



**WESTSIDE**  
ATLANTA CHARTER SCHOOL

## Curriculum Map

QTR 3	Grade: 6 <sup>th</sup>	YEAR: 2019-2020
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Humanities			
Date	Standard	Assessment	Additional Info.
Week 19: Canada	<p><b>SS6H4a</b> <i>French and English influence the language and religion of Canada</i></p> <p><b>SS6H2</b> <i>Independent Quebec</i></p> <p><b>ELAGSE6L2:</b> <i>Conventions of standard English (capitalization)</i></p> <p><b>ELAGSE6L2 Spelling</b></p> <p><b>ELAGSE6L4a &amp; ELAGSE6L6:</b> <i>Vocabulary</i></p> <ol style="list-style-type: none"> <li><i>Multiple-meaning &amp; context clues</i></li> <li><i>Domain-specific</i></li> </ol> <p><b>ELAGSE6W2 (Informative):</b> Character analysis essay</p> <p><b>ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6; ELAGSE6W10</b></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canadian history pre-test</li> <li><input type="checkbox"/> Capitalization</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Plot Changes</li> <li><input type="checkbox"/> Money Management</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canadian History</li> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Capitalization</li> <li><input type="checkbox"/> PBL</li> </ul>	<p>- Flocabulary Unit 5</p> <p>- Prepare for debate</p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>Rising Action*</li> <li>Climax*</li> <li>Falling Action*</li> <li>Resolution*</li> <li>Setting*</li> </ol> <p><u>RI Mini-Lesson</u></p>

	<p><b>ELAGSE6W3 (Narrative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6; ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b> <i>Grade-appropriate text</i></p> <p><b>ELAGSE6RL3 &amp; RI3:</b> <i>Plot Changes</i></p> <p><b>SS6E13 Personal Money Management</b></p>		<p>6. Abstract*</p> <p>7. Body</p> <p>8. Conclusion</p>
<p>Week 20: Canada</p>	<p><b>SS6G4</b> <i>Physical features of Canada</i> <i>Diorama Project</i></p> <p><b>SS6CG2</b> <i>Canadian citizen participation</i></p> <p><b>ELAGSE6L2a:</b> <i>Commas</i></p> <p><b>ELAGSE6L2 Spelling</b></p> <p><b>ELAGSE6L4 (Vocabulary):</b> <i>b. Greek or Latin affixes and roots</i> <i>c. Consult reference materials for pronunciation, to define or figure out the part of speech.</i> <i>d. Verify the meaning.</i></p> <p><b>ELAGSE6W2 (Informative), Character analysis essay</b></p> <p><b>ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b></p> <p><b>ELAGSE6W10</b></p> <p><b>ELAGSE6W3 (Narrative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b></p> <p><b>ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canadian Political-Physical map quiz</li> <li><input type="checkbox"/> Commas</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Plot Changes</li> <li><input type="checkbox"/> Money Management</li> <li><input type="checkbox"/> 6th grade PBL: Diorama project</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Commas</li> </ul>	<p><u>Suffixes:</u> -ic; -ity, -ty; -less</p> <p><u>Roots:</u> mega/magna, meter, mort</p> <p><u>Prefixes:</u> mis-, over-</p> <p>- Prepare for debate</p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Static Character</li> <li>2. Dynamic Character</li> <li>3. Antagonist</li> <li>4. Protagonist*</li> <li>5. Omniscient</li> </ol> <p><u>RI Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>6. Introductio</li> </ol>

