

# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

|   |   |  |
|---|---|--|
| <p><b>Course Title:</b><br/> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">English Language Arts 6</div> <input type="checkbox"/> New<br/> <input checked="" type="checkbox"/> Revised</p>  | <p><b>Subject Area:</b></p> <input type="checkbox"/> Social Science<br><input checked="" type="checkbox"/> English<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Laboratory Science<br><input type="checkbox"/> World Languages<br><input type="checkbox"/> Visual or Performing Arts<br><input type="checkbox"/> College Prep Elective<br><input type="checkbox"/> Other   | <p><b>Grade Level</b></p> <input type="checkbox"/> MS<br><input type="checkbox"/> HS<br><input type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6<br><input type="checkbox"/> 7<br><input type="checkbox"/> 8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10<br><input type="checkbox"/> 11<br><input type="checkbox"/> 12 |
| <p><b>Transcript Title/Abbreviation:</b><br/> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Lang Arts 6</div>         (To be assigned by Educational Services)</p>  | <p>Is this classified as a Career Technical Education course?<br/> <input type="checkbox"/> Yes<br/> <input checked="" type="checkbox"/> No</p>   |  |
| <p><b>Transcript Course Code/Number:</b><br/> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">901063</div>         (To be assigned by Educational Services)</p>   |   |  |
| <p><b>Required for Graduation:</b><br/> <input type="checkbox"/> Yes<br/> <input checked="" type="checkbox"/> No - N/A</p>  | <p><b>Credential Required to teach this course:</b><br/> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Single Subject - English</div> <i>To be completed by Human Resources only.</i></p>   |  |
| <p><b>Meets UC/CSU Requirements?</b><br/> <input type="checkbox"/> Yes<br/> <input checked="" type="checkbox"/> No - N/A</p> <p><b>Was this course <u>previously approved by UC for PUHSD?</u></b><br/> <input type="checkbox"/> Yes<br/> <input checked="" type="checkbox"/> No - N/A<br/>         (Will be verified by Ed Services)</p> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="border-bottom: 1px solid black; width: 70%;"><i>Aeshe Filantaleth</i></div> <div style="border-bottom: 1px solid black; width: 25%;"><i>2-7-17</i></div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Signature</span> <span>Date</span> </div> </div> <p>Meets "Honors" Requirements?<br/> <input type="checkbox"/> Yes<br/> <input checked="" type="checkbox"/> No - N/A</p> |  |
| <p><b>Meets "AP" Requirements?</b><br/> <input type="checkbox"/> Yes<br/> <input checked="" type="checkbox"/> No - N/A</p>  | <p>Unit Value/Length of Course:<br/> <input type="checkbox"/> 0.5 (half year or semester equivalent)<br/> <input checked="" type="checkbox"/> 1.0 (one year equivalent)<br/> <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/><br/> <input type="checkbox"/> Other:</p>   |  |
| <p><b>Submitted by: Norma Carrillo, Jose De Vicente, Charles Tippie</b><br/> <b>Site: Pinacate Middle School, California Military Institute</b><br/> <b>Date: February 1, 2019</b></p>  |   |  |
| <p><b>Approvals</b></p>   | <p><b>Name/Signature</b></p>  | <p><b>Date</b></p>   |
| <p>Director of Curriculum &amp; Instruction</p>   | <p>Julie Zierold </p>   | <p><i>2/1/17</i></p>   |
| <p>Asst. Superintendent of Educational Services</p>   | <p>Marilyn Saucedo </p>   | <p><i>2.1.17</i></p>   |
| <p>Governing Board</p>  |   |  |

**Prerequisite(s) (REQUIRED):**

None

**Corequisite(s) (REQUIRED):**

None

**Brief Course Description (REQUIRED):**

The Language Arts 6 course is designed to prepare students for mastery of the California Common Core grade level Standards in English Language Arts.

**B. COURSE CONTENT**

**Course Purpose (REQUIRED):**

*What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.*

**Purpose**

The purpose of the Language Arts 6 course is to provide a researched- based comprehensive English Language arts program designed to provide each student with a clear path to achieving the California Common Core Standards.

