

Northampton Area School District

“Year at a Glance” - Grade 6 ELA Seminar 60 Day Rotation Class



**NORTHAMPTON AREA
SCHOOL DISTRICT**
Learn, Listen, and Lead

Units of Study	Required Assessments/Activities
<p><u>Unit 1 - Introduction to Study Skills and Note-Taking Skills:</u> Estimated Time: Approximately 7 days</p> <p>This Unit will focus on the following criteria:</p> <ul style="list-style-type: none"> • <u>Study Skills:</u> Goal Setting, Decision Making, Learning Strengths, Test-Taking Skills, Testing Vocabulary, Time Management, and How to get Organized • <u>Note-Taking Skills:</u> Cornell Method, Summarizing, and Informational Text Reading 	<p>Study Skills Surveys and Assessments</p> <p>Cornell Notetaking Quiz</p> <p>Organization Student/Teacher Check- Ins</p> <p>Testing Vocabulary Assessments</p> <p>Study Skills Flipbooks</p>
<p><u>Unit 2 - Creative Writing:</u> Estimated Time: Approximately 23 days</p> <p>This Unit will focus on the following criteria:</p> <ul style="list-style-type: none"> • Creative Writing • Reading a Novel • Responding to Literature • Grammar • Making Connections through Text • Text Dependent Analysis Questions 	<p>Creative Writing Journal entries</p> <p>Novel Study</p> <p>Short Stories</p> <p>Vocabulary and Grammar Analysis</p> <p>Independent Reading</p> <p>Discussion Boards on Schoology</p> <p>TDA lessons</p> <p>Digital Storyboards</p>
<p><u>Unit 3 - Project Based Learning:</u> Estimated Time: Approximately 30 days</p> <ul style="list-style-type: none"> • 5 days per Rotation in the Maker Space with Claudine Smith in the Library • 5 days per Rotation in the Art Room with Erin Miller doing Critical Thinking Skills/Activities that will focus on the Project Based Learning Project they will create with their team • 1 Day per Rotation for Dental Lessons • 3-4 Days per Rotation for Mini STEM Activities/Challenges <p>**The rest of the time will be used for the Project Based Learning Assignment and Presentations</p>	<p>Project-Based Learning Assignment and Presentation</p> <p>Persuasive Writing</p> <p>Daily/Weekly Logs</p> <p>Research Skills</p> <p>Mini STEM Challenges</p> <p>**All projects/challenges will be graded as the students work and when they are completed</p>

ELA Seminar 6 Unit 1: Introduction to Study Skills and Note-Taking Skills Instructional Days: Approximately 7 days				
Unit of Study	Required Assessments/ Activities	Big Idea Essential Questions	Suggested Activities	PA Core Standards
Unit 1: Intro to Study Skills and Note Taking	Testing Vocabulary Quiz Organization Student/Teacher Check- Ins Note Taking Skills Test	<p>What can I do in class and at home to be successful in school?</p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> Identify their personal learning style Explore different learning styles Know how to study based on their personal learning style Enhance their self worth and increase motivation Create a foundation for important study skills to help them in all academic areas Identify personal study habits and improve them Understand different testing vocabulary: compare, contrast, define, discuss, describe, explain, illustrate, list, summarize, analyze, and interpret. <p>How can I organize my homework, materials, and study space to make the best use of my study time?</p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> Prepare a monthly calendar, weekly organizer, and daily schedule Explore strategies for managing time 	<ul style="list-style-type: none"> <u>Goal Setting:</u> What are your goals for this school year? Goals for middle school? Goals for life? <u>Study Skills Survey:</u> Students will take a study skills survey to see where they stand in the beginning of class with their own study habits. <u>Finding Learning Strengths:</u> Students will learn about themselves and how they learn best: Linguistic, Logical/Mathematical, Spatial, Kinesthetic, Musical, Interpersonal, Intrapersonal, or a Naturalist <u>Study Strategies that go along with Learning Strengths:</u> Based on how the students learn best, we will create better ways to help them study and learn based on their personal learning strengths Left Brain/Right Brain Self-Assessment Survey Study Skills Video and Notes <u>Understand Testing Vocabulary:</u> compare, contrast, define, discuss, describe, explain, illustrate, list, summarize, analyze, and interpret. <u>How to get Organized:</u> Students will learn to get organized and manage their time by incorporating the use of a calendar to help them plan out short and long term assignments. They will also organize their materials: bookbag, binders, and lockers. Weekly teacher check ins. <u>Decision Making:</u> Learn how to make decisions that will help you become a better student. Test Taking Skills Cornell Note Taking Method 	<p>CC.1.2.6.A Determine the 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.</p> <p>CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.</p> <p>CC.1.2.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>CC.1.2.6.E Analyze the author’s structure through the use of paragraphs, chapters, or sections.</p> <p>CC.1.2.6.G 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.</p> <p>CC.1.2.6.J 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> <p>CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification,</p>