	<p><i>Grade-appropriate text</i>  <b>ELAGSE6RL3 &amp; RI3:</b>  <i>Plot Changes</i></p> <p><b>SS6E13</b> <i>Personal Money Management</i></p>		<p>n*  7. Topic/Topic Sentence</p>
<p>Week 21:  Canada</p>	<p><b>SS6G4</b>  <i>Physical features of Canada</i>  Diorama Project</p> <p><b>SS6E4</b>  <i>Economic system in Canada</i></p> <p><b>ELAGSE6L2a:</b>  <i>Parentheses</i></p> <p><b>ELAGSE6L2</b> <i>Spelling</i>  <b>ELAGSE6L4a &amp; ELAGSE6L6:</b>  <i>Vocabulary</i></p> <ol style="list-style-type: none"> <li>1. <i>Multiple-meaning &amp; context clues</i></li> <li>2. <i>Domain-specific</i></li> </ol> <p><b>ELAGSE6SL2:</b>  <i>Interpret information presented in diverse formats; explain how it contributes to a topic.</i></p> <p><b>ELAGSE6SL3:</b>  <i>Debate</i>  <i>Argument and claims</i></p> <p><b>ELAGSE6W2 (Informative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b>  <b>ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b>  <i>Grade-appropriate text</i>  <b>ELAGSE6RL3 &amp; RI3:</b></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canadian Political-Physical map quiz</li> <li><input type="checkbox"/> Parenthesis</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Plot Changes</li> <li><input type="checkbox"/> Money Management</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Debate</li> <li><input type="checkbox"/> Parenthesis</li> <li><input type="checkbox"/> Plot Changes</li> <li><input type="checkbox"/> 6th grade PBL: Diorama Project</li> </ul>	<p>- Flocabulary Unit 6</p> <p>- <u>Debate Topic:</u>  “Every home should have a pet”</p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Dialogue*</li> <li>2. Conflict</li> <li>3. Episode</li> <li>4. First Person Narrative</li> <li>5. Third Person Narrative</li> </ol> <p><u>RI Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>6. Organizational Strategy</li> <li>7. Thesis</li> </ol>

	<p><i>Plot Changes</i></p> <p><b>SS6E13 Personal Money Management</b></p>		
<p>Week 22: Canada</p>	<p><b>SS6G4</b> <i>Physical features of Canada</i></p> <p><b>SS6E5</b> <i>Voluntary trade in Canada</i></p> <p><b>ELAGSE6L2a:</b> <i>Dashes</i></p> <p><b>ELAGSE6L2 Spelling</b> <b>ELAGSE6L4 (Vocabulary):</b> <i>b. Greek or Latin affixes and roots</i> <i>c. Consult reference materials for pronunciation, to define or figure out the part of speech.</i> <i>d. Verify the meaning.</i></p> <p><b>ELAGSE6W2 (Informative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b> <b>ELAGSE6W10</b></p> <p><b>ELAGSE6W3 (Narrative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b> <b>ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b> <i>Grade-appropriate text</i> <b>ELAGSE6RL5 &amp; RI5:</b> <i>Structure of a text</i></p> <p><b>SS6E13 Personal Money Management</b></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canadian Political-Physical map quiz</li> <li><input type="checkbox"/> Dashes</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Money Management</li> <li><input type="checkbox"/> Structure of a text</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Dashes</li> </ul>	<p><u>Suffixes:</u> -ive, -tive, -ative; -ment; -ness</p> <p><u>Roots:</u> ject, phon, poli/polis</p> <p><u>Prefixes:</u> pre-, sub-</p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Act</li> <li>2. Scene</li> <li>3. Chapter</li> <li>4. Stanza</li> <li>5. Climax/Crisis*</li> <li>6. Characterization*</li> <li>7. Theme*</li> <li>8. Setting*</li> <li>9. Plot*</li> </ol> <p><u>RI Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>10. Topic Sentence*</li> <li>11. Evidence*</li> <li>12. Support</li> <li>13. Transition</li> <li>14. Phrase</li> </ol>

