (Grade Appropriate Words)**

Word	Definition	Usage
Reveal	(1) <i>verb</i> make (previously unknown or secret information) known to others. (2) <i>noun</i> (in a movie or television show) a final revelation of information that has previously been kept from the characters or viewers.	(1) At the end of the party we finally revealed our towering birthday cake. (2) The big reveal at the end of the movie answers all questions.
Negatively	<i>adverb</i> lacking positive qualities	Her tired performance negatively impacted the team.
Positively	<i>adverb</i> (1) in a positive way (2) with certainty (3) used to emphasize that something is the case, even though it may seem surprising or unlikely.	(2) I could not positively identify where the noise was coming from. (3) I will positively be back in Pennsylvania by the end of August.
Elaborate	(1) <i>adjective</i> detailed and complicated in design and/or planning (2) <i>verb</i> to give more details about something; to discuss something more fully	(1) The bank had set up elaborate security precautions so as to avoid another robbery. (2) Can you please elaborate more on your PowerPoint slide?
Contribution	<i>noun</i> (1) a gift or payment to a common fund or collection (2) the act of giving something or something given.	(1) The last contribution he made to his bank account was at the beginning of the month. (2) As mayor, she made many positive <i>contributions</i> to the growth of the city.
Compile	<i>verb</i> produce (something, especially a list, report, or book) by assembling information collected from other sources.	(1) For his research paper, he compiled facts and notes from many different books and websites.
Common	<i>adjective</i> (1) belonging to or shared by two or more people or groups (2) general; occurring frequently.	(1) They found out that they share a common ancestor. (2) Knowing that Harrisburg is our capital is really just common knowledge.
Characteristics	<i>noun</i> a feature or quality belonging typically to a person, place, or thing and serving to identify it.	
Appeal	(1) <i>verb</i> make a serious or urgent request, typically to the public (2) <i>noun</i> make a serious or urgent request, typically to the public	(1) The police are appealing for information about the incident. (2) Her mother made an appeal for the return of the ring.
Additional	<i>adjective</i> added, extra, or supplementary to what is already present or available.	My new school required additional information from my parents and old school.

Literary Vocabulary

Word	Definition	Usage
Resource	<i>noun</i> (1) something that a country has and can use to increase its wealth (2) a supply of something (such as money) that someone has and can use when it is needed (3) a place or thing that provides something useful	(1) Oil is essentially their country's only <i>resource</i> . (3) The computer laboratory is an essential <i>resource</i> for students.
Physical	<i>adjective</i> (1) of or relating to the body (2) existing in a form that can be touched or seen	(1) The program is designed to increase your physical health. (2) The teacher asked the kindergarteners to organize the physical objects by color; There was no <i>physical</i> evidence of the crime.
Emotional	<i>adjective</i> (1) of or relating to a person's emotions (2) characterized by intense feeling	(1) He became emotional when he had to say goodbye to his family. (2) He followed his award with an emotional speech that seemed to truly affect the audience.
Mental	<i>adjective</i> of or relating to the mind	She needed complete mental concentration when she was trying to study.

CRITICAL MILESTONE #4 DIVERSITY

CRITICAL MILESTONE QUESTION

	Diversity
4	What efforts can be made to improve understanding and our ability to work well with members of other cultures?

TEXTS

	Fiction	Non-Fiction
Anchor Text	R.S.-"The All-American Slurp"(p.702)	Novel-"Wonder" by: R.J. Palacio
Supplemental Texts	R.S.-"Linda and Val"(p.43) *Short Story	
	R.S.-"The New Colossus"(p.772) *Poetry	
	Read Aloud- "Streets of Gold" by: Rosemary Wells	

FOUNDATIONAL KNOWLEDGE

READING

Comprehension

Standard	Foundational Knowledge	Skills
CC.1.3.6.G	Compare and contrast experiences of reading multiple genres and styles of presented information, including those “seen” and “heard”	Identify key differences related to effectively conveying information when comparing multiple genres, text structures, and sources(song,video,etc.)
CC.1.3.6.I	Determine or clarify the meaning of unknown or multiple meaning words	Understand and utilize <i>flexibly</i> a variety of context clues strategies
CC.1.2.6.C	Analyze how key information is presented and elaborated upon	Identify key people, events, or ideas Analyze the development of information throughout the text
CC.1.2.6.I	Examine how two authors present similar information in different styles of text	Compare and contrast text structure Analyze the effectiveness of text structure
CC.1.2.6.K	Determine or clarify the meaning of unknown or multiple meaning words	Understand and utilize <i>flexibly</i> a variety of context clues strategies

Word Study/Phonics

Standard	Description of Standard	Foundational Knowledge
CC.1.2.6.J	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Unfamiliar words, multiple meaning words, prefixes, Greek word parts, prefixes dis-, de-, out-, un-, word endings –ty, ity, -tion
CC.1.2.6.K	Determine the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	
CC.1.2.6.F CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade level reading and content.	

