

6th Grade Humanities

Trimester 1 - Reading Closely

| Proficiency Scale | Level Being Assessed | Standards @ = powered | Lesson Number | Topics/ Objectives/ Assessments |
|-------------------|----------------------|--|---------------|---|
| | | | | Social Studies Topic(s): Beginnings of Human Society and Mesopotamia |
| | | | | SEL's and First Day of School Information |
| Social Studies | 3 | @RI.6.1 RI.6.2 (RR) RI.6.4 (RR) @SS | 1 | 01.0 Vocabulary Vault 01.0 CSI video 01.1 Guiding Questions Handout 01.2 Early Man in America summary check |
| | | @RI.6.1 RI.6.2 (RR) RI.6.4 (RR) | 2 | 02.1 Looking closely for details (images) 02.2 Reading closely for details (Text 2 – “ A Brief History of Wolves in the US”) 02.3 Guiding Questions Handout |
| | | @RI.6.1 RI.6.2 (RR) RI.6.4 (RR) | 3 | 03.0 Tool inference 03.1 Multimedia (youtube video -"There are two wolves inside me") 03.2 Reading Closely checklist |
| | | @RI.6.1 RI.6.2 (RR) RI.6.4 (RR) | 4 | 04.1 Introduce artifact inference (teacher model and send letter) 04.2 Questioning Text Worksheet - model using Text 2 (model) 04.3 Questioning of Text Worksheet (students in pairs) |
| | | @RI.6.1 RI.6.2 (RR) RI.6.4 (RR) @SS | 5 | 05.1 Approaching a new text (text 5 "All about wolves") 05.2 Questioning Text Worksheet (students on their own) |
| | | @SS | 6 | Finish Questioning Text Worksheet 05.3 Artifact Analysis - Present Artifacts |
| | | | 7 | 07.1 Analyzing Text - Analyzing Details worksheet (modeling - on back of previous) 07.2 Analyzing Text- Analyzing Details worksheet (students - on back of previous) |
| | | @RI.6.1 RI.6.2 (RR) RI.6.4 (RR) | 8 | Finish analyzing text as a journal 08.1 Mesopotamia video/ viewing guide Introduce Mesopotamia with United Streaming video clip and viewing guide 08.2 Mesopotamia Article (homework if not finished in class) 08.3 Mesopotamia Text Dependent Questions and Close read directions (do as homework if not finished) |

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| Social Studies | 4 | @RI.6.1 * RI.6.2 (RR) RI.6.4 (RR) | 9 | Finish article and questions 09.1 Mesopotamia Summary Organizer and Key |
| | | | 10 | Finish Organizer and Summary 10.1 Mesopotamia Education Writing Center - make names in cuneiform 10.2 Mesopotamia Interactive Activities (finish early) |

Trimester 1-Myths-Inform-Narrative-Greece

| Proficiency Scale | Level Being Assessed | Standards @ = powered | Lesson Number | Topics/ Objectives/ Assessments Social Studies Topic(s): Ancient Greece, Mythology |
|-------------------|----------------------|---|---------------|---|
| Unit 1 | | | | |
| | | RL.6.1 (RR) SL. 6.1 (RR) | 1 | 01.1 Perseus Image for Quick Write 01.2 Engaging the Reader: Close Reading Part 1 of "Shrouded in Myth" 01.3 Word Wall Week #1 |
| | | RL. 6.1 (RR) @L.6.4 SL.6.1 (RR) | 2 | 02.0 Parent Letter Building Background Knowledge: Close Reading Part 2 of "Shrouded in Myth" 02.2 Chapter 1 summary |
| | | RL.,6.1 (RR) RL.6.6 | 3 | 03.1 Quotes for Carousel Walk (Meeting the Main Character) 03.2 Chapter 1 - Text Dependent Questions 03.4 Homework for Chapter 2 |
| Story Elements | 4 | RL. 6.1 (RR) @RL.6.3 RL.6.6 SL.6.1 | 4 | 04.1 Warm Up - Entrance Ticket 04.2 Challenges and Responses in Chapter 2 (1st check) HW: Purpose for reading Chapter 3 (on daily agenda) |
| | | RL.6.1 (RR) RL.6.3 | 5 | Inferring about Character: Close Reading of the Lightning Thief (chapter 3) |