**Course Outline (REQUIRED):**

*Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*

**Collection 1- Facing Fear**

**Learning Objectives- Students will be able to:**

- Describe characters and setting and make inferences in the context of a short story

- Describe plot elements and analyze point of view in a short story
- Describe the structure of a lyric poem and identify repetition and rhyme scheme
- Cite textual evidence to analyze text features and structure
- Determine central ideas and supporting details in informational text
- Analyze the purpose of a video and understand the visual and sound elements used in it

### **CCSS for ELA**

- 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.6.5- 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.
- 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.6.7- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- SL.6.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- L.6.3A- Vary sentence patterns for meaning, reader/listener interest, and style
- L.6.4A- 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.6.4D- 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- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### **Lessons and Key Readings**

- Short Story by Graham Salisbury, "The Ravine." Lexile 680.
- Short Story by Margaret Peterson Haddix. "Fine?" Lexile 770
- Poem by Maya Angelou, "Life Doesn't Frighten Me."
- Online Article by kidshealth.org, "Fears and Phobias,." Lexile 1080
- Informational Text by Glenn Murphy from *Stuff That Scares Your Pants Off!*. Lexile 1110
- Online Science Exhibit by the California Science Center. "Wired for Fear"
- 

### **Vocabulary Strategies and Language Conventions**

- Context Clues
- Recognize Variations from Standard English
- Greek Roots
- Commas and Dashes

- Prefixes That Mean “Not”
- Subjective and Objective Pronouns
- Suffices That Form Nouns
- Possessive Pronouns

### **Close Reader Selections**

- Short Story by Rene Saldana Jr. “The Jumping Tree,” p.16b Lexile 810.
- Magazine Article by Dana Hudepohl. “Face Your Fears: Choking Under Pressure Is Every Athlete’s Worst Nightmare.” Lexile 870
- Magazine Article by Jason Koebler “Face Your Fears and Scare the Phobia Out of Your Brain.” Lexile 1420

### **Assessments**

- Writing Activity: Informative Essay
- Media Activity: Narrative
- Speaking Activity: Response to Literature
- Writing Activity: Summary
- Writing Activity: Letter
- Media Activity: Podcast
- Collection Assessment

## **Collections 2- Animal Intelligence**

### **Learning Objectives- Students will be able to:**

- Describe how characters respond and change and analyze point of view in a short story
- Trace and evaluate an argument and identify persuasive techniques in a speech
- Understand how personification and imagery emphasize themes and ideas in poetry and learn how to paraphrase these ideas
- Summarize central ideas and important details and determine author’s purpose
- Analyze how anecdotes and text features contribute to the structure of a text

### **CCSS for ELA**

- RL.6.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.3- 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.6.5- 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.6.6- Explain how an author develops the point of view of the narrator or speaker in a text.
- RL.6.10- By the end of the year, read and comprehend literature, including stories, dramas, and

poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- 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.
- SL.6.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- L.6.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Lessons and Key Readings**

- Short Story by P.G. Wodehouse, "The Mixer," p.74. Lexile 770
- Speech by George Graham Vest, "Tribute to the Dog," p.93A. Lexile 1170
- Poem by Nancy Wood, "Animal Wisdom," p.99A.
- Poem by Mary TallMountain, "The Last Wolf," p. 99A.
- Science Writing by Dorothy Hinshaw Patent from How Smart Are Animals? p.105A Lexile 1130
- Informational Text by Peter Christie from Animal Snoops: The Wondrous World of Wildlife Spies, p. 117A. Lexile 1020

### **Vocabulary Strategies and Language Conventions**

- Greek Suffix-ize and Intensive Pronouns
- Use a Print or Digital Dictionary and Relative Pronouns who and whom
- Verify Word Meaning and Pronoun Number
- Synonyms and Capitalization