WRITING**Informational: Cause & Effect**

Standard	Foundational Knowledge	Skills
CC.1.4.6.B	Identify & introduce topic for intended audience	Thesis, topic sentence, intended audience
		Coordinate main idea & details
CC.1.4.6.C	Develop & analyze topic with relevant support including graphics and multimedia to enhance comprehension	Supplement and support text with quality quotes, facts, statistics, anecdotes, and multimedia graphics
		Use definitions and classifications to aid in reader comprehension
CC.1.4.6.D	Organize information using strategies and transitions to show relationships as you develop your concluding thought	Implement organization structures such as compare/contrast, cause/effect, and problem/solution
		Conclude piece with strong statement
CC.1.4.6.A	Clearly convey ideas and concepts within informational text	Organization, fluency, voice
CC.1.4.6.E	Write with awareness of stylistic aspects	Precise language, sentence variety, voice, style
CC.1.4.6.F	Demonstrate grade-appropriate command of conventions	Grammar, capitalization, punctuation, spelling
CC.1.4.6.W	Assess, use, and give credit for relevant information taken from a variety of print and digital sources without plagiarizing	Analyzing credible & relevant sources
		Understanding how to paraphrase & summarize
		Understanding plagiarism

Grammar

Standard	Description of Standard	Foundational Knowledge
CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R	Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Predicate Nominatives & Adjectives Interjections Who vs. Whom Adjective and Adverb Phrases Punctuation

VOCABULARY**Academic Vocabulary (Grade Appropriate Words)**

Word	Definition	Usage
Subtle	Adj. – Hard to notice or see: not obvious.	He didn't seem to understand my <i>subtle</i> hints.
Likelihood	Noun – The chance that something will happen.	A poor diet increases the <i>likelihood</i> of developing serious health problems.
Extended	Adj. – Longer than usual or typical: unusually long.	We went on an <i>extended</i> vacation.
Evidently	Adv. – In a way that can be easily seen or noticed.	He was <i>evidently</i> uncomfortable.
Credible	Adj. – Able to be believed: reasonable to trust or believe.	Their story seemed <i>credible</i> at first.
Contribution	Noun – Something that is given to help a person or a cause.	She made a 100- dollar <i>contribution</i> to cancer research.
Context	Noun – The words that are used with a certain word or phrase that helps to explain its meaning.	To really know a word, you must be able to use it in <i>context</i> .
Appropriately	Adv. – Right or suited for some purpose or situation.	The dinner is formal, so please dress <i>appropriately</i> .
Accuracy	Noun – Freedom from mistake or error: the quality or state of being accurate.	Each experiment is performed twice to ensure <i>accuracy</i> .

Literary Vocabulary

Word	Definition	Usage
Prejudice	Noun – Unfair feeling of dislike for a person or group because of race, gender, religion, etc.	The organization fights against the <i>prejudice</i> of women and minorities.
Native	Noun – Born in a particular place.	I'm a <i>native</i> New Yorker.
Discrimination	Noun – The practice of unfairly treating a person or group of people differently from other people or groups of people.	The law prohibits <i>discrimination</i> in hiring.
Assimilation	Noun – the adoption of something as part of a larger thing.	The child's <i>assimilation</i> of complex concepts at such an early age was exciting.

CRITICAL MILESTONE #5 SOCIAL JUSTICE

CRITICAL MILESTONE QUESTION

	Social Justice
5	How is <u>compromise</u> essential when solving conflicts among cultures with different beliefs and values?

TEXTS

	Fiction	Non-Fiction
Anchor Text Supplemental Texts		R.S.-“Harvesting Hope”(p.566) Article – “Yes vs. No: Should College Athletes be Paid?”
	P.H.-“Thunder Butte”(p.194)	Novel-“I Am Malala” by: Malala Yousafzai (<i>selected chapters</i>)

FOUNDATIONAL KNOWLEDGE

READING

Comprehension

Standard	Foundational Knowledge	Skills
CC.1.3.6.B	Cite evidence to support text analysis	Cite specific evidence to support text analysis, inferences, or generalizations
CC.1.3.6.C	Analyze the plot as it relates to sequence and character development within a story or drama	Coordinate main ideas & details
		Supplement and support text with quality quotes, facts, statistics, anecdotes, and multimedia graphics
CC.1.3.6.E	Determine the impact of text structure on theme, setting, and plot	Connect the style of text structure to the development of story elements
CC.1.2.6.B	Cite evidence to support text analysis	Cite specific evidence to support text analysis, inferences, or generalizations
CC.1.2.6.C	Analyze how key information is presented and elaborated upon	Identify key people, events, or ideas
CC.1.2.6.H	Evaluate author arguments and claims	Analyze the development of information throughout the text
		Determine if author's arguments are supported by valid & reliable evidence

Word Study/Phonics

Standard	Description of Standard	Foundational Knowledge
CC.1.2.6.J	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Antonyms, homonyms, synonyms, suffixes –ate, -ive, -ship, -ism, -age, -ure, prefixes bi-, tri-, uni-, semi-, compound words
CC.1.2.6.K	Determine the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	
CC.1.2.6.F CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade level reading and content.	