		<p>How will taking notes improve my performance in school?</p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> • Learn various note taking strategies • Understand the importance of taking notes in school • Use a variety of digital media to teach note taking skills: videos, powerpoints, podcast, etc. • Pick out main idea, summarize, note important facts and vocab words, etc. • Learn how to make outlines 	<p>Students will prove to the teacher that they are using their knowledge of study skills and strategies in their other academic classes by showing the teacher a visible representation of how they are using the resources being taught to study in other classes</p> <p>Example: Notecards they made, use of notetaking skills, etc.</p>	<p>comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E06.D.1.1.1 , E06.D.1.1.2 , E06.D.1.1.3 , E06.D.1.1.4, E06.D.1.1.5 , E06.D.1.1.6 , E06.D.1.1.7 , E06.D.1.1.8, E06.D.1.2.1 , E06.D.1.2.2 , E06.D.1.2.3</p> <p>CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.6.B Delineate a speaker’s argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.</p> <p>CC.1.5.6.C Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally), ad explain how it contributes to a topic, text, or issue under study.</p> <p>CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or theme; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CC.1.5.6.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.</p> <p>CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.</p>
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Unit 1 - Introduction to Study Skills and Note-Taking: Available Resources	<p>Online Resources:</p> <p>Just Like Every Building is Different, Every Brain is Different: School Specialty Pages 97-113</p> <p>6th Grade Study Skills Unit: http://ms.elcosd.org/pages/ELCO_MS/Middle_School_Resources/MS_Counseling_Services/Lessons/6th_Grade_Study_Skills_Unit</p> <p>Study Skills Packet: Teachers Pay Teachers</p> <p>Cornell Note Taking Powerpoint:</p> <p>Brain POP: Note-taking Skills, Test-taking Skills, Test Preparation, and Setting Goals</p>
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ELA Seminar 6 Unit 2: Creative Writing

Instructional Days: Approximately 23 Days

Unit of Study	Required Assessments/ Activities	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<i>Creative Writing</i>	<p>Creative Writing Journal entries</p> <p>Novel Study</p> <p>Short Stories</p> <p>Vocabulary and Grammar Analysis</p> <p>Independent Reading</p> <p>Discussion Boards on Schoology</p> <p>TDA lessons</p>	<p>How will students express their thoughts, experiences, and events in their creative writing?</p> <p><i>The students will use:</i></p> <ul style="list-style-type: none"> ● Precise words and phrases, relevant descriptive details, and sensory language. ● A variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another. ● Proper grammar in their writing <p>How will students use proper grammar in their creative writing:</p>	<p>This Unit will contain the following:</p> <ul style="list-style-type: none"> ● Creative Writing ● Reading a Novel ● Responding to Literature ● Grammar ● Making Connections through Text ● Text Dependent Analysis Questions <p>Creative Writing Journal Entries</p> <p>Infographic Posters</p> <p>Discussion Boards</p> <p>Collaborative Group Work</p> <p>Student reflections</p> <p>Novel Study</p>	<p>CC.1.3.6.A 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.</p> <p>CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.</p> <p>CC.1.3.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p>CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.6.K Write with an awareness of the stylistic</p>

