

Month	IB Unit	Assessments and Activities	ATL Skills	Assessed Curriculum Standards and IB Criterion and Strands					
	Unit 1 Whole Class Learning	<p>Anchor Text (Memoir in Verse): <i>from Brown Girl Dreaming</i> by Jacqueline Woodson</p> <p>Media (Comic Strip): <i>Gallery of Calvin and Hobbes Comics</i> by Bill Watterson</p> <p>Analyze the Text:</p> <table border="1" data-bbox="394 367 1060 604"> <tr> <td> <ul style="list-style-type: none"> make inferences speculate make a judgment answer the essential question interpret images analyze character sequence of events </td> <td> <ul style="list-style-type: none"> review and clarify present and discuss answer the essential question make inferences and support speculate draw conclusions </td> </tr> </table> <p>Analyze Craft and Structure:</p> <table border="1" data-bbox="394 667 1060 748"> <tr> <td> <ul style="list-style-type: none"> memoir and poetry answer the essential question </td> </tr> </table> <p>Conventions:</p> <table border="1" data-bbox="405 813 1060 894"> <tr> <td> <ul style="list-style-type: none"> noun common noun </td> <td> <ul style="list-style-type: none"> proper noun possessive nouns </td> </tr> </table> <p>Formative: Performance-Based Assessment Task Write a Nonfiction Narrative Prompt: When did you have to use your imagination to find another way to do something? Language Development: Author's Style: Voice</p>	<ul style="list-style-type: none"> make inferences speculate make a judgment answer the essential question interpret images analyze character sequence of events 	<ul style="list-style-type: none"> review and clarify present and discuss answer the essential question make inferences and support speculate draw conclusions 	<ul style="list-style-type: none"> memoir and poetry answer the essential question 	<ul style="list-style-type: none"> noun common noun 	<ul style="list-style-type: none"> proper noun possessive nouns 	<p>Communication/ Communication Skills</p> <ul style="list-style-type: none"> Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different purposes and audiences Interpret and use effectively modes of non-verbal communication Use and interpret a range of discipline-specific terms and symbols Write for different purposes Organize and depict information logically <p>Social Skills/ Collaboration Skills</p> <ul style="list-style-type: none"> Give and receive meaningful feedback 	<p>CCSS Standards:</p> <ul style="list-style-type: none"> Read and analyze how authors express their points of view in different types of texts. RL.6.6 Expand Knowledge and use of academic and concept vocabulary. RL.6.4 Write a nonfiction narrative in which you develop experiences or events using narrative techniques effectively. W.6.3 Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7 Correctly use common, proper, and possessive nouns in writing and presentations. L.6.1 Use word choice, sentence structures, and tone to develop your voice in your writing. L.6.3 Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1 Integrate audio, visuals, and text in presentations. SL.6.5
<ul style="list-style-type: none"> make inferences speculate make a judgment answer the essential question interpret images analyze character sequence of events 	<ul style="list-style-type: none"> review and clarify present and discuss answer the essential question make inferences and support speculate draw conclusions 								
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<ul style="list-style-type: none"> noun common noun 	<ul style="list-style-type: none"> proper noun possessive nouns 								
	Unit 1 Small Group Learning	<p>Public Document: <i>Declaration of the Rights of the Child</i> The United Nations General Assembly</p> <p>Magazine Article: <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> by William Kremer</p> <p>Memoir: <i>from Bad Boy</i> by Walter Dean Myers</p> <p>Poetry: <i>I Was a Skinny Tomboy Kid</i> by Alma Luz Villanueva</p> <p>Analyze the Text:</p> <table border="1" data-bbox="405 1385 1060 1516"> <tr> <td> <ul style="list-style-type: none"> review and clarify present and discuss answer the essential question sequence of events </td> <td> <ul style="list-style-type: none"> analyze details post your work analyze character </td> </tr> </table>	<ul style="list-style-type: none"> review and clarify present and discuss answer the essential question sequence of events 	<ul style="list-style-type: none"> analyze details post your work analyze character 	<p>Self management/ Reflection Skills</p> <ul style="list-style-type: none"> Focus on the process of creating by imitating the work of others Keep a journal to record reflections <p>Research/ Information literacy Skills</p>	<p>IB Criterion and Strands: Criterion B: Organizing</p> <ul style="list-style-type: none"> employ organizational structures that serve the context and intention organize opinions and ideas in a coherent and logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention. <p>Objective C: Producing text</p>			
<ul style="list-style-type: none"> review and clarify present and discuss answer the essential question sequence of events 	<ul style="list-style-type: none"> analyze details post your work analyze character 								