WRITING**Informational: Problem/Solution**

Standard	Foundational Knowledge	Skills
CC.1.4.6.B	Identify & introduce topic for intended audience	Thesis, topic sentence, intended audience
		Coordinate main idea & details
CC.1.4.6.C	Develop & analyze topic with relevant support including graphics and multimedia to enhance comprehension	Supplement and support text with quality quotes, facts, statistics, anecdotes, and multimedia graphics
CC.1.4.6.D	Organize information using strategies and transitions to show relationships as you develop your concluding thought	Use definitions and classifications to aid in reader comprehension
		Implement organization structures such as compare/contrast, cause/effect, and problem/solution
		Conclude piece with strong statement
CC.1.4.6.A	Clearly convey ideas and concepts within informational text	Organization, fluency, voice
CC.1.4.6.E	Write with awareness of stylistic aspects	Precise language, sentence variety, voice, style
CC.1.4.6.F	Demonstrate grade-appropriate command of conventions	Grammar, capitalization, punctuation, spelling
CC.1.4.6.V	Conduct short research, using a variety of sources, and refocusing the inquiry when appropriate	Identify credible & relevant sources Maintain focus and fluency in writing

Grammar

Standard	Description of Standard	Foundational Knowledge
CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R	Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Indefinite and Reflexive Pronouns Troublesome Verbs Appositives

VOCABULARY**Academic Vocabulary (Grade Appropriate Words)**

Word	Definition	Usage
Status	<i>noun</i> (1) the relative social, professional, or other standing of someone or something (2) state or condition with respect to circumstances	(1) Oftentimes people of different social and economic <i>status</i> receive different advantages. (2) The president requested an update on the status of the new bill.
Require	<i>verb</i> need for a particular purpose	This video game <i>requires</i> quick thinking skills.
Prevent	<i>verb</i> (1) to keep from happening (2) to hold or keep back	(1) Our town just installed two more red lights in order to <i>prevent</i> car accidents. (2) Yesterday's bad weather <i>prevented</i> us from leaving on time.
Justification	<i>noun</i> the action of showing something to be right or reasonable	Her students were looking for justification as to why the assignment had changed.
Equip	<i>verb</i> (1) to provide with the necessary materials or supplies for service or action (2) to make ready (prepare)	(1) All of the rooms at the hotel were equipped with WiFi. (2) Our computer course will equip students for jobs in the modern age.
Eligible	<i>adjective</i> qualified to be chosen or to participate	(1) Because he was over 35 and was a born citizen of the US, he was eligible to run for president.
Opponent	<i>noun</i> (1) someone who competes against or fights another in a contest, game, or argument; a rival or adversary (2) a person who disagrees with or resists a proposal or practice	(1) He knew that his biggest political opponent would be stepping out on stage soon to give a speech. (2) My aunt is an opponent of the new school policy reforms.
Debatable	<i>adjective</i> open to question, discussion or argument	It is debatable whether it will end up raining this afternoon.
Competent	<i>adjective</i> having the necessary ability or qualities; capable	I trusted her because I had read many reviews that she was a highly competent surgeon.
Collaborate	<i>verb</i> to work with others, especially to produce or create something	She collaborated with the seamstress on the design; consequently, they ended up winning the fashion competition.

Literary Vocabulary

Word	Definition	Usage
Globalization	a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology.	Due to globalization, the United States orders many of its products and resources from overseas.
Liberate	<i>verb</i> to set free; release	The use of computers can liberate people from the constraints of disabilities.
Revenue	<i>noun</i> the income produced by a given source	This month the store's revenue is up 5% from last month.
Incentive	<i>noun</i> something that motivates a person to try or work hard or harder	The neighborhood was offering incentives for residents that had more recyclable items and less trash.

CRITICAL MILESTONE #6 CITIZENSHIP

CRITICAL MILESTONE QUESTION

	Citizenship
6	What <u>obligations or duties</u> do you have as a member of our global community?

