



Sparta Area School District

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Course Outcome Summary

Course Information: **English 6**

Description: In sixth grade, students will be exposed to the ancient societies of Egypt, Greece, and Rome through the study of archaeology and Greek and Roman mythology. They will also study literature about the Middle Ages, Age of Change and Water. Throughout the year, students will study vocabulary with Greek and Latin prefixes and suffixes and practice grammar skills in their writing. In addition, students will practice the skills of listening and speaking through sharing of their published work.

Instruction Level: Applied English 6, English 6, or Enriched English 6

Total Credits: 4 credits for year

Prerequisites: 5th Grade Reading/Language Arts

Textbooks: *Word Within the Word*; Thompson and Kemnitz Royal Fireworks Press; ISBN: 9780880926041

Unit One: Archaeology

Literature, McDougal Littell, Houghton Mifflin Co., ISBN: 9780618945306

- *The First Emperor*, p. 866-870
- *Shi Huang Di's Tomb*, p. 872-879
- *Dog of Pompeii*, p. 314-324
- *Supercroc*, p. 848-855

Digging Up the Past, ISBN: 0531108783

Quest Book: Unwrapping Ancient Mysteries, ISBN: 0395914655

- *Tales Mummies Tell*, p. 248-261
- *Iceman*, p. 298-323

Unit Two: Greece & Rome

Literature, McDougal Littell, Houghton Mifflin Co., ISBN: 9780618945306

- *Ceres & Proserpina*, p. 646-653
- *Apollo's Tree & Arachne*, p. 656-661 & p. 662-666

Literature, McDougal Littell, Houghton Mifflin Co., ISBN: 9780618945238

- *Daedalus/Phaethon and Son of Apollo*, p. 648-651 & p.

652-656

Percy Jackson, The Lightning Thief, ISBN: 9781423117100

Percy Jackson, The Sea of Monsters, ISBN: 978142310334

Percy Jackson, The Titan's Curse, ISBN: 9780545078337

Unit Three: Middle Ages

Literature, McDougal Littell, Houghton Mifflin Co., ISBN: 9780618945238

- *Sir Gawain and The Green Knight*, p. 670-685
- *Crispin: A Medieval Mystery*, p. 686-695

Ranger's Apprentice, The Ruins of Gorlan, ISBN: 0399244549

Ranger's Apprentice, The Burning Bridge, ISBN: 0399244557

Ranger's Apprentice, The Icebound Land ISBN: 0399244568

The False Prince, ISBN: 9780545284141

The Runaway King, ISBN: 9780545284158

The Shadow Throne, ISBN: 9780545284189

Unit Four: Age of Change

Literature, McDougal Littell, Houghton Mifflin Co., ISBN: 9780618945238

- *Eleanor Roosevelt*, p.760-775
- *The Noble Experiment*, p. 808-821
- *Jackie Robinson*, p. 822-827
- *Lucy Stone*, p. 832-843
- *The Boy Who Harnessed the Wind*, ISBN: 9780147510426

Unit Five: Water

Quest Book: Ocean Quest, ISBN: 039591468

- *Search for the Right Whale*, p. 554-577
- *Extremely Weird Sea Creatures*, p. 582-585
- *After the Spill*, p. 586-605
- *Careers in Oceanography*, p. 606-609
- *Joel Ruben: The Sea Otter Rescue*, p. 610-619

Literature, McDougal Littell, Houghton Mifflin Co., ISBN: 9780618945306

- *Crane Maiden*, p. 708-715
- *The Fish Story*, p. 166-171

Literature, McDougal Littell, Houghton Mifflin Co., ISBN: 9780618945238

- *What Do You Know About Sharks?*, p. 872-880
- *Great White Sharks*, p. 884-891

How to Speak Dolphin, ISBN: 9780545685320

The White Dolphin, ISBN: 9780545572057

Deep Blue, ISBN: 9780545788946

Rogue Wave, ISBN: 9780545847223

Dark Tide, ISBN: 9781338038583

Course Standards:

Reading Standards:

