

Webster Middle School
Course Scope and Sequence Template

Course Title: English Language Arts
Grade Level: 6th
Priority Instructional Content ~ 2020 - 2021

<p>Course Content: What will students be expected to know and do? Provide the state standards that will be taught and assessed. Organize the content standards by unit, framing question(s), or project title in sequence from the beginning to the end of the course.</p>	<p>Student Activities What will students do to demonstrate their learning? What products and/ or performances will students complete?</p>	<p>Assessment Tools What assessment criteria will you, the teacher, use to measure student progress and achievement?</p>	<p>Special Education and ELL Accommodations How will curriculum instruction and/ or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.</p>
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Unit Sequence	Unit Topic Or Framing Question(s) Or Project Topic Provide Brief Description	State Standards Covered in each Unit			
SyncStart	<p><i>How do I use StudySync?</i></p> <p>Students develop these skills in the context of a StudySync reading routine. The unit begins with instruction in the foundational best practices for reading—including annotation to record notes and ideas, drawing on context clues to predict the meanings of unknown words, and applying reading comprehension strategies to break down complex texts.</p>	<p>Reading: Literature - RL.6.1, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.10 Reading: Informational Text - RI.6.1 Writing - W.6.1.A, W.6.1.B, W.6.4, W.6.5, W.6.6, W.6.9.A, W.6.10 Speaking & Listening - SL.6.1.A, SL.6.1.B, SL.6.1.C, SL.6.1.D, SL.6.2 Language - L.6.4.A, L.6.4.B, L.6.4.C, L.6.4.D, L.6.5.A, L.6.5.A L.6.6, L.6.1.E</p>	<p><i>Eleven</i></p> <ul style="list-style-type: none"> ● First Read ● Skill: Context Clues, CCSS: L.6.4a ● Skill: Collaborative Conversations, CCSS: SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d ● Skill: Textual Evidence, CCSS: RL.6.1 ● Skill: Figurative Language, CCSS: RL.6.4, L.6.5a ● Close Read 		
Unit 1	<u>Turning Points</u>	<p>Reading: Literature - RL.6.1, RL.6.5, RL.6.6, RL.6.7, RL.6.10</p>	<p><i>Hatchet</i></p> <ul style="list-style-type: none"> ● First Read 	Assessments are provided by the	Built-in EL units/scaffolded

	<p>What happens when life changes directions?</p> <p>Throughout this unit, students will explore how fictional characters and real people adapt and succeed when life suddenly changes direction.</p>	<p>Reading: Informational Text - RI.6.1, RI.6.2, RI.6.4, RI.6.5, RI.6.7, RI.6.10</p> <p>Writing - W.6.9.A, W.6.9.B, W.6.10,</p> <p>Speaking & Listening - SL.6.1.A, SL.6.1.B, SL.6.1.C, SL.6.1.D</p> <p>Language - L.6.4.A, L.6.4.C, L.6.4.D, L.6.5.A, L.6.6</p>	<ul style="list-style-type: none"> ● Skill: POV ● Close Read <p><i>Guts</i></p> <ul style="list-style-type: none"> ● First Read ● Skill: Main Idea ● Skill: Greek/Latin Affixes ● Close Read <p><i>Island of the Blue Dolphins</i></p> <ul style="list-style-type: none"> ● First Read ● Skill: Textual Evidence ● Close Read ● Blast: Survivors <p><i>I Never Had It Made</i></p> <ul style="list-style-type: none"> ● First Read ● Skill: Informational Text Structure ● Skill: Figurative Language ● Skill: Media ● Close Read <p><i>The Story of My Life</i></p> <ul style="list-style-type: none"> ● First Read ● Skill: Connotation and Denotation ● Close Read <p><i>“The Road Not Taken”</i></p> <ul style="list-style-type: none"> ● First Read ● Skill: Poetic Structure ● Skill: Poetic Elements ● Skill: Media ● Close Read <p>Unit Wrap</p> <ul style="list-style-type: none"> ● Blast: The Right Reaction 	<p>StudySync curriculum.</p> <p>Assessments are altered/modified by the ELA/Special Ed Teachers as needed.</p> <p>Smaller assessments can be Close Read Questions, or Comparative Questions</p> <p>Larger assessments will be End of Unit Test.</p>	<p>assignments help assist the ELL students with language acquisition, comprehension and work completion.</p> <p>Assessments are altered/modified by the ELA/Special Ed Teachers as needed.</p>
Unit 2	<p><u>Ancient Realms</u></p> <p>How does history inform and inspire us?</p> <p>Students will explore how history informs and inspires us from a variety of perspectives, through</p>	<p>Reading: Literature - RL.6.2, RL.6.5, RL.6.10</p> <p>Reading: Informational Text - RI.6.3, RI.6.8, RI.6.10</p> <p>Writing - W.6.1.A, W.6.1.B, W.6.1.C, W.6.1.D, W.6.1.E, W.6.4, W.6.5, W.6.7, W.6.8, W.6.4 W.6.9.A, W.6.9.B, W.6.10,</p>	<p><i>Hatshepsut: His Majesty, Herself</i></p> <ul style="list-style-type: none"> ● First Read ● Skill: Informational Text Elements ● Close Read ● Blast: Wonder Women <p><i>A Short Walk Around the Pyramids & Through the World of</i></p>	<p>Assessments are provided by the StudySync curriculum.</p> <p>Assessments are altered/modified by the ELA/Special Ed Teachers as needed.</p>	<p>Built-in EL units/scaffolded assignments help assist the ELL students with language acquisition, comprehension and work completion.</p>