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| | | RI.6.6 | | <p>05.1 Entrance Ticket</p> <p>Re-teaching</p> <p>05.2 Challenge and Response Chapter 2 Re-teach</p> <p>-Getting the gist (re-read pages from text) - on agenda</p> <p>-Inferences (about what Percy is thinking) - on agenda</p> <p>05.3 Question Basket (if time)</p> |
| Story Elements | 4 | RL.6.1 (RR) @RL.6.3 W.6.4/W.6.10 | 6 | <p>06.1 Chapter 4 Challenge and Response (final check)</p> <p>06.1 Chapter 4 Challenge and Response Re-do (key)</p> <p>6.1 Chapter 4 Challenge and Response Re-do chart (student copy)</p> <p>06.2 Word Wall Week #2</p> |
| | | @RI.6.1 RI.6.2 (RR) RI.6.4 (RR) SL.6.1 (RR) | 7 | <p>The Hero's Journey, Part 1: What Is a Hero?</p> <p>07.1 The Hero's Journey</p> <p>07.2 Recording Form</p> |
| | | | 8 | Half Day - No cores |
| | | @RI.6.1 RI.6.2 RI.6.4 SL.6.1 (RR) | 9 | <p>Finish Recording Form</p> <p>9.1 Read chapter 5 (57-74) in partners</p> <p>9.2 Carousel of Quotes: Connecting the Lightning Thief and "The Hero's Journey" recording form</p> <p>9.2 Carousel of Quotes for Chart Paper</p> <p>9.3 Selecting Evidence from "The Hero's Journey" recording form</p> <p>Partner Writing: Using Evidence from two texts (don't do, will do later for chapter 7)</p> <p>9.4 Teacher summarize chapter 6</p> <p>9.5 Chapter 7 Homework</p> |
| Writing - Informative/Explanatory | 3 | RL.6.1 @W.6.2b W.6.9b (Science) | 10 | <p>10.1- "How Percy's Experiences Align with the Hero's Journey" Check (Chapter 7)</p> <p>10.2 Word Wall Week #3</p> |
| | | | 11 | <p>Tues - 10.1- Continue "How Percy's Experiences Align with the Hero's Journey" Check (Chapter 7)</p> <p>Wed - Media Center</p> |

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| | | | 12 | Re-teach/Prepare for CA 15.1 Percy's Experiences Model Paragraph |
| Writing - Informative/Explanatory | 4 | RL.6.1 @W.6.2b W.6.9b (Science) | 13 | CA.T1.6 Wk Common Assessment Question, Informative, Research |
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| Unit 2 | | | | |
| | | @RI.6.1 * RI.6.2 (RR) | 1 | Read Chapter 9 01.1 Making Inferences about Percy Jackson 01.2 "Myths and Legends" 01.3 Word Catcher 01.4 "Myths and Legends" - using text details to determine main idea 01.5 Exit ticket - how are gods like humans? |
| | | @RL.6.1 RL.6.2 | 2 | Building Background Knowledge: The Myth of Cronus (page: 12-15) 02.1 Pictures of Cronus and Rhea 02.2 Reading Closely: Guiding Questions 02.3 Reading Closely: Approaching the Text 02.4 "Cronus" myth |
| | | @RL.6.1 RL.6.2 | 3 | Using Details to Determine Theme: The Myth of Cronus 03.1 "Cronus" myth 03.2 Word-catcher 03.3 Topics and Theme statements 03.4 Exit Ticket: Themes of Parent-Child Relationships 03.5 Chapter 12 Summary |
| | | @RL.6.1 RL.6.2 Ri.6.1 RI.6.2 | 4 | What Makes a Myth a Myth? Comparing Cronus and "Shrouded in Myth" 04.1 Question Basket 04.2 Carousel of Quotes (Comparing and Contrasting "Cronus" and "Shrouded in Myth") 04.3 Venn Diagram (Comparing and Contrasting "Cronus" and "Shrouded in Myth") 04.4 "The Key Elements of Mythology" |
| | | @RI.6.1 @L.6.4a | 5 | Building Vocabulary: Working with words about the key elements of mythology (word Models) 05.1 Word Model of Key Terms of Mythology (archetype, supernatural, origins, separation, duality, fate, prophecy, struggle for power) |