TEXTS

	Fiction	Non-Fiction
Anchor Text	R.S.-"The House of Wisdom"(p.624) P.H.-"Mowgli's Brothers"(p.210)	
Supplemental Texts	P.H.-"Phantom Tollbooth"(p.614) *Drama	Novel-"Wonder" by: R.J. Palacio P.H.-"Can Oiled Seabirds Be Rescued?"(p.491)

FOUNDATIONAL KNOWLEDGE

READING

Comprehension

Standard	Foundational Knowledge	Skills
CC.1.3.6.B	Cite evidence to support text analysis	Cite specific evidence to support text analysis, inferences, or generalizations
CC.1.3.6.C	Analyze the plot as it relates to sequence and character development within a story or drama	Understand the differences in text structures between a story and drama
		Analyze how characters respond and change as plot progresses
CC.1.3.6.F	Determine the meanings of words, phrases, and figurative language as used in grade-appropriate content	
CC.1.2.6.B	Cite evidence to support text analysis	Cite specific evidence to support text analysis, inferences, or generalizations
CC.1.2.6.D	Determine author's purpose and point of view through text analysis	Analyze text structure to determine author's point of view and purpose
CC.1.2.6.I	Examine how two authors present similar information in different styles of text	Compare and contrast text structure Analyze the effectiveness of text structure

Word Study/Phonics

Standard	Description of Standard	Foundational Knowledge
CC.1.2.6.J	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Prefixes, unfamiliar words, multiple meaning words, synonyms, suffixes –ary, -ery, -ory, Latin roots, word endings –ice, -ise, -ize
CC.1.2.6.K	Determine the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	
CC.1.2.6.F CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade level reading and content.	

WRITING**Response to Literature: Student Choice**

Standards	Foundational Knowledge	Skills
CC.1.4.6.S	Draw evidence from texts to work	Identify and compare relevant support for analysis, reflection, or research from other sources
CC.1.4.6.V	Conduct short research, using a variety of sources, and refocusing the inquiry when appropriate	Identify credible & relevant sources Maintain focus and fluency in writing
CC.1.4.6.X	Implement writing process routinely for a variety of tasks, purposes, and audiences	Incorporate a variety of pre-writing strategies Implement revision & editing skills Actively engage in reflection of work Identify strategies and structures necessary for purpose of writing

Grammar

Standard	Description of Standard	Foundational Knowledge
CC.1.4.6.F CC.1.4.6.L CC.1.4.6.R	Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Review of Difficult Skills Introductions to Sentence Diagramming Writing Application (Citing Sources)

VOCABULARY**Academic Vocabulary (Grade Appropriate Words)**

Word	Definition	Usage
Productive	Adj.- Doing or achieving a lot: working hard and getting good results.	I had a <i>productive</i> day at work.
Given	Adj.- Used to refer to a particular time, place, etc., that has been, will be, or might be specified.	You'll have to finish the exam within a <i>given</i> time.
Genuine	Adj. – Actual, real, or true: not false or fake	She showed a <i>genuine</i> interest in our work.
Evidently	Adverb - In a way that can be easily seen or noticed : in an evident way	<i>Evidently</i> you and I have different feelings on this issue.
Status	Noun - the position or rank of someone or something when compared to others in a society, organization, group, etc.	He likes his job and the high (social) <i>status</i> that comes with it.
Contribution	Noun – Something that is given to help a person or a cause.	They thanked him for his <i>contribution</i> of time and money.
React	Verb – to behave or change in a particular way when something happens or is said.	When I tell her what happened, she'll <i>react</i> with anger.
According to	Preposition – As stated, reported or recorded by someone or something.	<i>According to</i> a recent survey, most Americans drive to work.
Volunteer	Noun – someone who does something without being forced to do it: such as.	A <i>volunteer</i> is needed to help with the bake sale.
Evoke	Verb – To bring a memory, feeling or image into the mind.	Seeing the old house will <i>evoke</i> memories of his childhood.

Literary Vocabulary

Word	Definition	Usage
Humanitarian	Noun - A person who works to make other people's lives better.	She has been recognized as a great <i>humanitarian</i> for her efforts to end world hunger.
Obligation	Noun – Something that you must do because of a law, rule, promise	The firm must fulfill its <i>obligations</i> under the contract.
Citizen	Noun – A person who legally belongs to a country and has the rights and protection of that country.	She was a United States <i>citizen</i> but lived most of her life abroad.

ASSESSMENTS

Student progress will be assessed by:

TIA: Formative daily assessments that include quizzes, exit cards, guided discussion, journaling, peer editing, graphic organizers and other teacher directed activities that account for 25% of the grade.

FKA: Standards/foundational knowledge based tests and projects that account for 56% of the grade.

CMQ: Essay prompt upon completion of a unit that accounts for 19% of the grade.

FOUNDATIONAL KNOWLEDGE ASSESSMENT

Useable Student Copy that teacher can use as a basis for specific exam

Please include a combination of:

Standards-based FK Questions requiring Anchor Text-Based Content

Multiple choice

Short answer

Answer Key