### **Close Reader Selections**

- Short Story by Maureen Caren Wartski, "The Pod," p.92b. Lexile 810
- Informational Text by DeShawn Jones, "Can Animals Feel and Think??" P.116b. Lexile 1010
- Science Writing by Mary Kay Carson "Bats!", p 128b. Lexile 990

### **Assessments**

- Writing Activity: Informative Essay
- Speaking Activity: Discussion
- Writing Activity: Informative Essay
- Media Activity: Informative Presentation

### **Collections 3- Dealing with Disaster**

### **Learning Objectives- Students will be able to:**

- Identify and analyze cause-and-effect organization and determine meanings of technical language in an informational text
- Analyze and compare poetic form and learn how poets use form, alliteration, and tone to express feelings and ideas
- Identify and analyze how dialect and imagery, including figurative language, bring a story to life
- Analyze elements of narrative nonfiction, including how authors establish style and tone in their writing.
- Understand the features and analyze the purpose of a documentary, as well as integrate its information with other sources

### **CCSS for ELA**

- 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.6.4- 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.6.7- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- SL.6.5- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- L.6.1c- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- L.6.4a- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- L.6.4b- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- L.6.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Lessons and Key Readings**

- Informational Text by Brenda Guiberson, “Mammoth Shakes and Monster Waves: Destruction in 12 Countries,” p.139A. Lexile 1140
- Poem by Natasha D. Trethewey, “Watcher, After Katrina, 2005,” p.157A
- Short Story by James Berry, “The Banana Tree,” p.171A. Lexile 820
- History Writing by Walter Lord, from *A Night to Remember*, p. 185A. Lexile 1070L
- Documentary by James Cameron from *Titanic at 100: Mystery Solved*, p. 197A.

### **Vocabulary Strategies and Language Conventions**

- Greek Affixes and Shifts in Pronoun Person

- Context Clues and Capitalization
- Specialized Vocabulary and Consistency in Style and Tone

### **Academic Vocabulary**

- Circumstance, constraint, impact, injure, significant

### **Close Reader Selections**

- Book Review by David Holahan, "Moby-Duck," p. 156b. Lexile 1340
- Short Story by Ray Bradbury, "There Will Come Soft Rains," p. 184b. Lexile 920.
- Newspaper Article by Guy Trebay, "On the Titanic, Defined by What They Wore," p. 196b. Lexile 1450.

### **Assessments**

- Speaking Activity: Discussion
- Writing Activity: Poem
- Writing Activity: Narrative
- Writing Activity: Research
- Media Activity: Multimedia Presentation

## **Collection 4- Making Your Voice Heard**

### **Learning Objectives- Students will be able to:**

- Interpret themes and identify internal and external conflict in the context of a short story
- Trace and evaluate an argument, analyze persuasive techniques, and compare and contrast two arguments on the same topic
- Analyze an author's style and tone and describe characterization in a short story
- Identify figurative language and analyze tone in poetry

### **CCSS for ELA**

- RL.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 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.6.5- 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.6.6- Explain how an author develops the point of view of the narrator or speaker in a text
- 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.6.6- 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.
- W.6.7- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- SL.6.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- L.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.
- L.6.5- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- L.6.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Lessons and Key Readings**

- Short Story by Sabine R. Uli Barri, "My Wonder Horse," p.211A. Lexile 610.
- Editorial by USA TODAY, "Wild Animals Aren't Pets," p. 223A. Lexile 1170
- Commentary by Zuzana Kukol, "Let People Own Exotic Animals," p.223A. Lexile 1180
- Short Story by Sandra Cisneros, "Eleven," p. 233A. Lexile 1090

### **Vocabulary Strategies and Language Conventions**

- Interpret Figures of Speech in Context and Improving Expression
- Part-to-Whole Analogies and Spelling Words Correctly
- Denotations and Connotations and Punctuating Dialogue

### **Academic Vocabulary**

- Appropriate, authority, consequence, justify, legal

### **Close Reader Selections**

- Informational Text, "Views on Zoos," p. 232b
- Short Story by Avi, "What Do Fish Have to Do with Anything?"