- Applied English Score Range: 1-12
- English Score Range: 13-15
- Enriched English Score Range: 16-19
- ACT College and Career Readiness
[Standards:https://www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html](https://www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html)

English Standards:

- Applied English Score Range: 1-12
- English Score Range: 13-15
- Enriched English Score Range: 16-19
- ACT College and Career Readiness
[Standards:https://www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html](https://www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html)

Writing Standards:

- Applied Score Range: 3-4
- English Score Range: 5-6
- Enriched English Score Range: 7-8
- ACT College and Career Readiness
[Standards:https://www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html](https://www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html)

Unit

1. Archeology
2. Greece and Rome
3. Medieval
4. Age of Change
5. Water and Environment

Unit Outlines

1. Archeology

In this unit we will be exploring the ideas and vocabulary behind archeology within a variety of cultures and literature.

Standards:

- **Reading:**
 - **Central Ideas, Themes, and Summaries**
 - Organizing the text information into general statements that are supported by details from the text
 - Identify the topic of passages and distinguish the topic from the central idea or theme
 - Identify a clear central idea in paragraphs in somewhat challenging literary narratives
 - **Multiple Texts**
 - Make simple comparisons between two passages
 - **Purpose and Point of View**
 - Recognize a clear intent of an author or narrator in somewhat challenging literature passages
 - **Word Meanings and Word Choice**
 - Use various resources to explore connotations of familiar words or descriptive language
 - Understand the indirect meaning of a familiar word or phrase and of simple descriptive language
 - **Text Structure**
 - Identify the function of specific parts of a text
 - Analyze the overall structure of passages
- **English:**
 - **Topic Development Purpose of Focus**
 - Edit unnecessary information from own drafts
 - Delete material because it does not relate to the topic of the essay
 - **Organization, Unity, and Cohesion**
 - Determine the need for transition words or phrases to establish the flow of time relationships and simple narrative essays (e.g. then, this time)
 - **Knowledge of Language**

- Revise confusing writing that creates obvious logic problems
- Check drafts to ensure that pronoun references are clear
- **Sentence Structure and Formation**
 - Vary sentence length by combining simple sentences
 - Determine the need for punctuation or conjunctions to join simple clauses
- **Punctuation Conventions**
 - Learn to recognize when commas are overused
 - Delete commas that create basic sense problems (e.g. between verb and direct object)
- **Writing:**
 - **Focus on Topic**
 - Maintain a focus on the specific issue in the writing prompt throughout most of the essay
 - Write to establish focus on the topic
 - **Developing Ideas**
 - Make ideas clear to support topic by using some specific reasons, details, and examples
 - **Organizing Ideas**
 - Provide an adequate but simple organizational structure by logically grouping most ideas
 - Use some appropriate transitional words and phrases
 - Present a somewhat developed introduction and conclusion
 - **Using Language**
 - Practice peer editing to identify obvious errors in conventions of standard English.
 - Show adequate use of language to communicate by
 - correctly using standard English rules of grammar, usage, and mechanics, but with few errors
 - choosing words that are appropriate
 - using different kinds of sentence structures

Essential Question:

Students will be able to answer the question(s):

- How has science and technology affected archaeology?
- What do the artifacts left behind from past cultures tell us about the people of that time period?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will be able to determine the meanings of unfamiliar words by using roots, prefixes, and suffixes.
- Students will be able to cite a specific detail from a text in support of their inferences.
- Students will be able to make predictions and then confirm or revise them.
- Students will be able to distinguish between facts and opinions.

- Students will be able to identify similarities and differences among subjects, ideas, characters, or objects.
- Students will be able to synthesize information from multiple sources.
- Students will be able to identify problems, generate possible outcomes, analyze consequences and effects, and develop criteria for evaluating solutions.
- Students will be able to identify and analyze cause and effect order as a pattern of organization.
- Students will be able to identify compare and contrast orders as a way of organizing ideas in a text.
- Students will be able to identify setting and the details that convey it.
- Students will be able to analyze, identify, and compare and contrast themes.
- Students will create a MEL-CON paragraph(s) for given writing prompts
- Students will create a Text Dependent Analysis Essay for the unit assessment

2. Greece and Rome:

In this unit we will be investigating the mythology of Greek and Roman Gods and Goddesses. We will also look at word parts that originate from the Greek language.