		<p><u>Analyze Craft and Structure:</u></p> <table border="1" data-bbox="407 134 1060 293"> <tr> <td> <ul style="list-style-type: none"> development of ideas biographical writing narrative nonfiction direct quotations central idea </td> <td> <ul style="list-style-type: none"> author's purpose figurative language: <ul style="list-style-type: none"> symbol central symbol </td> </tr> </table> <p><u>Conventions:</u></p> <table border="1" data-bbox="413 363 1064 548"> <tr> <td> <ul style="list-style-type: none"> pronoun pronoun case nominative (or) subjective case objective case possessive case </td> <td> <ul style="list-style-type: none"> reflexive pronoun intensive pronoun adjective adverb </td> </tr> </table> <p><u>Formative:</u> Performance-Based Assessment Task Present a Retelling Prompt: Deliver a retelling of the childhood challenges presented in either the magazine article, the memoir excerpt, or the poem from this section.</p>	<ul style="list-style-type: none"> development of ideas biographical writing narrative nonfiction direct quotations central idea 	<ul style="list-style-type: none"> author's purpose figurative language: <ul style="list-style-type: none"> symbol central symbol 	<ul style="list-style-type: none"> pronoun pronoun case nominative (or) subjective case objective case possessive case 	<ul style="list-style-type: none"> reflexive pronoun intensive pronoun adjective adverb 	<ul style="list-style-type: none"> Present information in a variety of formats and platforms Evaluate and select information sources and digital tools based on their appropriateness to specific tasks <p>Research/Media Literacy skills</p> <ul style="list-style-type: none"> Understand the impact of media representations and modes of presentation <p>Thinking/ Critical-thinking skills</p> <ul style="list-style-type: none"> Gather and organize relevant information to formulate an argument <p>Thinking/ Transfer skills</p> <ul style="list-style-type: none"> Combine knowledge, understanding and skills to create products or solutions 	<ul style="list-style-type: none"> produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience select relevant details and examples to develop ideas. <p>Objective D: Using language</p> <ul style="list-style-type: none"> use appropriate and varied vocabulary, sentence structures and forms of expression write and speak in an appropriate register and style use correct grammar, syntax and punctuation spell (alphabetic languages), write (character languages) and pronounce with accuracy use appropriate nonverbal communication techniques
<ul style="list-style-type: none"> development of ideas biographical writing narrative nonfiction direct quotations central idea 	<ul style="list-style-type: none"> author's purpose figurative language: <ul style="list-style-type: none"> symbol central symbol 							
<ul style="list-style-type: none"> pronoun pronoun case nominative (or) subjective case objective case possessive case 	<ul style="list-style-type: none"> reflexive pronoun intensive pronoun adjective adverb 							
	<p>Unit 1 Individual Learning</p>	<ul style="list-style-type: none"> from Peter Pan by J. M. Barrie Oranges by Gary Soto The Boy Nobody Knew by Faith Ringgold Raymond's Run by Toni Cade Bambara <p><u>Summative</u> Performance-Based Assessment Task Writing to Sources: Nonfiction Narrative Writing Prompt: When did a challenge lead to a triumph? Speaking & Listening Outcome: Recitation</p>						
Month	IB Unit	Assessments and Activities	ATL Skills	Assessed Curriculum Standards and IB Criterion and Strands				
	<p>Unit 2 Whole Class Learning</p>	<p>Anchor Text (Memoir): <i>from My Life With the Chimpanzees</i> by Jane Goodall Anchor Text (Historical Fiction): <i>Hachiko: The True Story of a Loyal Dog</i> by Pamela S. Turner</p> <p><u>Analyze the Text:</u></p> <table border="1" data-bbox="399 1370 1060 1502"> <tr> <td> <ul style="list-style-type: none"> analyze first person narrative make inferences speculate answer the essential question </td> <td> <ul style="list-style-type: none"> infer key ideas interpret compare and contrast </td> </tr> </table>	<ul style="list-style-type: none"> analyze first person narrative make inferences speculate answer the essential question 	<ul style="list-style-type: none"> infer key ideas interpret compare and contrast 	<p>Communication/ Communication Skills</p> <ul style="list-style-type: none"> Use a variety of media to communicate with a range of audiences Read a variety of sources for information and for pleasure 	<p>Standards:</p> <ul style="list-style-type: none"> Read and analyze the development of ideas and language in literature and nonfiction texts, including how authors that write in different genres explain ideas. RL.6.2, RI.6.2 Expand Knowledge and use of academic and concept vocabulary. RL.6.4, RI.6.4 		
<ul style="list-style-type: none"> analyze first person narrative make inferences speculate answer the essential question 	<ul style="list-style-type: none"> infer key ideas interpret compare and contrast 							