	<p>fiction, myths, nonfiction narratives, and poetry.</p>	<p>Speaking & Listening - SL.6.1.A, SL.6.1.B, SL.6.1.C, SL.6.1.D, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, Language - L.6.1.A, L.6.1.B, L.6.1.C, L.6.1.D, L.6.1.E, L.6.2.A, L.6.2.B, L.6.3.A, L.6.3.B, L.6.4.A, L.6.4.B, L.6.4.C, L.6.4.D, L.6.5.A, L.6.5.B, L.6.5.C, L.6.6</p>	<p style="text-align: center;"><i>Art</i></p> <ul style="list-style-type: none"> ● First Read ● Skill: Arguments and Claims ● Close Read ● Blast: In a New Light ● Blast: Egyptian Engineers <p><i>Aesop's Fables</i></p> <ul style="list-style-type: none"> ● First Read ● Skill: Theme ● Close Read <p><i>Black Ships Before Troy</i></p> <ul style="list-style-type: none"> ● First Read ● Skill: Story Structure ● Close Read ● Blast: Wonder Women <p>Unit Wrap</p> <ul style="list-style-type: none"> ● Blast: Staying Power <p>Novel Study: <i>The Lightning Thief</i> Extended Writing: Literary Analysis</p>	<p>Smaller assessments can be Close Read Questions, or Comparative Questions</p> <p>Larger assessments will be End of Unit Test.</p> <p>Extended Writing Project</p>	<p>Assessments are altered/modified by the ELA/Special Ed Teachers as needed.</p>
<p>Unit 3</p>	<p><u>Facing Challenges</u></p> <p>When should we stand up for others and ourselves?</p>	<p>Reading: Literature - RL.6.1, RL.6.2, RL.6.3, RL.6.5, RL.6.6, RL.6.7, RL.6.10 Reading: Informational Text - RI.6.1, RI.6.2, RI.6.4, RI.6.5, RI.6.7, RI.6.10 Writing - W.6.9.A, W.6.9.B, W.6.10, Speaking & Listening - SL.6.1.A, SL.6.1.B, SL.6.1.C, SL.6.1.D Language - L.6.4.A, L.6.4.C, L.6.4.D, L.6.5.A, L.6.6</p>	<p><i>The Monsters Are Due on Maple Street</i></p> <ul style="list-style-type: none"> ● First Read ● Skill: Media ● Skill: Compare & Contrast ● Close Read <p><i>I Am an American: A True Story of Japanese Internment</i></p> <ul style="list-style-type: none"> ● First Read ● Skill: Author's Purpose and Author's POV ● Skill: Media ● Close Read ● Blast: Dorothea Lange: Voice of the Downtrodden <p><i>Children of the Dust Bowl: The True Story of the School at</i></p>	<p>Assessments are provided by the StudySync curriculum. Assessments are altered/modified by the ELA/Special Ed Teachers as needed.</p> <p>Smaller assessments can be Close Read Questions, or Comparative Questions</p> <p>Larger assessments will be End of Unit Test.</p>	<p>Built-in EL units/scaffolded assignments help assist the ELL students with language acquisition, comprehension and work completion.</p> <p>Assessments are altered/modified by the ELA/Special Ed Teachers as needed.</p>

			<i>Weedpatch Camp</i> <ul style="list-style-type: none"> ● First Read ● Skill: Central Idea ● Skill: Compare & Contrast ● Close Read <i>Bullying in Schools</i> <ul style="list-style-type: none"> ● First Read ● Skill: Arguments and Claims ● Close Read Unit Wrap Blast: Slowly but Surely		
Unit 4	<u>Our Heroes</u> What does it mean to be a hero?				Built-in EL units/scaffolded assignments help assist the ELL students with language acquisition, comprehension and work completion. Assessments are altered/modified by the ELA/Special Ed Teachers as needed.

Definitions:

A **scope and sequence** is an overview of the skills and content covered in your program's curriculum at each class level over a period of time (**scope**) and in a particular order (**sequence**). Fully developed unit plans will require more detail than the outlines sketched here in the **scope and sequence**.

Scope: The depth and breadth of the content to be taught at a specific grade level and the development of the content across grade levels.

Sequence: The order in which the content should be taught for the best learning (building on past knowledge) within a grade level and across grade levels.