Standards:

- **Reading:**
 - **Word Meanings and Word Choice**
 - Use various resources to explore connotations of familiar words or descriptive language
 - Understand the indirect meaning of a familiar word or phrase and of simple descriptive language
 - **Text Structure**
 - Identify the function of specific parts of a text
 - Analyze the overall structure of passages
 - Analyze how one or more sentences and passages relate to the whole passage when the function is stated or clearly indicated
 - **Close Reading**
 - Locate and discuss details presented in a text (e.g., who, what, where, when)
 - Make predictions about characters and events presented in a literary narrative
 - Locate basic facts (e.g., names, dates, events) clearly stated in a passage
 - Draw simple logical conclusions in somewhat challenging literature passages
 - **Purpose and Point of View**
 - Recognize a clear intent of an author or narrator in somewhat challenging literature passages
 - **Central Ideas, Themes, and Summaries**
 - Organizing the text information into general statements that are supported

- by details from the text
 - Identify the topic of passages and distinguish the topic from the central idea or theme
 - Identify a clear central idea in paragraphs in somewhat challenging literary narratives
- **Relationships**
 - Use various strategies (e.g., timelines, event chains, discussion) to determine when an event occurred in texts
 - Determine when (e.g., first, last, before, after) an event occurs in somewhat challenging passages
 - Identify simple cause-effect relationships within a single sentence in a passage
- **Multiple Texts**
 - Make simple comparisons between two passages
- **Arguments**
 - Analyze how one or more sentences in passages support a claim when the relationship is clearly indicated
 - Recognize that an argument has several elements to it (e.g., premise or claim, supporting evidence, conclusions, assumptions)
- **English:**
 - **Topic Development Purpose of Focus**
 - Edit unnecessary information from own drafts
 - Delete material because it does not relate to the topic of the essay
 - **Organization, Unity, and Cohesion**
 - Determine the need for transition words or phrases to establish the flow of time relationships and simple narrative essays (e.g. then, this time)
 - **Knowledge of Language**
 - Revise confusing writing that creates obvious logic problems
 - Check drafts to ensure that pronoun references are clear
 - **Sentence Structure and Formation**
 - Vary sentence length by combining simple sentences
 - Determine the need for punctuation or conjunctions to join simple clauses
 - **Punctuation Conventions**
 - Learn to recognize when commas are overused
 - Delete commas that create basic sense problems (e.g. between verb and direct object)
- **Writing:**
 - **Focus on Topic**
 - Maintain a focus on the specific issue in the writing prompt throughout most of the essay
 - Write to establish focus on the topic
 - **Developing Ideas**
 - Make ideas clear to support topic by using some specific reasons, details, and examples
 - **Organizing Ideas**
 - Provide an adequate but simple organizational structure by logically

- grouping most ideas
 - Use some appropriate transitional words and phrases
 - Present a somewhat developed introduction and conclusion
- **Using Language**
 - Practice peer editing to identify obvious errors in conventions of standard English.
 - Show adequate use of language to communicate by
 - correctly using standard English rules of grammar, usage, and mechanics, but with few errors
 - choosing words that are appropriate
 - using different kinds of sentence structures

Essential Question:

Students will be able to answer the question(s):

- Why did humans create myths, legends, and folktales to explain their world?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will be able to determine the meanings of unfamiliar words by using roots, prefixes, and suffixes.
- Students will be able to identify homonyms/homographs and understand their different meanings.
- Students will be able to cite a specific detail from a text in support of their inferences.
- Students will be able to make predictions and then confirm or revise them.
- Students will use and modify self-monitoring strategies while reading and increase reading comprehension.
- Students will draw conclusions from texts, characters, narrators, speakers, and pieces of literature.
- Students will be able to synthesize information from multiple sources.
- Students will be able to identify and analyze cause and effect order as a pattern of organization.
- Students will be able to identify compare and contrast orders as a way of organizing ideas in a text.
- Students will be able to identify setting and the details that convey it.
- Students will be able to analyze, identify, and compare and contrast themes.
- Students will create a MEL-CON paragraph(s) for given writing prompts
- Students will create a Text Dependent Analysis Essay for the unit assessment

3. Medieval

This unit will cover the culture and life in the Middle Ages through various literary devices.