### **Assessments**

- Writing Activity: Informative Essay
- Writing Activity: Argument
- Speaking Activity: Collaborative Discussion
- Writing Activity: Poem
- Collection assessment

## **Collection 5- Decisions That Matter**



### **Learning Objectives- Students will be able to:**

- Identify elements of a memoir and a biography, analyze primary and secondary sources, and compare and contrast two genres on the same subject
- Determine and analyze mood and describe flashback in a short story
- Analyze the structure of a poem and describe how poets use symbols and structure to convey a theme
- Analyze the elements of narrative poetry, including the characters, setting, and plot
- Analyze the elements of a news report, as well as integrate information in different media

### **CCSS for ELA**

- 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.6.3- 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.6.4- 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 (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- 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).
- RI.6.10- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.6.9b- Apply grade 6 Reading standards to literary nonfiction (e.g., "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").
- SL.6.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 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.6.6- 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 for specific expectations.)

### **Lessons and Key Readings**

- Memoir by Colin Powell from *It Worked for Me: In Life and Leadership*, Lexile 1010
- Biography by Warren Brown from *Colin Powell: Military Leader*, Lexile 1220
- Short Story by R.V. Cassill, "The First Day of School," Lexile 780
- Poem by Robert Forst, "The Road Not Taken."
- Poem by Henry Wadsworth Longfellow, "Paul Revere's Ride"
- News Article by Jodi Wilgoren and Edward Wong, "On Doomed Flight, Passengers Vowed to Perish Fighting."
- TV Newscast by CBS News, "Memorial is Unveiled for Heroes of Flight 93."

### **Vocabulary Strategies and Language Conventions**

- Analogies and Correct Vague Pronouns
- Using a Thesaurus and Varying Sentence Patterns

### **Academic Vocabulary**

- Achieve, individual, instance, outcome, principle

### **Close Reader Selections**

- Autobiography by Wilma Mankiller from *Every Day is a New Day*, Lexile 1340
- Essay by Susan Abbey, "Community Here: Chief Wilma Mankiller", Lexile 1170
- Poem by Joyce Kilmer, "The Ligh-Ah! The Light."

### **Assessments**

- Speaking Activity: Informative Presentation
- Writing Activity: Essay
- Speaking Activity: Collaborative Discussion
- Writing Activity: Analysis
- Media Activity: Commentary
- Collection assessments

## **Collection 6- What Tales Tell**

### **Learning Objectives- Students will be able to:**

- Describe literary elements and determine themes in a Greek myth
- Understand and identify the elements of a parody and learn to compare and contrast texts in different genres
- Describe the elements of folktales as well as describe the use of foreshadowing
- Describe the elements of drama in a play
- Analyze structure and cite textual evidence

### **CCSS for ELA**

- 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.6.5- 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.
- W.6.2a-e- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.9a- Apply *grade 6 Reading standards* to literature (e.g., "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").
- W.6.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.6.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 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.
- L.6.2b- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.4a- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

### **Lessons and Key Readings**

- Greek Myth by Rosemary Sutcliffe from *Black Ships Before Troy: The Story of the Iliad*. Lexile 1220L
- Poem by Kate Hovey, "The Apple of Discord."
- Chinese Folk Tale by Ai-Ling Loui, "Yeh-Shen: A Cinderella Story from China." Lexile 1020
- Novel by Mark Twain Dramatized by Joellen Bland, *The prince and the Pauper*.
- Essay by Simone Payment, "The Role of Myths in Ancient Greece," from *Greek Mythology*. Lexile 970.

### **Vocabulary Strategies and Language Conventions**

- Cause-to-Effect Analogies and Spelling Words Correctly
- Using a Glossary and Spelling Words Correctly
- Latin Roots and Parentheses

### **Academic Vocabulary**

- Emphasize, occur, period, relevant, tradition

### **Close Reader Selections**

- Autobiography by Wilma Mankiller from Every Day is a New Day. Lexile 1340
- Essay by Susan Abbey, “Community Here: Chief Wilma Mankiller. Lexile 1170
- Poem by Joyce Sidman, “The Ligh-Ah! The Light.”