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| | | @RL.6.1 RL.6.2 @RI.6.1 | 6 | Connecting Literary and Information Texts: Cronus and "The Key Elements of Mythology" |
| | | @W.6.9 | | 06.1 Chapter 14 Question basket 06.2 Carousel of quotes between two passages 06.3 Elements of Mythology and Theme organizer |
| | | RI.6.5 @W.6.2 W.6.5 @W.6.9 * | 7 | Analyzing the model analytical mini essay 07.1 Model Analytical Mini-Essay: "Elements of Mythology and Theme of Cronus" 07.2 Analytical Mini-Essay anchor chart (upload) 07.3 Elements of Myth graphic organizer (for body paragraph 1) - there is a key we can upload later 07.4 Theme graphic organizer (for body paragraph 2) 07.6 Homework for Chapter 16 |
| | | RL.6.1 (RR) RL.6.4 | 8 | Exploring allusions to myths in The Lightning Thief 08.1 Vocabulary Discussion/Read pgs 155-156 08.2 Prometheus Allusion Vocabulary Questions 08.3 Myth of Prometheus 08.4 Reading Closely: Guiding questions 08.5 Reading Closely: Questioning Texts |
| | | @L.6.4a | | |
| | | RL.6.2 RI.6.1 @W.6.2 | 9 | Analyzing Details in the Myth of Prometheus for Elements of Mythology and Theme 09.1 Reading Closely: Questioning Texts Handout 09.2 "Prometheus" text 09.3 Planning Mini-Essays Using Graphic Organizers (use the following organizers) 09.4 Reading Closely: Analyzing Details 09.5 Elements of Myth graphic organizer (can also use "Key Elements of Mythology" given to them earlier 09.6 Theme Graphic organizer (for body paragraph 2) 09.8 Chapter 18 HW |
| | | | 10 | Drafting an analytical mini-essay 10.1 Elements of Myth graphic organizer sample response 10.2 Model Analytical Mini-Essay: Elements of Mythology and Theme of Cronus 10.3 Elements of Myth Graphic Organizer and Theme graphic organizer 10.4 Partner Writing: Analytical Mini-Essay recording form (model) |
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| | | RL.6.1 (RR) RI. 6.1 RL.6.2 | 11 | **This will all be modeling and informally assessed during class (no formal assessment, grade the upcoming common formative assessment) |

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| | | W.6.4 | | Mid - Unit Assessment: Writing an Analytical Mini-Essay about Mythological Elements and Themes Introduce Schoology and Google Docs to type essay (TBD) 11.1 Model Analytical Essay (go back and model then make on intro and conclusion) 11.2 Mid-Unit Assessment with Peer Critique recording form within assessment(peer checklist and final draft) |
| Information / Explanatory | model | @W.6.2 | | |
| Revise & Edit | model | @W.6.5 | | |
| | | W.6.2 W.6.9 W.6.5 @L.6.2a | 12 | **This will all be modeled and informally assessed during class Finish writing Highlight Checklist Completed reflection Submit essay to Schoology Capitalization and Punctuation Mini Lesson |
| | | RL.6.2 RI.6.4 @W.6.2 | 13 | Lesson 12 - Determining Theme: Reading Myths in expert groups (Only had them read Theseus and the Minotaur) Lesson13 - "Connecting the Theme of the Expert Group Myth to a Theme in the Lightning Thief and to Life Lessons Group Discussion on How does the theme of your expert group myth connect to The Lightning Thief 13.1 "Theseus and the Minotaur" 13.2 Key Elements of Mythology Chart to hang for carousel walk 13.3 Chapter 19 Homework 13.4 Study Guide 13.5 Exit Ticket: How is Mythology Important Today? 13.6 Chapter 20 Homework |
| Information / Explanatory | 4 | @W.6.2b @W.6.5 @L.6.2a @L.6.3a | 14 | Read The Story of Medusa and Athena Common Formative Assessment 14.1 "Medusa and Athena" 14.2 Common Formative about Medusa and Athena 14.3 Rubric for Common Formative |
| Revise & Edit | | | | |
| Capitalization and Punctuation | | | | |
| Language Conventions | | | | |
| | | | | No School |
| Language Conventions | 3 | @L.6.3a/b | 15 | Varying sentence structures check (do the 4 on the |