Standards:

- **Reading:**
 - **Word Meanings and Word Choice**
 - Use various resources to explore connotations of familiar words or descriptive language
 - Understand the indirect meaning of a familiar word or phrase and of simple descriptive language
 - **Text Structure**
 - Identify the function of specific parts of a text
 - Analyze the overall structure of passages
 - Analyze how one or more sentences and passages relate to the whole passage when the function is stated or clearly indicated
 - **Close Reading**
 - Locate and discuss details presented in a text (e.g., who, what, where, when)
 - Make predictions about characters and events presented in a literary narrative
 - Locate basic facts (e.g., names, dates, events) clearly stated in a passage
 - Draw simple logical conclusions in somewhat challenging literature passages
 - **Purpose and Point of View**
 - Recognize a clear intent of an author or narrator in somewhat challenging literature passages
 - **Central Ideas, Themes, and Summaries**
 - Organizing the text information into general statements that are supported by details from the text
 - Identify the topic of passages and distinguish the topic from the central idea or theme
 - Identify a clear central idea in paragraphs in somewhat challenging literary narratives
 - **Multiple Texts**
 - Make simple comparisons between two passages
- **English:**
 - **Topic Development Purpose of Focus**
 - Edit unnecessary information from own drafts
 - Delete material because it does not relate to the topic of the essay
 - **Organization, Unity, and Cohesion**
 - Determine the need for transition words or phrases to establish the flow of time relationships and simple narrative essays (e.g. then, this time)
 - **Knowledge of Language**
 - Revise confusing writing that creates obvious logic problems
 - Check drafts to ensure that pronoun references are clear
 - **Sentence Structure and Formation**
 - Vary sentence length by combining simple sentences
 - Determine the need for punctuation or conjunctions to join simple clauses
 - **Punctuation Conventions**

- Learn to recognize when commas are overused
- Delete commas that create basic sense problems (e.g. between verb and direct object)
- **Writing:**
 - **Focus on Topic**
 - Maintain a focus on the specific issue in the writing prompt throughout most of the essay
 - Write to establish focus on the topic
 - **Developing Ideas**
 - Make ideas clear to support topic by using some specific reasons, details, and examples
 - **Organizing Ideas**
 - Provide an adequate but simple organizational structure by logically grouping most ideas
 - Use some appropriate transitional words and phrases
 - Present a somewhat developed introduction and conclusion
 - **Using Language**
 - Practice peer editing to identify obvious errors in conventions of standard English.
 - Show adequate use of language to communicate by
 - correctly using standard English rules of grammar, usage, and mechanics, but with few errors
 - choosing words that are appropriate
 - using different kinds of sentence structures

Essential Question:

Students will be able to answer the question(s):

- Why do humans create codes, rituals, and stories?
- What does the Young Arthur story reveal about what people value?
- What does the castle architecture reveal about how people lived in Medieval society?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will be able to determine the meanings of unfamiliar words by using roots, prefixes, and suffixes.
- Students will be able to cite a specific detail from a text in support of their inferences.
- Students will be able to make predictions and then confirm or revise them.
- Students will use and modify self-monitoring strategies while reading and increase reading comprehension.
- Students will draw conclusions from texts, characters, narrators, speakers, and pieces of literature.
- Students will be able to synthesize information from multiple sources.
- Students will identify the main idea of a paragraph and recognize types of supporting details.

