

Pine Hill Public Schools Curriculum

Content Area:		G/T English Language Arts	
Course Title/ Grade Level:		Grade Six	
Unit 1:	Conventions of Writing Research	Month:	September – October 6 weeks
Unit 2:	Comparing Literature and Informational Text	Month:	November – December 6 weeks
Unit 3:	Analyzing and Responding to Literature and Informational Text Research	Month:	January 4 weeks
Unit 4:	Writing through History and Informational Text	Month:	February – March 4 weeks
Unit 5:	Responding to Informational Text Research	Month:	April 3 weeks
Unit 6:	Utilizing a Range of Disciplines Research	Month:	May –June 6 weeks
BOE Approval Date:		August 28, 2012	

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Conventions of Writing Research		Unit #: 1
Course or Grade Level: Six		Length of Time: 6 Weeks
Date Created: December 13, 2012		BOE Approval Date:
Pacing	September - October	
Essential Questions	<p>Writing</p> <ul style="list-style-type: none"> • Why are organization and style important in helping the audience understand the purpose and meaning of text? • How do conventions of writing affect the clarity and organization of written communication? • How does vocabulary contribute to the ability to read, write, listen, and speak more effectively? • How do you present claims and findings to generate effective discussions with peers? • How do you analyze the validity of claims and findings and evaluate their purpose? • How do you evaluate your writing? • What is the purpose of investigation and research? • How does one apply research techniques in completing projects? 	
Content	<p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Vocabulary • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Research skills and applying research • NJ Holistic Scoring Rubric • Evaluating content for reliable resources 	
Skills	<p>Writing</p> <ul style="list-style-type: none"> • Define and apply parts of speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Gerunds, Participles) • Demonstrate understanding of and apply a variety of sentence structures to writing: simple, compound, complex, and compound-complex. • Demonstrate understanding of and apply punctuation when writing: use commas to separate ideas in a series. • Recognize Genre and Organization of Writing • Exchange information, understand feedback from others (both verbal and non-verbal), respond to questions, use feedback to evaluate contributions, and explain the main idea in a one on one, teacher directed, or peer group discussion by relating and retelling information. • Generate and narrow topics by considering purpose, audience, and form with a variety of strategies. • Formulate goals and select methods to use and make the necessary effort to achieve their objectives. • Select/Narrow a topic for research. • Determine appropriate and valid resources of information for research. • Determine appropriate end product for presenting research. • Evaluate and score writing using the NJ Holistic Scoring Rubric. 	
Assessments	<ul style="list-style-type: none"> • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing) • Summative Writing Assessments • Portfolios • Research projects 	

Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Small Group Instruction • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math
Lesson resources / Activities	<ul style="list-style-type: none"> • Various nonfiction informational text for reinforcement (<i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell (Yellow, Grade 6) • <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6) • <i>Vocabulary for Achievement</i> – Great Source • <i>Empowering Writers Narrative Guide</i> – Empowering Writers • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Collaborative Learning Activities</i> • <i>Activating and Engaging Habits of Mind-Costa and Kallick</i> • <i>Educating the Gifted Students in Middle School-Susan Rakow, Ph.D</i> • <i>Philosophy for Kids-David A. White</i> • <i>Student-Involved Assessment for Learning-Richard J. Stiggins</i> • <i>Practical Strategies for the Classroom</i> • <i>Techniques for Gifted and Highly Capable Students: A Differentiated Approach – Bureau of Education and Research</i>
ELA Common Core Standards	
Grade: Six	
Strand: Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category: <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition 	#. Standard: W6:4,5,9.b,10 SL6: 1.a.b.c.d,2,3,6 L6:1.a.b.d.e,2.b, 3.a, 4.a.b.c.d,5.a.b,6 NAGCS Gifted and Talented education must include curricular and instructional opportunities directed to the unique needs of the gifted learner. 1.1. <i>Self-Understanding.</i> Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains. 1.2. <i>Self-Understanding.</i> Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior. 1.3. <i>Self-Understanding.</i> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population. 1.4. <i>Awareness of Needs.</i> Students with gifts and talents access resources from the community to