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| | | | | narrative) |
| Grammar | 3 | @L.6.1c/d | 16 | Pronoun Mini Lesson Check (do the 4 on the narrative) |
| Revise & Edit | | @W.6.5 | 17 | Revising Intro and Conclusion Submit final to Schoology |
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| Unit 3 | Unit 3 | | | |
| | modeling | @RL6.3 @W.6.3 * SL.6.1 (RR) | 1 | "The Hero's Journey": Using a graphic organizer to deconstruct Percy Jackson's Hero's Journey and Plan a New Hero's Journey Narrative 01.1 "The Hero's Journey" 01.2 Narrative Story Line- For Percy's Hero's Journey 01.3 Narrative Story Line- Students Hero's Journey 01.4 Exit Ticket: "Hero Profile" |
| | practice | @RL6.3 @W.6.3 * SL.6.1 (RR) | 2 | "The Hero's Journey" Analyzing a Model Narrative and Continuing to Plan a New Hero's Journey Narrative 02.1 Model Narrative: "The Golden Key" 02.2 (01.1) "The Hero's Journey" 02.3 Narrative Story Line- "The Golden Key" 02.4 "Key Elements of Mythology" 02.5 Hero's Journey Narrative- Plan graphic organizer 02.6 Theme Checklist |
| | | @W.6.2 | 3 | Establishing a Context for My Hero's Journey Narrative Drafting 03.1 Continue Hero's Profile during class (01.4) 03.2 "The Golden Key" (02.1) to analyze intro 03.3 Draft beginning of their Hero's Journey narrative 03.4 Continue typing rest of narrative |
| | | @W.6.3 | | |
| | | @W.6.9 | | |
| | | @W.6.3 | 4 | Writing to Show, Not Tell: Dialogue, Sensory Words, and Strong Action Verbs 04.1 "The Golden Key" Writing to Show, Not Tell Mini-Lesson and Versions 1 and 2 04.2 Model Narrative "The Golden Key" (02.1) 04.3 Using Strong Action Verbs 04.4 Sensory Words |

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| | | | 5 | Transitions to Show Time and Place 05.1 Strong Transitions Mini Lesson 05.2 Transitions to Show time and Place |
| | | RL 6.5 (Reading Room) @W.6.3e | 6 | Analyzing the conclusion of "The Golden Key" and drafting a compelling conclusion for the Hero's Journey narrative 06.1 Compelling Conclusion Mini Lesson 06.2 Compelling Conclusion Note-Catcher 06.3 Peer Critique of Conclusion |
| | | | 7 | Review for CA/Revision Checklist |
| Narrative | 4 | @6.3a.b.c.e @W.6.5 @L.6.3.a/b @L.6.1.c/d @L.6.2a | 8 | CA- Final Draft of Hero's Journey |
| Revise & Edit | | | | |
| Language Conventions | | | | |
| Grammar | | | | |
| Capitalization and Punctuation | | | | |

Trimester 2 – Ancient Greece and Ancient Egypt

| Proficiency Scale | Level Being Assessed | Standards @= powered | Lesson Number | Topics / Objectives / Assessments |
|---|----------------------|-------------------------|---------------|---|
| Compare/Contrast Visual/Auditory | | | | |
| Visual/Auditory Media and Information Sources | | 3 @RL.6.7 | 1 | 01.1 Vocabulary Activity 01.2 Compare and Contrast Text and Video Versions |
| | | @RL.6.7 | 2 | Compare and Contrast Text and Video Versions (viewing video) |
| | | @RL.6.7 | 3 | Compare and Contrast Text and Video Versions (viewing video) |
| | | | | No School |
| | | @RL.6.7 | 5 | Review vocabulary activity, questions and Venn Diagram and Finish Movie |
| Visual/Auditory Media and Information Sources | | 4 @RL.6.7 | 6 | Finish Movie (if necessary) Complete part D 06.1 Take movie quiz |
| | | | 7 | Portfolio Day Introduction to Egypt - choose topic |