- Students will be able to distinguish between fact and opinion.
- Students will be able to identify setting and the details that convey it.
- Students will be able to analyze, identify, and compare and contrast themes.
- Students will create a MEL-CON paragraph(s) for given writing prompts
- Students will create a Text Dependent Analysis Essay for the unit assessment

4. Age of Change

Students will analyze poetry and music that expresses change, revolution, and independence throughout history. Students will also investigate and analyze how society changes across generations through oral history.

Standards:

- **Reading:**
 - **Word Meanings and Word Choice**
 - Use various resources to explore connotations of familiar words or descriptive language
 - Understand the indirect meaning of a familiar word or phrase and of simple descriptive language
 - **Text Structure**
 - Identify the function of specific parts of a text
 - Analyze the overall structure of passages
 - Analyze how one or more sentences and passages relate to the whole passage when the function is stated or clearly indicated
 - **Close Reading**
 - Locate and discuss details presented in a text (e.g., who, what, where, when)
 - Make predictions about characters and events presented in a literary narrative
 - Locate basic facts (e.g., names, dates, events) clearly stated in a passage
 - Draw simple logical conclusions in somewhat challenging literature passages
 - **Purpose and Point of View**
 - Recognize a clear intent of an author or narrator in somewhat challenging literature passages
 - **Central Ideas, Themes, and Summaries**
 - Organizing the text information into general statements that are supported by details from the text
 - Identify the topic of passages and distinguish the topic from the central idea or theme
 - Identify a clear central idea in paragraphs in somewhat challenging literary narratives
 - **Multiple Texts**
 - Make simple comparisons between two or more passages

- **English:**
 - **Topic Development Purpose of Focus**
 - Edit unnecessary information from own drafts
 - Delete material because it does not relate to the topic of the essay
 - **Organization, Unity, and Cohesion**
 - Determine the need for transition words or phrases to establish the flow of time relationships and simple narrative essays (e.g. then, this time)
 - **Knowledge of Language**
 - Revise confusing writing that creates obvious logic problems
 - Check drafts to ensure that pronoun references are clear
 - **Sentence Structure and Formation**
 - Vary sentence length by combining simple sentences
 - Determine the need for punctuation or conjunctions to join simple clauses
 - **Punctuation Conventions**
 - Learn to recognize when commas are overused
 - Delete commas that create basic sense problems (e.g. between verb and direct object)
- **Writing:**
 - **Focus on Topic**
 - Maintain a focus on the specific issue in the writing prompt throughout most of the essay
 - Write to establish focus on the topic
 - **Developing Ideas**
 - Make ideas clear to support topic by using some specific reasons, details, and examples
 - **Organizing Ideas**
 - Provide an adequate but simple organizational structure by logically grouping most ideas
 - Use some appropriate transitional words and phrases
 - Present a somewhat developed introduction and conclusion
 - **Using Language**
 - Practice peer editing to identify obvious errors in conventions of standard English.
 - Show adequate use of language to communicate by
 - correctly using standard English rules of grammar, usage, and mechanics, but with few errors
 - choosing words that are appropriate
 - using different kinds of sentence structures

Essential Question:

Students will be able to answer the question(s):

- How do beliefs, traditions and ideas change over time?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will be able to determine the meanings of unfamiliar words by using roots, prefixes, and suffixes.
- Students will be able to cite a specific detail from a text in support of their inferences.
- Students will be able to make predictions and then confirm or revise them.
- Students will use and modify self-monitoring strategies while reading and increase reading comprehension.
- Students will draw conclusions from texts, characters, narrators, speakers, and pieces of literature.
- Students will be able distinguish the differences between an autobiography and a biography.
- Students will be able to cite a specific detail from a text in support of their inferences.
- Students will be able to identify and analyze cause and effect order as a pattern of organization.
- Students will be able to identify setting and the details that convey it.
- Students will be able to analyze, identify, and compare and contrast themes.
- Students will create a MEL-CON paragraph(s) for given writing prompts
- Students will create a Text Dependent Analysis Essay for the unit assessment

5. Water

In this unit we will research cranes and other aquatic species, their habitats, and the role water plays in the environment. Careers in oceanography will also be explored.