**Assessments**

- Speaking Activity: Informative Presentation
- Writing Activity: Essay
- Speaking Activity: Collaborative Discussion
- Writing Activity: Analysis
- Media Activity: Commentary
- Collection assessments

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

**Performance Tasks**

- Write a fictional narrative
- Write an argumentative essay
- Write an opinion essay
- Write a descriptive essay
- Write an expository essay
- Write a personal narrative
- Write a poetry analysis
- Write a persuasive essay
- Write an informative essay with research

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1-** Online materials will vary depending on teacher and vendor.

Title: **California Collections**

Edition: 1st

Author: Beers K, Hougen M, Jago C, McBride W, Palmer E, and Stack L.

ISBN: 9780544607071

Publisher: Houghton Mifflin Hartcourt

Publication Date: 2017

Usage:

- ✓ Primary Text
- ✓ Read in entirety or near

**Textbook #2 - N/A**

Title:

Edition:

|  |                   |
|--|-------------------|
| Author:  | ISBN:             |
| Publisher:   | Publication Date: |
| Usage: N/A<br><input checked="" type="checkbox"/> Primary Text<br><input checked="" type="checkbox"/> Read in entirety or near |                   |

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

The Houghton Mifflin Hartcourt California Collections Adoption includes the following components:

- California Student Edition Grade 6
- Close Reader 8-year Print Subscription Grade 6
- California Student Edition and Close Reader eTextbook ePub 8-Year Grade 6
- California Interactive Digital Student Resources Enhanced 8-Year Grade 6
- California Downloadable Student Resource Tool Grade 6
- Performance Assessment 8-year Print Subscription Grade 6
- HMH Close Reads App, Grade 6

**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*

If more space is needed than what is provided, please attach backup as applicable.

|   |  |
|---|--|
| Cost for class set of textbooks: \$4,356                    | Description of Additional Costs: Teacher Resource Package print/w8yr digital is \$300 per teacher. |
| Additional costs: \$300                                     |  |
| <b>Total cost per class set of instructional materials:</b> | \$4,656  |

**Key Assignments (REQUIRED):**

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Students will complete the following Key Assignments:

- Diagnostic assessments and CAASPP Interim assessments
- HMH Reading Inventory Lexile assessment (administered four times a year)

Students will complete the performance tasks:

- Write a fictional narrative
- Write an argumentative essay
- Write an opinion essay
- Write a descriptive essay
- Write an expository essay
- Write a personal narrative

- Write a poetry analysis
- Write a persuasive essay
- Write an informative essay with research

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be used.

- Collaboration - Writing Strategies - Group work - Revising - Bell work
- Cornell notes - Brainstorming - Community Building Activities - Critical Reading
- Costa's Levels of Thinking - Critical Reading Process - Rehearsal and Revision
- Fishbowl - Focused Note Taking - Graphic Organizers - Inside/Outside Circles - Jigsaw
- Sequencing Groups - KWL - Learning Logs - Note-Checking Pairs - Four Corners - Parking Lot
- Philosophical Chairs - Reciprocal Teaching - Socratic Seminar - Direct Interactive Instruction -
- Storytelling Think-Pair-Share - Total Physical Response - Domino Effect - 10-2-2
- Presentation Model Academic Language Scripts - Chants - Choral Response - Create Context/Engage Prior Knowledge -Gradual Release of Responsibility - Modeling -
- Non-Linguistic Representations-Sentence Frames - Vocabulary Building - Academic and Content Questions Stems

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

California Assessment of Student Progress and Performance (CAASPP) aligned interim assessments including the Smarter Balanced Assessment Consortium (SBAC) Interim assessments, the Houghton Mifflin Hartcourt (HMH) curriculum embedded assessments and Performance Tasks, and the HMH Reading Inventory.

**COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)**

| Day (s)   | Objective  | Standard(s)   | Reference        |
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| Note- due to the recent adoption, teams of teachers will be working during the Spring and Summer of 2017 to modify, expand, and enhance the pacing guide for this course. |  |   |                  |
| 6 wks   | <p><b>Collections 1- Key Learning Objectives- Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify, analyze, and make inferences about the elements of plot in a short story</li> </ul> | <p>CCSS.ELA-LITERACY.RL.7.1<br/>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.7.3<br/>Analyze how particular elements of a story or</p> | TE page 2 to 60. |

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| <ul style="list-style-type: none"> <li>● Analyze and compare news stories about the same event from various sources</li> <li>● Analyze the elements of a myth and to determine two or more themes</li> <li>● Understand how the elements of form and the use of alliteration emphasize ideas and meaning in a poem</li> <li>● Identify, analyze, and draw conclusions about an author's purpose for writing informational texts</li> </ul> | <p>drama interact (e.g., how setting shapes the characters or plot).</p> <p>CCSS.ELA-LITERACY.RL.7.10<br/>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-LITERACY.W.7.3<br/>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.SL.7.4<br/>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-LITERACY.L.7.1.B<br/>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>CCSS.ELA-LITERACY.L.7.4<br/>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>CCSS.ELA-LITERACY.L.7.4.A<br/>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.</p> <p>CCSS.ELA-LITERACY.L.7.4.B</p> |  |
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|       |   | <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>CCSS.ELA-LITERACY.L.7.4.C<br/>Consult general and specialized 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.</p> <p>CCSS.ELA-LITERACY.L.7.6<br/>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>  |  |
| 6 wks | <p><b>Collections 2- Animal Intelligence</b></p> <p><b><u>Learning Objectives- Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Describe how characters respond and change and analyze point of view in a short story</li> <li>● Trace and evaluate an argument and identify persuasive techniques in a speech</li> <li>● Understand how personification and imagery emphasize themes and ideas in poetry and learn how to paraphrase these ideas</li> <li>● Summarize central ideas and important details and determine author’s purpose</li> <li>● Analyze how anecdotes and text features</li> </ul> | <p><b><u>CCSS for ELA</u></b></p> <ul style="list-style-type: none"> <li>● <u>RL.6.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></li> <li>● <u>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.</u></li> <li>● <u>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</u></li> <li>● <u>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.</u></li> <li>● <u>RL.6.6- Explain how an author develops the point of view of the narrator or speaker in a text.</u></li> <li>● <u>RL.6.10- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text</u></li> </ul> |  |



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|              | <p>contribute to the structure of a text</p>   | <p><u>complexity band proficiently, with scaffolding as needed at the high end of the range.</u></p> <ul style="list-style-type: none"> <li>● <u>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.</u></li> <li>● <u>SL.6.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</u></li> <li>● <u>L.6.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></li> <li>● <u>L.6.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</u></li> <li>● <u>L.6.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></li> </ul> |  |
| <p>6 wks</p> | <p><b>Collections 3- Dealing with Disaster</b></p> <p><b><u>Learning Objectives- Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Identify and analyze cause-and-effect organization and determine meanings of technical language in an informational text</li> <li>● Analyze and compare poetic form and learn</li> </ul> | <ul style="list-style-type: none"> <li>● RI.6.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● 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.</li> <li>● RI.6.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</li> </ul>  |  |

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|       | <p>how poets use form, alliteration, and tone to express feelings and ideas</p> <ul style="list-style-type: none"> <li>● Identify and analyze how dialect and imagery, including figurative language, bring a story to life</li> <li>● Analyze elements of narrative nonfiction, including how authors establish style and tone in their writing.</li> <li>● Understand the features and analyze the purpose of a documentary, as well as integrate its information with other sources</li> </ul> | <ul style="list-style-type: none"> <li>● 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.</li> <li>● RI.6.7- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</li> <li>● SL.6.5- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</li> <li>● L.6.1c- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>● L.6.4a- Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>● L.6.4b- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</li> <li>● L.6.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul> |  |
| 6 wks | <p><b>Collection 4- Making Your Voice Heard</b></p> <p><b><u>Learning Objectives- Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Interpret themes and identify internal and external conflict in the context of a short story</li> <li>● Trace and evaluate an argument, analyze</li> </ul>   | <ul style="list-style-type: none"> <li>● RL.6.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● RI.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.</li> <li>● RL.6.3- Describe how a particular story's or drama's plot unfolds in a series of episodes</li> </ul>  |  |