Unit 2
Small
Group
Learning

Analyze Craft and Structure:

<ul style="list-style-type: none"> author's purpose memoir historical fiction 	<ul style="list-style-type: none"> setting conflict theme
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Conventions:

<ul style="list-style-type: none"> comma nonessential nonrestrictive element 	<ul style="list-style-type: none"> parentheses dashes irregular plurals capitalization
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Formative:

Performance-Based Assessment Task

Write an Explanatory Essay

Prompt: What qualities do Goodall and Turner believe people and animals share?

Language Development: Conventions

Poetry: *A Blessing* by James Wright

Poetry: *Predators* by Linda Hogan

Essay: *Monkey Master* by Waldemar Januszczak

Short Story: *Black Cowboy, Wild Horses* by Julius Lester

Analyze the Text:

<ul style="list-style-type: none"> review and clarify present and discuss answer the essential question analyze opinion 	<ul style="list-style-type: none"> analyze simile interpret quotation understand figurative language analyze conflict
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Analyze Craft and Structure:

<ul style="list-style-type: none"> elements of poetry: lyric poem sound devices repetition alliteration figurative language simile tone poetic structures stanza line stanza structure 	<ul style="list-style-type: none"> two lines eight lines four lines six lines plot exposition conflict rising action climax falling action resolution
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- Use a variety of organizers for academic writing tasks
- Structure information in summaries, essays and reports

Self Management/ Organization Skills

- Plan strategies and take action to achieve personal and academic goals
- Select and use technology effectively and productively

Self Management/ Affective Skills

- Mindfulness

Self Management/ Reflection Skills

- Consider content

Research/ Information Literacy Skills

- Collect, record and verify data
- Collect and analyse data to identify solutions and make informed decisions

Research/ Media Literacy Skills

- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

- Write an explanatory essay in which you examine a topic and convey ideas, concepts, and information.

W.6.2

- Conduct research projects of various lengths to explore a topic and clarify meaning. **W.6.7**
- Ensure that pronouns are in the proper case. **L.6.1.a**
- Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. **SL.6.1**
- Integrate audio, visuals, and text in presentations **SL.6.5**

IB Criterion and Strands:

Criterion A: Analyzing

- identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts
- justify opinions and ideas, using examples, explanations and terminology

Criterion B: Organizing

- employ organizational structures that serve the context and intention
- organize opinions and ideas in a coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C: Producing text

- produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
- select relevant details and examples to develop ideas.