and Use	<p>support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.</p> <p>1.6. <i>Cognitive and Affective Growth</i>. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.</p> <p>1.7. <i>Cognitive and Affective Growth</i>. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.</p> <p>1.8. <i>Cognitive and Affective Growth</i>. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).</p> <p>2.4. <i>Learning Progress and Outcomes</i>. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.</p> <p>3.1. <i>Curriculum Planning</i>. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</p> <p>3.2. <i>Talent Development</i>. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</p> <p>3.3. <i>Talent Development</i>. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p> <p>3.4. <i>Instructional Strategies</i>. Students with gifts and talents become independent investigators.</p> <p>3.5. <i>Culturally Relevant Curriculum</i>. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</p> <p>3.6. <i>Resources</i>. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</p> <p>4.1. <i>Personal Competence</i>. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>4.2. <i>Social Competence</i>. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership</i>. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence</i>. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence</i>. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming</i>. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</p>
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Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Comparing Literature and Informational Text		Unit #: 2
Course or Grade Level: Six		Length of Time: 6 Weeks
Date Created: December 13, 2012		BOE Approval Date:
Pacing	November - December	
Essential Questions	<p>Writing</p> <ul style="list-style-type: none"> • Why are organization and style important in helping the audience understand the purpose and meaning of text? • How do conventions of writing affect the clarity and organization of written communication? • How does vocabulary contribute to the ability to read, write, listen, and speak more effectively? • What habits lend to successful outcomes in our work? • How do you evaluate your writing? 	
Content	<p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Narrative, Expository, and Persuasive Writing • Vocabulary • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Problem solving and critical analysis. 	
Skills	<p>Writing</p> <ul style="list-style-type: none"> • Differentiate attributes of different forms of writing: Narrative, Expository, Persuasive • Use commas to separate coordinate adjectives in a sentence • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Set personal standards and goals appropriate to ability level. • Identify and exhibit qualities and modalities of leadership. 	
Assessments	<ul style="list-style-type: none"> • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing) • Summative Writing Assessments (Narrative, Expository, Persuasive) • 6 pt. Writing Rubric • Portfolios 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Small Group Instruction • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • Self-awareness of strengths 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media. • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math 	

Lesson resources / Activities	<ul style="list-style-type: none"> • Various nonfiction informational text for reinforcement (<i>newseum.org</i>, <i>Scholastic SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell (Yellow, Grade 6) • <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6) • <i>Vocabulary for Achievement</i> – Great Source • <i>Empowering Writers Narrative Guide</i> – Empowering Writers • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Writing with SPICE</i> – Mike DeVono • <i>Collaborative Learning Activities</i> • <i>Activating and Engaging Habits of Mind-Costa and Kallick</i> • <i>Educating the Gifted Students in Middle School-Susan Rakow, Ph.D</i> • <i>Philosophy for Kids-David A. White</i> • <i>Student-Involved Assessment for Learning-Richard J. Stiggins</i> • <i>Practical Strategies for the Classroom</i> • <i>Techniques for Gifted and Highly Capable Students: A Differentiated Approach</i> – Bureau of Education and Research
ELA Common Core Standards	
Grade: Six	
Strand: Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category: <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	#. Standard: W6:4,5,6,9.a.b,10 SL6: 1.a.b.c.d,2,3,6 L6:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6 NAGCS Gifted and Talented education must include curricular and instructional opportunities directed to the unique needs of the gifted learner. 1.1. <i>Self-Understanding.</i> Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains. 1.2. <i>Self-Understanding.</i> Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior. 1.3. <i>Self-Understanding.</i> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population. 1.4. <i>Awareness of Needs.</i> Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts. 1.6. <i>Cognitive and Affective Growth.</i> Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs. 1.7. <i>Cognitive and Affective Growth.</i> Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire. 1.8. <i>Cognitive and Affective Growth.</i> Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support). 2.4. <i>Learning Progress and Outcomes.</i> Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments. 3.1. <i>Curriculum Planning.</i> Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.