			15. Clause 16. Body Paragraph 17. Subordinate Clause
Week 23: Canada	<b>SS6G4</b> <i>Physical features of Canada</i> <b>SS6E6</b> <i>Economic growth in Canada</i>  <b>ELAGSE6L5a:</b> <i>Figurative Language Overview</i> (Diction, Verse, Stanza, Imagery, Analogy, Literal Rhythm Rhyme, Rhyme scheme, Symbol, Concrete, Lyric Poem, Narrative Poem, Irony, Allusion, Alliteration, Idiom, Simile, Metaphor, Personification, Onomatopoeia & Hyperbole) <b>ELAGSE6RL4:</b> <i>Figurative Language in Text</i> <b>ELAGSE6RI4:</b> <i>Figurative Language in nonfiction</i>  <b>ELAGSE6L2 Spelling</b> <b>ELAGSE6L4a &amp; ELAGSE6L6:</b> <i>Vocabulary</i> 1. <i>Multiple-meaning &amp; context clues</i> 2. <i>Domain-specific</i>  <b>ELAGSE6SL2:</b> <i>Interpret information presented in diverse formats; explain how it contributes to a topic.</i> <b>ELAGSE6SL3:</b> <i>Debate</i> <i>Argument and claims</i>	Formative Assessment: <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-test: "Figures of Speech"</li> <li><input type="checkbox"/> Canadian Political-Physical map quiz</li> <li><input type="checkbox"/> Figurative Language</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Structure of a text</li> <li><input type="checkbox"/> Money Management</li> </ul> Summative Assessment: <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Debate</li> <li><input type="checkbox"/> Structure of a text</li> </ul>	- Flocabulary Unit 7  - <u>Debate topic:</u> "Everybody should play a musical instrument"  <u>RL Mini-Lesson</u> <ol style="list-style-type: none"> <li>1. Rhyme Scheme</li> <li>2. Internal Rhyme</li> <li>3. End Rhyme</li> <li>4. Rhythm</li> <li>5. Shift</li> <li>6. Arc</li> </ol> <u>RI Mini-Lesson</u> <ol style="list-style-type: none"> <li>7. Independent Clause</li> <li>8. Modifier</li> <li>9. Fluency</li> <li>10. Quote</li> <li>11. Anecdote*</li> <li>12. Logical Order</li> </ol>

	<p><b>ELAGSE6W2 (Informative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6 ELAGSE6W10</b></p> <p><b>ELAGSE6W3 (Narrative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6 ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b> <i>Grade-appropriate text</i></p> <p><b>ELAGSE6RL5 &amp; RL5:</b> <i>Structure of a text</i></p> <p><b>SS6E13 Personal Money Management</b></p>		<p>13. Chronological Order</p> <p>14. Compare/ Contrast</p> <p>15. Cause/ Effect</p> <p>16. Order of Importance</p>
<p>Week 24: Canada</p>	<p><b>SS6G4</b> <i>Physical features of Canada</i></p> <p><b>SS6G5</b> <i>Impact of location, climate, distribution of natural resources, and population distribution on Canada.</i></p> <p><b>ELAGSE6L5a:</b> <i>Figurative Language (Irony)</i></p> <p><b>ELAGSE6RL4:</b> <i>Figurative Language in Text</i></p> <p><b>ELAGSE6RI4:</b> <i>Figurative Language in nonfiction</i></p> <p><b>ELAGSE6L2 Spelling</b></p> <p><b>ELAGSE6L4 (Vocabulary):</b></p> <p><i>b. Greek or Latin affixes and roots</i></p> <p><i>c. Consult reference materials for pronunciation, to define or figure out the part of speech.</i></p> <p><i>d. Verify the meaning.</i></p> <p><b>ELAGSE6W2 (Informative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canadian Political-Physical map quiz</li> <li><input type="checkbox"/> Figurative Language</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Money Management</li> <li><input type="checkbox"/> Point of View</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> </ul>	<p><u>Suffixes:</u> -ous, -ious, -eous; -y; -ance, -ence</p> <p><u>Roots:</u> junct, loc, scope</p> <p><u>Prefixes:</u> trans-, de-</p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Author</li> <li>2. Narrator</li> <li>3. Bias*</li> <li>4. Perspective</li> <li>5. Point of View</li> <li>6. Protagonist*</li> <li>7. Antagonist*</li> </ol>