		<p><u>Conventions:</u></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> • verb • action verb • linking verb • tense • past tense • present tense </td> <td> <ul style="list-style-type: none"> • future tense • perfect tense • present perfect • past perfect • future perfect </td> </tr> </table> <p><u>Formative:</u> Performance-Based Assessment Task Speaking and Listening Focus: Deliver an Informative Presentation Prompt: How can the bonds between people and animals be surprising?</p>	<ul style="list-style-type: none"> • verb • action verb • linking verb • tense • past tense • present tense 	<ul style="list-style-type: none"> • future tense • perfect tense • present perfect • past perfect • future perfect 		<p><u>Objective D: Using language</u></p> <ul style="list-style-type: none"> • use appropriate and varied vocabulary, sentence structures and forms of expression • write and speak in an appropriate register and style • use correct grammar, syntax and punctuation • spell (alphabetic languages), write (character languages) and pronounce with accuracy • use appropriate nonverbal communication techniques
<ul style="list-style-type: none"> • verb • action verb • linking verb • tense • past tense • present tense 	<ul style="list-style-type: none"> • future tense • perfect tense • present perfect • past perfect • future perfect 					
	Unit 2 Individual Learning	<ul style="list-style-type: none"> • from The Wind in the Willows by Kenneth Grahame • How the Camel Got His Hump from Just So Stories by Rudyard Kipling • The Girl Who Gets Gifts From Birds by Katy Sewall • Pet Therapy: How Animals and Humans Heal Each Other by Julie Rovner <p><u>Summative</u> Performance-Based Assessment Task Writing to Sources: Explanatory Essay Prompt: How can animals and people help one another? Speaking & Listening Outcome: Informative Presentation</p>				
Month	IB Unit	Assessments and Activities	ATL Skills	Assessed Curriculum Standards and IB Criterion and Strands		
	Unit 3 Whole Class Learning	<p>Anchor Text (Short Story): <i>Feathered Friend</i> by Arthur C. Clarke Anchor Text (Blog Post): <i>Teens and Technology Share a Future</i> by Stefan Etienne Anchor Text (Blog Post): <i>The Black Hole of Technology</i> by Leena Khan Media (Video): <i>The Internet of Things</i> by IBM Social Media</p> <p><u>Analyze the Text:</u></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> • analyze description • notice and highlight the details that tell what the canary looks like and how it moves in the absence of gravity • analyze first person narrative • analyze irony </td> <td> <ul style="list-style-type: none"> • speculate • evaluate • analyze persuasive techniques • paraphrase • interpret • analyze repetition • analyze characterization • analyze evidence • infer • synthesize </td> </tr> </table> <p><u>Analyze Craft and Structure:</u></p>	<ul style="list-style-type: none"> • analyze description • notice and highlight the details that tell what the canary looks like and how it moves in the absence of gravity • analyze first person narrative • analyze irony 	<ul style="list-style-type: none"> • speculate • evaluate • analyze persuasive techniques • paraphrase • interpret • analyze repetition • analyze characterization • analyze evidence • infer • synthesize 	<p>Communication/ Communication Skills</p> <ul style="list-style-type: none"> • Read critically and for comprehension • Paraphrase accurately and concisely • Take effective notes in class <p>Social Skills/ Collaboration Skills</p> <ul style="list-style-type: none"> • Listen actively to other perspectives and ideas <p>Self Management/ Organization Skills</p>	<p>CCSS Standards:</p> <ul style="list-style-type: none"> • Read and determine authors' points of view and evaluate ideas expressed in both literary works and nonfiction texts. RL.6.6, RI.6.6 • Expand Knowledge and use of academic and concept vocabulary. RL.6.4, RI.6.4 • Write an argument to support a claim with clear reasons and relevant evidence. W.6.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7 • Use words, phrases, and clauses to clarify the relationships among claims and reasons. L.6.1
<ul style="list-style-type: none"> • analyze description • notice and highlight the details that tell what the canary looks like and how it moves in the absence of gravity • analyze first person narrative • analyze irony 	<ul style="list-style-type: none"> • speculate • evaluate • analyze persuasive techniques • paraphrase • interpret • analyze repetition • analyze characterization • analyze evidence • infer • synthesize 					