	<p>3.2. <i>Talent Development</i>. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</p> <p>3.3. <i>Talent Development</i>. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p> <p>3.4. <i>Instructional Strategies</i>. Students with gifts and talents become independent investigators.</p> <p>3.5. <i>Culturally Relevant Curriculum</i>. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</p> <p>3.6. <i>Resources</i>. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</p> <p>4.1. <i>Personal Competence</i>. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>4.2. <i>Social Competence</i>. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership</i>. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence</i>. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence</i>. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming</i>. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</p>
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Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Analyzing and Responding to Literature and Informational Text Research		Unit #: 3
Course or Grade Level: Six		Length of Time: 4 Weeks
Date Created: December 13, 2012		BOE Approval Date:
Pacing	January	
Essential Questions	<p>Writing</p> <ul style="list-style-type: none"> • Why are organization and style important in helping the audience understand the purpose and meaning of text? • How do conventions of writing affect the clarity and organization of written communication? • How does vocabulary contribute to the ability to read, write, listen, and speak more effectively? • What is the purpose of investigation and research? • How does one apply research techniques in competing projects? • What habits lend to successful outcomes in our work? • How can an outline help organize a multi-paragraph composition? 	
Content	<p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Narrative, Expository, and Persuasive Writing • Vocabulary • Research skills and applying research • Evaluating content for reliable resources 	
Skills	<p>Writing</p> <ul style="list-style-type: none"> • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Determine and support connotative and denotative meanings with textual evidence. • Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing • Apply conventions of writing to written work. • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line. • Generate and narrow topics by considering purpose, audience, and form with a variety of strategies. • Formulate goals and select methods to use and make the necessary effort to achieve their objectives. • Select/Narrow a topic for research. • Determine appropriate and valid resources of information for research. • Determine appropriate end product for presenting research. • Create an outline from research information. 	
Assessments	<ul style="list-style-type: none"> • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing) • Summative Writing Assessments (Narrative, Expository, Persuasive) • 6 pt. Writing Rubric • Students created rubric for research project • Portfolios • Long-term research projects • Multi-media presentations (PowerPoint, SmartBoard) • Skits • Posters • Video 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction 	

	<ul style="list-style-type: none"> • Small Group Instruction • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math
Lesson resources / Activities	<ul style="list-style-type: none"> • Various nonfiction informational text for reinforcement (<i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell (Yellow, Grade 6) • <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6) • <i>Vocabulary for Achievement</i> – Great Source • <i>Empowering Writers Narrative Guide</i> – Empowering Writers • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Writing with SPICE</i> – Mike DeVono • <i>Collaborative Learning Activities</i> • <i>Activating and Engaging Habits of Mind-Costa and Kallick</i> • <i>Educating the Gifted Students in Middle School-Susan Rakow, Ph. D</i> • <i>Philosophy for Kids - David A. White</i> • <i>Student-Involved Assessment for Learning – Richard J. Stiggins</i> • <i>Practical Strategies for the Classroom</i> • <i>Techniques for Gifted and Highly Capable Students: A Differentiated Approach- Bureau of Education and Research</i>
ELA Common Core Standards	
Grade: Six	
Strand: Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	<p>W6:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10</p> <p>SL6: 1.a.b.c.d,2,3,4,5,6</p> <p>L6:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6</p> <p>NAGCS Gifted and Talented education must include curricular and instructional opportunities directed to the unique needs of the gifted learner. 1.1. <i>Self-Understanding.</i> Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains. 1.2. <i>Self-Understanding.</i> Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior. 1.3. <i>Self-Understanding.</i> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population. 1.4. <i>Awareness of Needs.</i> Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts. 1.6. <i>Cognitive and Affective Growth.</i> Students with gifts and talents benefit from meaningful and</p>