	<p><b>ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b> <i>Grade-appropriate text</i></p> <p><b>ELAGSE6RL6 &amp; RI6:</b> <i>Point of View</i></p> <p><b>SS6E13</b> <i>Personal Money Management</i></p>		<p>8. Major Character</p> <p>9. Minor Character</p> <p><u>RI Mini-Lesson</u></p> <p>10. Bias*</p> <p>11. Audience</p> <p>12. Purpose</p> <p>13. Point of View*</p>
<p>Week 25: Canada</p>	<p><b>SS6G4</b> <i>Physical features of Canada</i></p> <p><b>PBL: Democracy Then &amp; Now</b></p> <p><b>ELAGSE6RI1</b> <i>Cite textual evidence</i></p> <p><b>ELAGSE6RI7</b> <i>Integration of information in different formats</i></p> <p><b>ELAGSE6W7, ELAGSE6W8, ELAGSE6W9</b> <i>Research to Build and Present Knowledge</i></p> <p><b>ELAGSE6W7, ELAGSE6W8, ELAGSE6W9</b> <i>Presentation of Knowledge</i></p> <p><b>ELAGSE6L3</b> <i>Knowledge of Language</i></p> <p><b>SS6CG2</b> <i>Canadian democracy</i></p> <p><b>SS6CG4</b> <i>Australia democracy</i></p> <p><b>SS6CG3</b> <i>European democracy</i></p> <p><b>SS6CG1</b></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canadian Physical-Political map</li> <li><input type="checkbox"/> Figurative Language</li> <li><input type="checkbox"/> Money Management</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Point of View</li> <li><input type="checkbox"/> Money Management</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Debate</li> <li><input type="checkbox"/> Point of View</li>   <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Purposes of</li> </ul>	<p>- Flocabulary Unit 8</p> <p>- <u>Debate topic:</u> “Year round education is better for everybody”</p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Static*</li> <li>2. Dynamic*</li> <li>3. Flat Character</li> <li>4. Round Character</li> <li>5. Plot*</li> <li>6. Conflict*</li> <li>7. Foil</li> <li>8. Perspective*</li> </ol> <p><u>RI Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>9. Speaker</li> </ol>