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| <p>persuasive techniques, and compare and contrast two arguments on the same topic</p> <ul style="list-style-type: none"> <li>● Analyze an author’s style and tone and describe characterization in a short story</li> <li>● Identify figurative language and analyze tone in poetry</li> </ul> | <p>as well as how the characters respond or change as the plot moves toward a resolution</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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.</li> <li>● RL.6.6- Explain how an author develops the point of view of the narrator or speaker in a text</li> <li>● 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.</li> <li>● 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.</li> <li>● W.6.7- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</li> <li>● SL.6.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>● L6.4- 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.</li> </ul> |  |
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|       |  | <ul style="list-style-type: none"> <li>● L.6.5- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</li> <li>● L.6.6- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>  |  |
| 6 wks | <p><b>Collection 5- Decisions That Matter</b></p> <p><b><u>Learning Objectives- Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Identify elements of a memoir and a biography, analyze primary and secondary sources, and compare and contrast two genres on the same subject</li> <li>● Determine and analyze mood and describe flashback in a short story</li> <li>● Analyze the structure of a poem and describe how poets use symbols and structure to convey a theme</li> <li>● Analyze the elements of narrative poetry, including the characters, setting, and plot</li> <li>● Analyze the elements of a news report, as well as integrate information in different media</li> </ul> | <ul style="list-style-type: none"> <li>● <u>RI.6.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></li> <li>● <u>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.</u></li> <li>● <u>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).</u></li> <li>● <u>RI.6.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</u></li> <li>● <u>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.</u></li> <li>● <u>RI.6.6- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</u></li> <li>● <u>RI.6.7- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</u></li> <li>● <u>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).</u></li> </ul> |  |

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|       |   | <ul style="list-style-type: none"> <li>● <u>RI.6.10- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u></li> <li>● <u>W.6.9b- Apply grade 6 Reading standards to literary nonfiction (e.g., "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").</u></li> <li>● <u>SL.6.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</u></li> <li>● <u>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.</u></li> <li>● <u>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 for specific expectations.)</u></li> </ul> |  |
| 6 wks | <p><b>Collection 6- What Tales Tell</b></p> <p><b><u>Learning Objectives- Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Describe literary elements and determine themes in a Greek myth</li> <li>● Understand and identify the elements of a parody and learn to compare and contrast texts in different genres</li> </ul> | <ul style="list-style-type: none"> <li>● <u>RL.6.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></li> <li>● <u>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.</u></li> <li>● <u>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</u></li> </ul>   |  |

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| <ul style="list-style-type: none"> <li>• Describe the elements of folktales as well as describe the use of foreshadowing</li> <li>• Describe the elements of drama in a play</li> <li>• Analyze structure and cite textual evidence</li> </ul> | <p><u>resolution.</u></p> <ul style="list-style-type: none"> <li>• <u>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</u></li> <li>• <u>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.</u></li> <li>• <u>W.6.2a-e- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u></li> <li>• <u>W.6.9a- Apply grade 6 Reading standards to literature (e.g., "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").</u></li> <li>• <u>W.6.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</u></li> <li>• <u>SL.6.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</u></li> <li>• <u>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.</u></li> <li>• <u>L.6.2b- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></li> <li>• <u>L.6.4a- Determine or clarify the meaning of</u></li> </ul> |  |
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|  |  | <u>unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</u> |  |
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**C. HONORS COURSES ONLY**

Indicate how much this honors course is different from the standard course.

**D. BACKGROUND INFORMATION**

**Context for course (optional)**

The Language Arts 6 course is being revised to align with the Common Core State Standards using materials from the most recent State Board of Education adoption for English Language Arts.

**History of Course Development (optional)**