	<p>challenging learning activities addressing their unique characteristics and needs.</p> <p><i>1.7. Cognitive and Affective Growth.</i> Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.</p> <p><i>1.8. Cognitive and Affective Growth.</i> Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).</p> <p><i>2.4. Learning Progress and Outcomes.</i> Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.</p> <p><i>3.1. Curriculum Planning.</i> Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</p> <p><i>3.2. Talent Development.</i> Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</p> <p><i>3.3. Talent Development.</i> Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p> <p><i>3.4. Instructional Strategies.</i> Students with gifts and talents become independent investigators.</p> <p><i>3.5. Culturally Relevant Curriculum.</i> Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</p> <p><i>3.6. Resources.</i> Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</p> <p><i>4.1. Personal Competence.</i> Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p><i>4.2. Social Competence.</i> Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p><i>4.3. Leadership.</i> Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p><i>4.4. Cultural Competence.</i> Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p><i>4.5. Communication Competence.</i> Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p><i>5.1. Variety of Programming.</i> Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</p>
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Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Writing through History and Informational Text		Unit #: 4
Course or Grade Level: Six		Length of Time: 4 Weeks
Date Created: December 13, 2012		BOE Approval Date:
Pacing	February - March	
Essential Questions	<p>Writing</p> <ul style="list-style-type: none"> • Why are organization and style important in helping the audience understand the purpose and meaning of text? • How do conventions of writing affect the clarity and organization of written communication? • How do writers select from various writing styles to find their voice? • How does vocabulary contribute to the ability to read, write, listen, and speak more effectively? • What habits lend to successful outcomes in our work? 	
Content	<p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Narrative, Expository, and Persuasive Writing • Vocabulary • Research • Interpersonal Skills and relationships • Problem Solving and critical analysis • Learning Styles and Multiple Intelligences 	
Skills	<p>Writing</p> <ul style="list-style-type: none"> • Determine and support connotative and denotative meanings with textual evidence. • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line. • Conduct research to gather, select, and organize information for a specific purpose • Recognize own special skills and limitations. • Set personal standards and goals appropriately to ability level. • Understand and identify own unique qualities in relationship to others as pertains to giftedness. • Identify and exhibit qualities and modalities of leadership. • Identify positive and negative influence on group dynamics. • Paraphrase and question other's comments to clarify viewpoints/opinions. 	
Assessments	<ul style="list-style-type: none"> • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing) • Summative Writing Assessments (Narrative, Expository, Persuasive) • 6 pt. Writing Rubric • Portfolios 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Small Group Instruction • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities 	

Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math
Lesson resources / Activities	<ul style="list-style-type: none"> • Various nonfiction informational text for reinforcement (<i>newseum.org</i>, <i>Scholastic SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell (Yellow, Grade 6) • <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6) • <i>Vocabulary for Achievement</i> – Great Source • <i>Empowering Writers Narrative Guide</i> – Empowering Writers • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Writing with SPICE</i> – Mike DeVono • <i>Collaborative Learning Activities</i> • <i>Activating and Engaging Habits of Mind- Costa and Kallick</i> • <i>Educating the Gifted Students in Middle School- Susan Rakow, Ph.D</i> • <i>Philosophy for Kids</i> – David A. White • <i>Student-Involved Assessment for Learning</i> – Richard J. Stiggins • <i>Practical Strategies for the Classroom</i> • <i>Techniques for Gifted and Highly Capable Students: A Differentiated Approach</i> – Bureau of Education and Research
ELA Common Core Standards	
Grade: Six	
Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category: <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	#. Standard: W6:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10 SL6: 1.a.b.c.d,2,3,4,5,6 L6:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b,c,6 NAGC Standards Gifted and Talented education must include curricular and instructional opportunities directed to the unique needs of the gifted learner. 1.1. <i>Self-Understanding.</i> Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains. 1.2. <i>Self-Understanding.</i> Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior. 1.3. <i>Self-Understanding.</i> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population. 1.4. <i>Awareness of Needs.</i> Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts. 1.6. <i>Cognitive and Affective Growth.</i> Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs. 1.7. <i>Cognitive and Affective Growth.</i> Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire. 1.8. <i>Cognitive and Affective Growth.</i> Students with gifts and talents identify future career goals that

	<p>match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).</p> <p>2.4. <i>Learning Progress and Outcomes.</i> Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.</p> <p>3.1. <i>Curriculum Planning.</i> Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</p> <p>3.2. <i>Talent Development.</i> Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</p> <p>3.3. <i>Talent Development.</i> Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p> <p>3.4. <i>Instructional Strategies.</i> Students with gifts and talents become independent investigators.</p> <p>3.5. <i>Culturally Relevant Curriculum.</i> Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</p> <p>3.6. <i>Resources.</i> Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</p> <p>4.1. <i>Personal Competence.</i> Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>4.2. <i>Social Competence.</i> Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership.</i> Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence.</i> Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence.</i> Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming.</i> Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</p>
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Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Responding to Informational Text		Unit #: 5
Course or Grade Level: Six		Length of Time: 3 Weeks
Date Created: December 13, 2012		BOE Approval Date:
Pacing	April	
Essential Questions	<p>Writing</p> <ul style="list-style-type: none"> • Why are organization and style important in helping the audience understand the purpose and meaning of text? • How do conventions of writing affect the clarity and organization of written communication? • How do writers select from various writing styles to find their voice? • How does vocabulary contribute to the ability to read, write, listen, and speak more effectively? • How does one identify and complete divergent and convergent thinking problems? • How does the tone of an author contribute to the mood of a writing piece? 	
Content	<p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Narrative, Expository, and Persuasive Writing • Vocabulary • Learning Styles and Multiple Intelligences • Problem Solving and Critical Analysis 	
Skills	<p>Writing</p> <ul style="list-style-type: none"> • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Identify, compare and contrast, and apply elements of Expository, and Persuasive Writing • Develop arguments to support claims, develop text to convey main ideas and information in expository and persuasive writing. • Apply conventions of writing to written work. • Recognize own personal skills and limitations. • Paraphrase and question others' viewpoints/opinions. 	
Assessments	<ul style="list-style-type: none"> • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing) • Summative Writing Assessments (Narrative, Expository, Persuasive) • 6 pt. Writing Rubric • Portfolio 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Small Group Instruction • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math 	