<p><i>Latin American democracy</i></p> <p><b>ELAGSE6L5a:</b> <i>Figurative Language (Allusion)</i></p> <p><b>ELAGSE6RL4:</b> <i>Figurative Language in Text</i></p> <p><b>ELAGSE6RI4:</b> <i>Figurative Language in nonfiction</i></p> <p><b>ELAGSE6L2 Spelling</b></p> <p><b>ELAGSE6L4a &amp; ELAGSE6L6:</b> <i>Vocabulary</i></p> <ol style="list-style-type: none"> <li>1. <i>Multiple-meaning &amp; context clues</i></li> <li>2. <i>Domain-specific</i></li> </ol> <p><b>ELAGSE6SL2:</b> <i>Interpret information presented in diverse formats; explain how it contributes to a topic.</i></p> <p><b>ELAGSE6SL3:</b> <i>Debate</i> <i>Argument and claims</i></p> <p><b>ELAGSE6W2 (Informative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b> <b>ELAGSE6W10</b></p> <p><b>ELAGSE6W3 (Narrative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b> <b>ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b> <i>Grade-appropriate text</i></p> <p><b>ELAGSE6RL6 &amp; RI6:</b> <i>Point of View</i></p> <p><b>SS6E13</b> <i>Personal Money Management</i></p>	<p>Government Chart</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Semantic Map of Government Through Time</li> <li><input type="checkbox"/> Limited vs. Unlimited Government T-chart</li> <li><input type="checkbox"/> Debate Rubric</li> <li><input type="checkbox"/> TechSteps Timeline Map Rubric</li> <li><input type="checkbox"/> Self-evaluation</li> <li><input type="checkbox"/> Peer evaluation</li> </ul>	<p>10. Occasion</p> <p>11. Counter-claim</p> <p>12. Summary*</p>
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<p>Week 26: Canada</p>	<p><b>SS6G4</b> <i>Physical features of Canada</i></p> <p><b>PBL: Democracy Then &amp; Now</b> <b>ELAGSE6RI1</b> <i>Cite textual evidence</i> <b>ELAGSE6RI7</b> <i>Integration of information in different formats</i> <b>ELAGSE6W7, ELAGSE6W8, ELAGSE6W9</b> <i>Research to Build and Present Knowledge</i> <b>ELAGSE6W7, ELAGSE6W8, ELAGSE6W9</b> <i>Presentation of Knowledge</i> <b>ELAGSE6L3</b> <i>Knowledge of Language</i> <b>SS6CG2</b> <i>Canadian democracy</i> <b>SS6CG4</b> <i>Australia democracy</i> <b>SS6CG3</b> <i>European democracy</i> <b>SS6CG1</b> <i>Latin American democracy</i></p> <p><b>ELAGSE6L5a:</b> <i>Figurative Language (Alliteration)</i> <b>ELAGSE6RL4:</b> <i>Figurative Language in Text</i> <b>ELAGSE6RI4:</b> <i>Figurative Language in nonfiction</i></p> <p><b>ELAGSE6L2 Spelling</b> <b>ELAGSE6L4 (Vocabulary):</b> <i>b. Greek or Latin affixes and roots</i></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Canadian Physical-Political map</li> <li><input type="checkbox"/> Figurative Language</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Compare &amp; Contrast</li> <li><input type="checkbox"/> Money Management</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Collaboration Rubric</li> <li><input type="checkbox"/> Purposes of Government Chart</li> <li><input type="checkbox"/> Semantic Map of Government Through Time</li> <li><input type="checkbox"/> Limited vs. Unlimited Government T-chart</li> <li><input type="checkbox"/> Debate Rubric</li> <li><input type="checkbox"/> TechSteps Timeline Map Rubric</li> </ul>	<p><u>Suffixes:</u> -ent, -ant; -fy; -hood</p> <p><u>Roots:</u> tele, man/manu, min</p> <p><u>Prefixes:</u> mid-, semi-</p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Genre*</li> <li>2. Context</li> <li>3. Primary Source*</li> <li>4. Secondary Source*</li> <li>5. Allegory</li> </ol> <p><u>RI Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>6. Compare/Contrast*</li> <li>7. Spin</li> <li>8. Bias*</li> <li>9. Venn Diagram</li> <li>10. Interpretation</li> </ol>
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	<p>c. Consult reference materials for pronunciation, to define or figure out the part of speech. d. Verify the meaning.</p> <p><b>ELAGSE6W2 (Informative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6 ELAGSE6W10</b></p> <p><b>ELAGSE6W3 (Narrative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6 ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b> <i>Grade-appropriate text</i></p> <p><b>ELAGSE6RL9 &amp; RI9:</b> <i>Compare &amp; Contrast</i></p> <p><b>SS6E13 Personal Money Management</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self-evaluation</li> <li><input type="checkbox"/> Peer evaluation</li> </ul>	
<p>Week 27: Canada</p>	<p><b>SS6G4</b> <i>Physical features of Canada</i></p> <p><b>PBL: Democracy Then &amp; Now</b> <b>ELAGSE6RI1</b> <i>Cite textual evidence</i></p> <p><b>ELAGSE6RI7</b> <i>Integration of information in different formats</i></p> <p><b>ELAGSE6W7, ELAGSE6W8, ELAGSE6W9</b> <i>Research to Build and Present Knowledge</i></p> <p><b>ELAGSE6W7, ELAGSE6W8, ELAGSE6W9</b> <i>Presentation of Knowledge</i></p> <p><b>ELAGSE6L3</b> <i>Knowledge of Language</i></p> <p><b>SS6CG2</b> <i>Canadian democracy</i></p> <p><b>SS6CG4</b></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Figurative language</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Compare/ Contrast</li> <li><input type="checkbox"/> Money Management</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Debate</li>   <li><input type="checkbox"/> Collaboration Rubric</li> <li><input type="checkbox"/> Purposes of</li> </ul>	<p>- <u>Debate topic:</u> "School uniforms should be required"</p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Compare/ Contrast*</li> <li>2. Literary Period</li> <li>3. Era</li> <li>4. Theme*</li> </ol> <p><u>RI Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>5. Conflict*</li> <li>6. Point of view*</li> <li>7. Validity</li> </ol>