		<ul style="list-style-type: none"> determine theme theme implied theme setting author's perspective: argument claim perspective persuasive techniques <ul style="list-style-type: none"> appeal to emotion appeal to reason evaluate analyze interpret answer the essential question repetition <p><u>Conventions:</u></p> <ul style="list-style-type: none"> compound words appositive appositive phrase clause <ul style="list-style-type: none"> independent clause dependent/subordinate clause relative clauses nonrestrictive <p><u>Formative:</u> Performance-Based Assessment Task Write an Argument Prompt: Do electronic devices and online access really improve our lives? Language Development: Style, transitions</p>		<ul style="list-style-type: none"> Keep an organized and logical system of information files/notebooks Use appropriate strategies for organizing complex information <p>Self Management/ Affective Skills</p> <ul style="list-style-type: none"> Perseverance <p>Research/ Information Literacy Skills</p> <ul style="list-style-type: none"> Access information to be informed and inform others Use critical-literacy skills to analyse and interpret media communications Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions <p>Research/ Media Literacy Skills</p> <ul style="list-style-type: none"> Seek a range of perspectives from multiple and varied sources <p>Thinking/ Critical-Thinking Skills</p> <ul style="list-style-type: none"> Identify obstacles and challenges 	<ul style="list-style-type: none"> Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1 Integrate audio, visuals, and text in presentations. SL.6.5 <p>IB Criterion and Strands: Criterion A: Analyzing</p> <ul style="list-style-type: none"> identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts identify and explain the effects of the creator's choices on an audience justify opinions and ideas, using examples, explanations and terminology interpret similarities and differences in features within and between genres and texts. <p>Criterion B: Organizing</p> <ul style="list-style-type: none"> employ organizational structures that serve the context and intention organize opinions and ideas in a coherent and logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention. <p>Objective C: Producing text</p> <ul style="list-style-type: none"> make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience select relevant details and examples to develop ideas. <p>Objective D: Using language</p> <ul style="list-style-type: none"> use appropriate and varied vocabulary, sentence structures and forms of expression write and speak in an appropriate register and style
Unit 3 Small Group Learning		<p>Short Story: <i>The Fun They Had</i> by Isaac Asimov Blog Post: <i>Is Our Gain Also Our Loss?</i> By Cailin Loesch Media (Podcast): <i>Bored . . . and Brilliant? A Challenge to Disconnect From Your Phone</i> by NPR</p> <p><u>Analyze the Text:</u></p> <ul style="list-style-type: none"> analyze narrator review and clarify present and discuss <ul style="list-style-type: none"> answer the essential question analyze anecdotes analyze evidence <p><u>Analyze Craft and Structure:</u></p> <ul style="list-style-type: none"> development of ideas: reflective writing science fiction writing themes <p><u>Conventions:</u></p> <ul style="list-style-type: none"> verb action verb linking verb adjective <ul style="list-style-type: none"> adverb comparative degree superlative degree 			