	<p>Digital Storyboards</p>	<p><i>The students will:</i></p> <ul style="list-style-type: none"> • write with an awareness and use the skills that have been taught to them in their English classes to demonstrate age-appropriate command of the conventions of grammar use in their writing. <p>How will students use technology to publish their writing?</p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> • Utilize an online format such as their Google drive or Microsoft Word to publish and share their persuasive writing sample. <p>How will students read and respond to literature?</p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> • read, understand and respond to works of literature through a novel study and/or short stories • work on comprehension skills, vocabulary, and making connections between texts with focus on textual evidence. • respond to literature through questions, creative writing journal prompts, and text dependent analysis questions. 	<p>Vocabulary and Grammar Analysis</p> <p>Independent Reading</p> <p>Discussion Boards on Schoology and in class</p> <p>TDA lessons</p> <p>Digital Storyboards</p>	<p>aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.</p> <p>CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. (E06.E.1.1.1, E06.E.1.1.2, E06.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6)</p> <p>CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.6.U 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 setting</p> <p>CC.1.4.6.X 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.)</p> <p>CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.</p> <p>CC.1.5.6.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.</p> <p>CC.1.5.6.G Demonstrate command of the conventions of</p>
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Unit 2 - Creative Writing Unit: Available Resources	Wonder by R.J. Palacio: PDF version uloaded to Schoology Student Novel Study Packet (responding to questions, making connections, etc): Teachers Pay Teachers Creative Writing Journal Prompts: Teachers Pay Teachers Vocabulary, Grammar, and TDA lessons (based on novel): Teachers Pay Teachers
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ELA Seminar 6 Unit 3: Project Based Learning

Instructional Days: Approximately 30 Days

Unit of Study	Required Assessments/ Activities	Big Idea Essential Questions	Suggested Activities	PA Core Standards
Project Based Learning	Research Project Persuasive Essay Presentation Group Work	<p>How will students develop their idea for their project based learning assignment? <i>The students will:</i></p> <ul style="list-style-type: none"> Work collaboratively in groups to develop their ideas Utilize multiple resources to help them with their findings <p>How will students use technology to publish their writing? <i>The students will:</i></p> <ul style="list-style-type: none"> Utilize an online format such as their Google drive or Microsoft Word to publish and share their persuasive writing samples. <p>How will Art help me think more critically? <i>The students will:</i></p> <ul style="list-style-type: none"> Learn how Art can help them think interdisciplinary (across other academic classes) to help them learn <p>How will students create a new product out of raw materials? <i>The students will:</i></p> <ul style="list-style-type: none"> Use creative thinking and art skills to develop a product of 	<p>This Unit will contain the following:</p> <ul style="list-style-type: none"> 5 days per Rotation in the Maker Space in the Library 5 days per Rotation in the Art Room doing Critical Thinking Skills/Activities 1 Day per Rotation for Dental Lessons 3-4 Days per Rotation for Mini STEM Activities/Challenges 14-16 days for Project Based Learning Assignment and Presentations <p>Maker Space</p> <p>Critical Thinking Art Skills</p> <p>Dental Lessons</p> <p>Guest Speakers</p> <p>Infographic Posters</p> <p>Discussion Boards</p> <p>Persuasive Writing</p> <p>Community Research</p> <p>Product Design Project</p> <p>Collaborative Group Work</p>	<p>CC.1.4.6.G Write arguments to support claims.</p> <p>CC.1.4.6.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.</p> <p>CC.1.4.6.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Use sentences of varying lengths and complexities.</p> <p>Develop and maintain a consistent voice.</p> <p>Establish and maintain a formal style.</p> <p>CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. (E06.E.1.1.1, E06.E.1.1.2, E06.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6)</p> <p>CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.6.U Use technology, including the Internet, to</p>

		<p>their choosing for their final project</p> <ul style="list-style-type: none"> • Work in collaborative groups to help create their item 		<p>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 setting</p> <p>CC.1.4.6.X 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.)</p> <p>CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.6.B Delineate a speaker’s argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.</p> <p>CC.1.5.6.C Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally), and explain how it contributes to a topic, text, or issue under study.</p> <p>CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or theme; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CC.1.5.6.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.</p> <p>CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.</p>
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Unit 3 - Project Based Learning Assignment: Available Resources	Product Design: Teachers Pay Teachers and through Research Maker Space: Middle School Library Critical Thinking through Art: Middle School Art Room Research: NASD Middle School Library Resources (as needed), web searches, etc.
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