<p><i>Australia democracy</i>  <b>SS6CG3</b>  <i>European democracy</i>  <b>SS6CG1</b>  <i>Latin American democracy</i></p> <p><b>ELAGSE6L5a:</b>  <i>Figurative Language Review</i>  <i>(Irony, Allusion, Alliteration)</i></p> <p><b>ELAGSE6RL4:</b>  <i>Figurative Language in Text</i></p> <p><b>ELAGSE6RI4:</b>  <i>Figurative Language in nonfiction</i></p> <p><b>ELAGSE6SL2:</b>  <i>Interpret information presented in diverse formats; explain how it contributes to a topic.</i></p> <p><b>ELAGSE6SL3:</b>  <i>Debate</i>  <i>Argument and claims</i></p> <p><b>ELAGSE6W2 (Informative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b>  <b>ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b>  <i>Grade-appropriate text</i></p> <p><b>ELAGSE6RL9 &amp; RI9:</b>  <i>Compare &amp; Contrast</i></p> <p><b>SS6E13</b> <i>Personal Money Management</i></p>	<p>Government Chart</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Semantic Map of Government Through Time</li> <li><input type="checkbox"/> Limited vs. Unlimited Government T-chart</li> <li><input type="checkbox"/> Debate Rubric</li> <li><input type="checkbox"/> TechSteps Timeline Map Rubric</li> <li><input type="checkbox"/> Self-evaluation</li> <li><input type="checkbox"/> Peer evaluation</li> </ul>	<p>8. Rhetoric*</p>
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**WESTSIDE**  
ATLANTA CHARTER SCHOOL

## Curriculum Map

QTR 4:	Grade: 6 <sup>th</sup>	YEAR: 2019-2020
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Humanities			
Date	Standard	Assessment	Additional Info.
Week 29: Australia	<b>Mini PBL: (Open)</b> <b>ELAGSE6R11</b> <i>Cite textual evidence</i> <b>ELAGSE6R17</b> <i>Integration of information in different formats</i> <b>ELAGSE6W7, ELAGSE6W8, ELAGSE6W9</b> <i>Research to Build and Present Knowledge</i> <b>ELAGSE6L3</b> <i>Knowledge of Language</i>  <b>SS6E13 Personal Money Management</b>	PBL: <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaboration Rubric</li> <li><input type="checkbox"/> Presentation Rubric</li> <li><input type="checkbox"/> Writing Rubric</li> <li><input type="checkbox"/> Peer Evaluation Form</li> <li><input type="checkbox"/> Group Observation Checklists</li> </ul>	PBL: Open
Week 30:		Formative Assessments: <ul style="list-style-type: none"> <li><input type="checkbox"/> Conventions of</li> </ul>	- Prep students for Socratic

<p>Australia</p>	<p><b>SS6H4</b> <i>English Colonization on Aboriginals</i></p> <p><b>SS6G11</b> <i>Physical features of Australia</i></p> <p><b>ELAGSE6L1:</b> <i>Conventions of standard English grammar and usage when writing or speaking.</i></p> <p><b>ELAGSE6W1 (Argument):</b> <b>ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6; ELAGSE6W10</b></p> <p><b>ELAGSE6W3 (Narrative)</b> <b>ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6; ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b> <i>Grade-appropriate text</i></p> <p><b>ELAGSE6RL1 &amp; RI1:</b> <i>Textual Evidence</i></p> <p><b>SS6E13</b> <i>Personal Money Management</i></p>	<p>standard English grammar</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Australian Political-Physical quiz</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Textual Evidence</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> F &amp; P</li> </ul>	<p>seminars.</p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Imagery</li> <li>2. Genre</li> </ol> <p><u>RI Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Non-fiction</li> <li>2. Informativ e/ Expository</li> <li>3. Fact</li> </ol>
<p>Week 30: Australia Continued</p>	<p><b>SS6G11</b> <i>Physical features of Australia</i></p> <p><b>SS6H4</b> <i>English Colonization on Aboriginals</i></p> <p><b>ELAGSE6L1a:</b> <i>Subjective pronouns</i></p> <p><b>ELAGSE6L2</b> <i>Spelling</i></p> <p><b>ELAGSE6L4a &amp; ELAGSE6L6:</b></p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Australian Political-Physical quiz</li> <li><input type="checkbox"/> Subjective pronouns</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Textual evidence</li> <li><input type="checkbox"/> Money Management</li> </ul>	<p>- Prep students for Socratic seminars.</p> <p>- Flocabulary Unit 1</p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Sensory Detail</li> <li>2. Characterization</li> <li>3. Explicit</li> </ol>