Lesson resources / Activities	<ul style="list-style-type: none"> • Various nonfiction informational text for reinforcement (<i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell (Yellow, Grade 6) • <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6) • <i>Vocabulary for Achievement</i> – Great Source • <i>Empowering Writers Narrative Guide</i> – Empowering Writers • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Writing with SPICE</i> – Mike DeVono • <i>Collaborative Learning Activities</i> • <i>Activating and Engaging Habits of Mind- Costa and Kallick</i> • <i>Educating the Gifted Students in Middle School- Susan Rakow, Ph.D</i> • <i>Philosophy for Kids</i> – David A. White • <i>Student-Involved Assessment for Learning- Richard J. Stiggins</i> • <i>Practical Strategies for the Classroom</i> • <i>Techniques for Gifted and Highly Capable Students; A Differentiated Approach- Bureau of Education and Research</i>
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ELA Common Core Standards

Grade: Six

Strand:
Writing Standards 6-12 (W)
Speaking and Listening Standards 6-12 (SL)
Language Standards 6-12 (L)

Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	<p>W6:1.a.b.c.d.e,2.a.b.c.d.e.f.,4,5,6,7,8,9.a.b,10</p> <p>SL6: 1.a.b.c.d,2,3,4,5,6</p> <p>L6:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b,c,6</p> <p>NAGC Standards Gifted and Talented education must include curricular and instructional opportunities directed to the unique needs of the gifted learner. 1.1. <i>Self-Understanding.</i> Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains. 1.2. <i>Self-Understanding.</i> Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior. 1.3. <i>Self-Understanding.</i> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population. 1.4. <i>Awareness of Needs.</i> Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts. 1.6. <i>Cognitive and Affective Growth.</i> Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs. 1.7. <i>Cognitive and Affective Growth.</i> Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire. 1.8. <i>Cognitive and Affective Growth.</i> Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support). 2.4. <i>Learning Progress and Outcomes.</i> Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.</p>

	<p>3.1. <i>Curriculum Planning</i>. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</p> <p>3.2. <i>Talent Development</i>. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</p> <p>3.3. <i>Talent Development</i>. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p> <p>3.4. <i>Instructional Strategies</i>. Students with gifts and talents become independent investigators.</p> <p>3.5. <i>Culturally Relevant Curriculum</i>. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</p> <p>3.6. <i>Resources</i>. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</p> <p>4.1. <i>Personal Competence</i>. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>4.2. <i>Social Competence</i>. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership</i>. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence</i>. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence</i>. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming</i>. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</p>
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Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Utilizing a Range of Disciplines Research		Unit #: 6
Course or Grade Level: Six		Length of Time: 6 Weeks
Date Created: December 13, 2012		BOE Approval Date:
Pacing	May - June	
Essential Questions	<p>Writing</p> <ul style="list-style-type: none"> • Why are organization and style important in helping the audience understand the purpose and meaning of text? • How do conventions of writing affect the clarity and organization of written communication? • How do writers select from various writing styles to find their voice? • How does vocabulary contribute to the ability to read, write, listen, and speak more effectively? • What is the purpose of investigation and research? • What are the skills of planning, thinking, and working independently and in a group? • How does one apply research techniques in completing projects? • How does one identify and complete divergent and convergent thinking problems? 	
Content	<p>Writing</p> <ul style="list-style-type: none"> • Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs) • Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form) • Narrative, Expository, and Persuasive Writing • Vocabulary • Research skills and applying research • Habits of Mind • Evaluating content for reliable resources 	
Skills	<ul style="list-style-type: none"> • Writing • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing • Develop arguments to support claims, develop text to convey main ideas and information in expository and persuasive writing. • Apply conventions of writing to written work. • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line. • Conduct research to gather, select, and organize information for a specific purpose • Present research in a product that utilizes a variety of text and multimedia components. • Generate and narrow topics by considering purpose, audience, and form with a variety of strategies. • Formulate goals and select methods to use and make the necessary effort to achieve their objectives. • Select/Narrow a topic for research. • Determine appropriate and valid resources of information for research. • Determine appropriate end product for presenting research. • Create an outline from research information 	
Assessments	<ul style="list-style-type: none"> • Writing • Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing) • Summative Writing Assessments (Narrative, Expository, Persuasive) • 6 pt. Writing Rubric • Students created rubric for research project • Portfolios • Long-term research projects • Multi-media presentations (PowerPoint, SmartBoard) • Skits • Posters 	