		<p><u>Formative:</u> Performance-Based Assessment Task Speaking and Listening Focus: Deliver a Multimedia Presentation Prompt: Do the benefits of technology outweigh its disadvantages?</p>					
	Unit 3 Individual Learning	<ul style="list-style-type: none"> 7-Year-Old Girl Gets New Hand From 3-D Printer by John Rogers Screen Time Can Mess With the Body's "Clock" by Andrew Bridges All Watched Over by Machines of Loving Grace by Richard Brautigan Sonnet, without Salmon by Sherman Alexie Teen Researchers Defend Media Multitasking by Sumathi Reddy <p><u>Summative</u> Performance-Based Assessment Task Writing to Sources: Argument Prompt: Do we rely on technology too much? Speaking and Listening Outcome: Oral Presentation</p>	<p>Thinking/ Creative-Thinking Skills</p> <ul style="list-style-type: none"> Consider multiple alternatives, including those that might be unlikely or impossible <p>Thinking/ Transfer Skills</p> <ul style="list-style-type: none"> Apply skills and knowledge in unfamiliar situations 	<ul style="list-style-type: none"> use correct grammar, syntax and punctuation spell (alphabetic languages), write (character languages) and pronounce with accuracy use appropriate nonverbal communication techniques 			
Month	IB Unit	Assessments and Activities	ATL Skills	Assessed Curriculum Standards and IB Criterion and Strands			
	Unit 4 Whole Class Learning	<p>Anchor Text (Drama): <i>The Phantom Tollbooth, Act I play</i> by Susan Nanus, based on the book by Norton Juster Anchor Text (Drama): <i>The Phantom Tollbooth, Act II play</i> by Susan Nanus, based on the book by Norton Juster Multimedia: <i>from The Phantom Tollbooth</i> <u>Analyze the Text:</u></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> analyze characters analyze structure understand alliteration examine foreshadowing interpret speculate draw conclusions make inferences answer the essential question </td> <td> <ul style="list-style-type: none"> examine setting analyze characterization examine couplets analyze punctuation analyze dialogue analyze theme deduce paraphrase answer the essential question </td> </tr> </table> <p><u>Analyze Craft and Structure:</u></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> dramatic structures stage directions </td> </tr> </table> <p><u>Conventions:</u></p>	<ul style="list-style-type: none"> analyze characters analyze structure understand alliteration examine foreshadowing interpret speculate draw conclusions make inferences answer the essential question 	<ul style="list-style-type: none"> examine setting analyze characterization examine couplets analyze punctuation analyze dialogue analyze theme deduce paraphrase answer the essential question 	<ul style="list-style-type: none"> dramatic structures stage directions 	<p>Communication/ Communication Skills</p> <ul style="list-style-type: none"> Use intercultural understanding to interpret communication Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different purposes and audiences Interpret and use effectively modes of non-verbal communication Share ideas with multiple audiences using a variety of digital environments and media Make inferences and draw conclusions 	<p>CCSS Standards:</p> <ul style="list-style-type: none"> Read and analyze character and plot development. RL.6.3 Expand Knowledge and use of academic and concept vocabulary. RL.6.4 Write a fictional narrative as you develop imagined experiences or events using effective techniques. W.6.3 Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7 Combine sentences for variety. L.6.1 Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1 Integrate audio, visuals, and text in presentations. SL.6.5 <p>IB Criterion and Strands: Criterion A: Analyzing</p>
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<ul style="list-style-type: none"> ● sentence ● simple subject ● complete subject ● simple predicate ● complete predicate ● compound subject 	<ul style="list-style-type: none"> ● clause ● independent ● main ● dependent ● subordinate 									
Unit 4 Small Group Learning		<p>Novel Excerpt: <i>from Alice’s Adventures in Wonderland</i> by Lewis Carroll Poetry: <i>Jabberwocky from Through the Looking-Glass</i> by Lewis Carroll Reflective Essay: <i>The Importance of Imagination</i> by Esha Chhabra</p> <p>Analyze the Text:</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> ● analyze characterization ● review and clarify ● present and discuss </td> <td> <ul style="list-style-type: none"> ● answer the essential question ● analyze invented language </td> </tr> </table> <p>Analyze Craft and Structure:</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> ● characterization ● direct characterization ● indirect characterization ● make inferences ● sound devices ● onomatopoeia </td> <td> <ul style="list-style-type: none"> ● alliteration ● consonance ● author’s influences ● reflective essay ● central idea ● make inferences </td> </tr> </table> <p>Conventions:</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> ● conjunctions ● coordinating conjunctions ● pronoun ● antecedent </td> <td> <ul style="list-style-type: none"> ● agreement in number ● agreement in person ● clear/unclear antecedent </td> </tr> </table> <p>Formative: Performance-Based Assessment Task Speaking and Listening Focus: Perform a Fictional Narrative Prompt: When Alice finally gets through the tiny door...