Trimester 2 – Ancient Egypt and Argumentative

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| Social Studies Informative/ | @W.6.2b @W.6.2d | 1 | 01.1 Word Wall #10 ELL |
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| Explanatory | | | | 01.2 Background Information on Egypt (United Streaming video) - Quiz, Quiz, Trade |
| Social Studies Informative/ Explanatory | 4 | @W.6.2b @W.6.2d | 2 | 02.0 Egypt Gender Roles 02.1 Egypt Gender Role Organizer 02.2 Egypt Gender Role Writing Organizer |
| | | | | Parent Teacher Conferences |
| | | | 3 | 03.1 Egypt Project Choices 03.2 Egypt Achievements Organizer 03.2 Egypt Achievements Organizer 03.2 Egypt Daily Life Organizer 03.2 Egypt Daily Life Organizer 03.2 Egypt Government Organizer 03.2 Egypt Government Organizer 03.2 Egypt Religion Organizer 03.2 Egypt Religion Organizer 03.3 Brochure Template 03.4 Newspaper Template |
| | | | 4 | 04.1 Brochure Checklist 04.1 Newspaper Checklist 04.1 PowerPoint Checklist 04.2 Brochure Template 04.2 Newspaper Template |
| | | | 5 | 05.1 Word Wall Week 11 Research and work on project |
| | | | 6 | Research and work on project |

Trimester 2 –Argumentative

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| Social Studies Informative/Explanatory | 4 2 | @W.6.2b @W.6.2d @L.6.4a | 1 | Continued from Tuesdays lesson (Egypt) Go over Checklist and have student double check their projects (04.1) 06.1 Carousel Walk 06.2 Egypt Rubric Turn in Project" 01.0 Context Clues Powerpoint 01.1 Context Clues Model 01.2 Context Clues Practice |
| Context Clues | | 4 @L.6.4a | 2 | 02.0 Rachel Carson's Quote 02.1 Peregrine Video (video look in notes section) 02.2 "Welcome Back Article" 02.3 "Welcome Back" using Context Clues Check |
| | | | 3 | 03.0 "John Stossel-DDT" (video look in notes) 03.1 Tracing an Argument 03.2 "The Exterminator" 03.3 Tracing an Argument |
| Thanksgiving Break | | | | |
| | | W.6.7 @W.6.8 @RI.6.9 | 4 | 04.0 Researcher's Notebook 04.1 Credibility Checklist 04.2 "Rachel Carson: Environmentalist and Writer" 04.3 Research Organizer 04.4 Comparing and Contrasting Author's Presentation |

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| | | @RI.6.9 L.6.4b W.6.7 @W.6.8 | 5 | 05.0 Authors Presentation of Ideas Anchor Chart 05.1 "Rachel Carson: Sounding the Alarm on Pollution" 05.2 (Using 04.4 organizer Comparing and Contrasting Author's Presentation) 05.3 "Malaria Carrying Mosquito Crash Lands Due to His Insecticide" 05.4 Research Organizer Malaria Causing Mosquito |
| | | @L.6.4a @L.6.4c W.6.7 @W.6.8 @RI.6.9 | 6 | 06.0 "Biological Energy-Here Let me Fix It!" 06.1 Research Organizer "Biological Energy" 06.2 A New Home for DDT 06.3 Comparing and Contrasting Author's Presentation |
| | | W.6.7 @W.6.8 | 7 | 07.0 Digital Resources on DDT 07.1 Research Organizer for Digital Resource 07.2 Study guide for Mid-Unit Assessment |
| | 4 | | 8 | 08.0 DDT Spray Scares Mosquitoes Away, Study Finds 08.1 Research Organizer For DDT Scares Mosquitoes Away 08.2 "You think You Have It Tough?" 08.3 Comparing and Contrasting two texts Assessment |
| | | @W.6.1 W.6.5 L.6.6 | 9 | 09.0 Model Position Paper: "Hydraulic Fracturing" 09.1 Authors Presentation of Events graphic organizer 09.2 Position Paper Organizer |
| | | | 10 | 10.0 Parts of a Position Paper (write introduction and conclusion) |
| | | @W.6.1 @W.6.1b W.6.5 L.6.6 W.6.1c W.6.5 | 11 | Claim, Reasons, and Evidence: Planning the Body Paragraphs Actions for a Position Paper: Identify, Discuss, Write |
| | | @W.6.1 | 12 | Mid-Unit Assessment: Completing My Draft Position Paper |
| | | @W.6.1 L6.1 | 13 | Peer Critique and Revising: Formal English |
| | | W.6.5 L.6.6 W.6.4 | 14 | End of Unit Assessment: Revising and Publishing Completing Reflection: Preparing a Poster for Presentation Lesson 7 and 8 Unit 3 Engage |
| Common Assessment Week | | | | |
| | | | 15 | Common Assessment |

Ancient Egypt Continued

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| | | | 8 | Read about Mummies and Sarcophagus |
| | | | 9 | Make Mummies |

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| | | | | | Battle of the Boltz |
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