	<ul style="list-style-type: none"> • Video
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models • Note-taking organizers • Direct Instruction • Small Group Instruction • Multi-sensory approach • Cooperative Learning • Pneumatic Devices • Smart Board Activities • STAR Reading Benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and Wellness Issues • Math: Consumer Math
Lesson resources / Activities	<ul style="list-style-type: none"> • Various nonfiction informational text for reinforcement (<i>newseum.org</i>, <i>Scholastic SCOPE Magazine</i>) • <i>Language Network</i> – McDougal Littell (Yellow, Grade 6) • <i>Language of Literature</i> – McDougal Littell (Yellow, Grade 6) • <i>Vocabulary for Achievement</i> – Great Source • <i>Empowering Writers Narrative Guide</i> – Empowering Writers • <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press • <i>Writing with SPICE</i> – Mike DeVono • <i>Collaborative Learning Activities</i> • <i>Activating and Engaging Habits of Mind</i>-Costa and Kallick • <i>Educating the Gifted Students in Middle School</i>-Susan Rakow, Ph. D • <i>Philosophy for Kids</i> - David A. White • <i>Student-Involved Assessment for Learning</i> – Richard J. Stiggins • <i>Practical Strategies for the Classroom</i> • <i>Techniques for Gifted and Highly Capable Students: A Differentiated Approach</i>- Bureau of Education and Research
ELA Common Core Standards	
Grade: Six	
Strand:	
Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration 	<p>W6:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10</p> <p>SL6: 1.a.b.c.d,2,3,4,5,6</p> <p>L6:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6</p> <p>NAGCS Gifted and Talented education must include curricular and instructional opportunities directed to the unique needs of the gifted learner. <i>1.1. Self-Understanding.</i> Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.</p>

<ul style="list-style-type: none"> • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	<p>1.2. <i>Self-Understanding</i>. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.</p> <p>1.3. <i>Self-Understanding</i>. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.</p> <p>1.4. <i>Awareness of Needs</i>. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.</p> <p>1.6. <i>Cognitive and Affective Growth</i>. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.</p> <p>1.7. <i>Cognitive and Affective Growth</i>. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.</p> <p>1.8. <i>Cognitive and Affective Growth</i>. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).</p> <p>2.4. <i>Learning Progress and Outcomes</i>. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.</p> <p>3.1. <i>Curriculum Planning</i>. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</p> <p>3.2. <i>Talent Development</i>. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</p> <p>3.3. <i>Talent Development</i>. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p> <p>3.4. <i>Instructional Strategies</i>. Students with gifts and talents become independent investigators.</p> <p>3.5. <i>Culturally Relevant Curriculum</i>. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.</p> <p>3.6. <i>Resources</i>. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</p> <p>4.1. <i>Personal Competence</i>. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p> <p>4.2. <i>Social Competence</i>. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p> <p>4.3. <i>Leadership</i>. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p> <p>4.4. <i>Cultural Competence</i>. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p> <p>4.5. <i>Communication Competence</i>. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</p> <p>5.1. <i>Variety of Programming</i>. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</p>
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Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Revised: December 18, 2012