</p>	<ul style="list-style-type: none"> ● analyze characterization ● review and clarify ● present and discuss 	<ul style="list-style-type: none"> ● answer the essential question ● analyze invented language 	<ul style="list-style-type: none"> ● characterization ● direct characterization ● indirect characterization ● make inferences ● sound devices ● onomatopoeia 	<ul style="list-style-type: none"> ● alliteration ● consonance ● author’s influences ● reflective essay ● central idea ● make inferences 	<ul style="list-style-type: none"> ● conjunctions ● coordinating conjunctions ● pronoun ● antecedent 	<ul style="list-style-type: none"> ● agreement in number ● agreement in person ● clear/unclear antecedent 	<p>Self Management/ Reflection Skills</p> <ul style="list-style-type: none"> ● Develop new skills, techniques and strategies for effective learning <p>Research/ Information Literacy Skills</p> <ul style="list-style-type: none"> ● Make connections between various sources of information <p>Thinking/ Creative-Thinking Skills</p> <ul style="list-style-type: none"> ● Create original works and ideas; use existing works and ideas in new ways 	<ul style="list-style-type: none"> ● make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience ● select relevant details and examples to develop ideas. <p>Objective D: Using language</p> <ul style="list-style-type: none"> ● use appropriate and varied vocabulary, sentence structures and forms of expression ● write and speak in an appropriate register and style ● use correct grammar, syntax and punctuation ● spell (alphabetic languages), write (character languages) and pronounce with accuracy ● use appropriate nonverbal communication techniques
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	Unit 4 Individual Learning	<ul style="list-style-type: none"> ● from The Wonderful Wizard of Oz by L. Frank Baum ● Our Wreath of Rose Buds by Corrinne ● Fantasy by Gwendolyn Bennett ● The Shah of Blah from Haroun and the Sea of Stories by Salman Rushdie ● Prince Francis by Roddy Doyle <p>Summative Performance-Based Assessment Task Writing to Sources: Fictional Narrative Prompt: What might happen if a fictional character were to come into the real world? Speaking and Listening: Storytelling</p>					
Month	IB Unit	Assessments and Activities	ATL Skills	Assessed Curriculum Standards and IB Criterion and Strands			
	Unit 5 Whole Class Learning	<p>Anchor Text (Memoir): <i>from A Long Way Home</i> by Saroo Brierley Media (Video): <i>BBC Science Club: All About Exploration</i> narrated by Dara Ó</p> <p>Analyze the Text:</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> ● analyze first person narrative ● analyze description ● connect ● interpret ● answer the essential question </td> <td> <ul style="list-style-type: none"> ● analyze information ● draw conclusions ● make a judgement ● evaluate </td> </tr> </table> <p>Analyze Craft and Structure:</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> ● central ideas: ● autobiographical writing </td> </tr> </table> <p>Formative: Performance-Based Assessment Task Write an Argument Prompt: Can anyone be an explorer? Language Development: Conventions: Word Choice for Style and Tone</p>	<ul style="list-style-type: none"> ● analyze first person narrative ● analyze description ● connect ● interpret ● answer the essential question 	<ul style="list-style-type: none"> ● analyze information ● draw conclusions ● make a judgement ● evaluate 	<ul style="list-style-type: none"> ● central ideas: ● autobiographical writing 	<p>Communication/ Communication Skills</p> <ul style="list-style-type: none"> ● Give and receive meaningful feedback ● Use a variety of speaking techniques to communicate with a variety of audiences ● Interpret and use effectively modes of non-verbal communication ● Structure information in summaries, essays and reports <p>Research/ Information Literacy Skills</p> <ul style="list-style-type: none"> ● Process data and report results ● Create references and citations, use footnotes/endnotes and construct a bibliography 	<p>CCSS Standards:</p> <ul style="list-style-type: none"> ● Evaluate written arguments by analyzing how authors state and support their claims. RI.6.8 ● Expand knowledge and use of academic and thematic vocabulary. RI.6.4 ● Write an essay in which you effectively incorporate the key elements of an argument. W.6.1 ● Conduct research projects of various lengths to explore a topic and clarify meaning. W.6.7 ● Correct errors with verbs. L.6.1 ● Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. SL.6.1 ● Integrate audio, visuals, and text in presentations. SL.6.5 <p>IB Criterion and Strands: Criterion A: Analyzing</p> <ul style="list-style-type: none"> ● justify opinions and ideas, using examples, explanations and terminology.
<ul style="list-style-type: none"> ● analyze first person narrative ● analyze description ● connect ● interpret ● answer the essential question 	<ul style="list-style-type: none"> ● analyze information ● draw conclusions ● make a judgement ● evaluate 						
<ul style="list-style-type: none"> ● central ideas: ● autobiographical writing 							
	Unit 5 Small Group Learning	<p>News Article: <i>Mission Twinpossible</i> TIME For Kids Epic Retelling: <i>from Tales From the Odyssey</i> by Mary Pope Osborne Blog: <i>To the Top of Everest</i> by Samantha Larson Media (Graphic Novel): <i>from Lewis & Clark</i> by Nick Bertozzi</p> <p>Analyze the Text:</p>					