Standards:

- **Reading:**
 - **Word Meanings and Word Choice**
 - Use various resources to explore connotations of familiar words or descriptive language
 - Understand the indirect meaning of a familiar word or phrase and of simple descriptive language
 - **Text Structure**
 - Identify the function of specific parts of a text
 - Analyze the overall structure of passages
 - Analyze how one or more sentences and passages relate to the whole passage when the function is stated or clearly indicated
 - **Close Reading**
 - Locate and discuss details presented in a text (e.g., who, what, where, when)
 - Make predictions about characters and events presented in a literary narrative
 - Locate basic facts (e.g., names, dates, events) clearly stated in a passage
 - Draw simple logical conclusions in somewhat challenging literature passages

- **Purpose and Point of View**
 - Recognize a clear intent of an author or narrator in somewhat challenging literature passages
- **Central Ideas, Themes, and Summaries**
 - Organizing the text information into general statements that are supported by details from the text
 - Identify the topic of passages and distinguish the topic from the central idea or theme
 - Identify a clear central idea in paragraphs in somewhat challenging literary narratives
- **Multiple Texts**
 - Make simple comparisons between two or more passages
- **English:**
 - **Topic Development Purpose of Focus**
 - Edit unnecessary information from own drafts
 - Delete material because it does not relate to the topic of the essay
 - **Organization, Unity, and Cohesion**
 - Determine the need for transition words or phrases to establish the flow of time relationships and simple narrative essays (e.g. then, this time)
 - **Knowledge of Language**
 - Revise confusing writing that creates obvious logic problems
 - Check drafts to ensure that pronoun references are clear
 - **Sentence Structure and Formation**
 - Vary sentence length by combining simple sentences
 - Determine the need for punctuation or conjunctions to join simple clauses
 - **Punctuation Conventions**
 - Learn to recognize when commas are overused
 - Delete commas that create basic sense problems (e.g. between verb and direct object)
- **Writing:**
 - **Focus on Topic**
 - Maintain a focus on the specific issue in the writing prompt throughout most of the essay
 - Write to establish focus on the topic
 - **Developing Ideas**
 - Make ideas clear to support topic by using some specific reasons, details, and examples
 - **Organizing Ideas**
 - Provide an adequate but simple organizational structure by logically grouping most ideas
 - Use some appropriate transitional words and phrases
 - Present a somewhat developed introduction and conclusion
 - **Using Language**
 - Practice peer editing to identify obvious errors in conventions of standard

English.

- Show adequate use of language to communicate by
 - correctly using standard English rules of grammar, usage, and mechanics, but with few errors
 - choosing words that are appropriate
 - using different kinds of sentence structures

Essential Question:

Students will be able to answer the question(s):

- As civilizations grew and cultures evolved, why was water essential to survival?
- How do humans impact their environment and water resources?
- What role has water played in the development of civilizations?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will be able to determine the meanings of unfamiliar words by using roots, prefixes, and suffixes.
- Students will be able to cite a specific detail from a text in support of their inferences.
- Students will be able to make predictions and then confirm or revise them.
- Students will use and modify self-monitoring strategies while reading and increase reading comprehension.
- Students will draw conclusions from texts, characters, narrators, speakers, and pieces of literature.
- Students will be able to categorize/organize information by grouping together ideas, objects, and things by similar traits.
- Students will be able to use classification skills to organize specific items into categories.
- Students will be able to identify the main idea of a paragraph and recognize types of supporting details.
- Students will be able to identify similarities and differences among subjects, ideas, characters, or objects.
- Students will be able to make generalizations, distinguish between valid and faulty generalizations, and recognize stereotypes.
- Students will be able to organize notes in outline form and create an outline for writing a paper.
- Students will be able to identify and analyze cause and effect order as a pattern of organization.
- Students will be able to identify setting and the details that convey it.
- Students will be able to analyze, identify, and compare and contrast themes.
- Students will create a MEL-CON paragraph(s) for given writing prompts
- Students will create a Text Dependent Analysis Essay for the unit assessment