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| <ul style="list-style-type: none"> analyze key details review and clarify present and discuss answer the essential question analyze conflict infer key ideas | <ul style="list-style-type: none"> analyze suspense analyze character analyze conflict with nature analyze descriptive language analyze the image |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Analyze Craft and Structure:

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| <ul style="list-style-type: none"> central idea: make inferences universal theme epic |
|---------------------------------------------------------------------------------------------------------------------------------|

Conventions:

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> prepositions and prepositional phrases object of the preposition participial phrase gerund | <ul style="list-style-type: none"> gerund phrase subject complement predicate nominative predicate adjective |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

Formative:

Performance-Based Assessment Task
Speaking and Listening Focus: Present an Advertisement
 Prompt: Why should we explore new frontiers?

Unit 5
 Individual Learning

- Mars Can Wait. Oceans Can't. by Amitai Etzioni
- from Shipwreck at the Bottom of the World by Jennifer Armstrong
- from Sacajawea by Joseph Bruchac
- The Legacy of Arctic Explorer Matthew Henson by James Mills
- Should NASA Pay Companies to Fly Astronauts to the International Space Station? TIME For Kids
- Should Polar Tourism Be Allowed? by Emily Goldberg

Summative

Performance-Based Assessment Task
 Writing to Sources: Argument
 Prompt: should kids today be encouraged to become explorers?
 Speaking and Listening: Speech

according to recognized conventions

Research/ Media Literacy Skills

- Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking/ Critical-Thinking Skills

- Evaluate evidence and arguments
- Draw reasonable conclusions and generalizations
- Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding

- interpret similarities and differences in features within and between genres and texts.

Criterion B: Organizing

- organize opinions and ideas in a coherent and logical manner.
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C: Producing text

- produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process.
- select relevant details and examples to develop ideas.

Objective D: Using language

- use appropriate and varied vocabulary, sentence structures and forms of expression
- write and speak in an appropriate register and style
- use correct grammar, syntax and punctuation
- spell (alphabetic languages), write (character languages) and pronounce with accuracy
- use appropriate nonverbal communication techniques