	<p><i>Vocabulary</i></p> <ol style="list-style-type: none"> <li>1. <i>Multiple-meaning &amp; context clues</i></li> <li>2. <i>Domain-specific</i></li> </ol> <p><b>ELAGSE6W1 (Argument), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6 ELAGSE6W10</b></p> <p><b>ELAGSE6W3 (Narrative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6 ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b> <i>Grade-appropriate text</i></p> <p><b>ELAGSE6RL1 &amp; RI1:</b> <i>Textual evidence</i></p> <p><b>SS6E13</b> <i>Personal Money Management</i></p>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> </ul>	<p><u>RI Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>4. Strategy</li> <li>5. Rhetoric</li> <li>6. Annotation</li> </ol>
<p>Week 31: Australia</p>	<p><b>SS6G11</b> <i>Physical features of Australia</i></p> <p><b>SS6E10</b> <i>Australian Economic Systems</i></p> <p><b>ELAGSE6L1a:</b> <i>Objective pronouns</i></p> <p><b>ELAGSE6L2</b> <i>Spelling</i></p> <p><b>ELAGSE6L4 (Vocabulary):</b></p> <ol style="list-style-type: none"> <li><i>b. Greek or Latin affixes and roots</i></li> <li><i>c. Consult reference materials for pronunciation, to define or figure out the part of speech.</i></li> <li><i>d. Verify the meaning</i></li> </ol> <p><b>ELAGSE6SL1:</b></p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Australian Political-Physical quiz</li> <li><input type="checkbox"/> Objective pronouns</li> <li><input type="checkbox"/> Money Management</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> </ul>	<p><u>Suffixes:</u> -s, -es; -ed; -ing</p> <p><u>Roots:</u> astro, auto, aud</p> <p><u>Prefixes:</u> un-, re-</p> <p>Socratic Seminar: <a href="#">NewsELA Text Set (Teaching Tolerance)</a></p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Characterization*</li> <li>2. Setting</li> </ol>

	<p><i>Collaborative discussions</i></p> <p>a. Prepared; refer to evidence; reflect on ideas</p> <p>b. Follow rules; set goals and deadlines; define individual roles</p> <p>c. Pose and respond</p> <p>d. Key ideas; reflection &amp; paraphrasing</p> <p><b>ELAGSE6W1 (Argument), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6 ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b> <i>Grade-appropriate text</i></p> <p><b>ELAGSE6RL1 &amp; RI1:</b> <i>Textual evidence</i></p> <p><b>SS6E13</b> <i>Personal Money Management</i></p>		<p>3. Plot</p> <p><u>RI Mini-Lesson</u></p> <p>4. Analysis</p> <p>5. Summary</p> <p>6. Explicit*</p> <p>7. Implicit</p>
<p>Week 32: Australia</p>	<p><b>SS6G11</b> <i>Physical features of Australia</i></p> <p><b>SS6E11</b> <i>Voluntary trade in Australia</i></p> <p><b>ELAGSE6L1a:</b> <i>Possessive pronouns</i></p> <p><b>ELAGSE6L2 Spelling</b> <b>ELAGSE6L4a &amp; ELAGSE6L6:</b> <i>Vocabulary</i></p> <ol style="list-style-type: none"> <li>1. Multiple-meaning &amp; context clues</li> <li>2. Domain-specific</li> </ol>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Australian Political-Physical quiz</li> <li><input type="checkbox"/> Possessive pronouns</li> <li><input type="checkbox"/> Money Management</li> <li><input type="checkbox"/> Writing</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Textual evidence</li> </ul>	<p>- Flocabulary Unit 2</p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Inferred</li> <li>2. Evidence</li> </ol> <p><u>RI Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>3. Annotation*</li> <li>4. Journal</li> <li>5. Primary Source</li> <li>6. Secondary Source</li> <li>7. Journalism</li> </ol>

	<p><b>ELAGSE6W1 (Argument), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6 ELAGSE6W10</b></p> <p><b>ELAGSE6W3 (Narrative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6 ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RL10:</b> <i>Grade-appropriate text</i></p> <p><b>ELAGSE6RL1 &amp; RI1:</b> <i>Textual evidence</i></p> <p><b>SS6E13 Personal Money Management</b></p>		
<p>Week 33: Australia</p>	<p><b>SS6G11</b> <i>Physical features of Australia</i></p> <p><b>SS6E12</b> <i>Economic growth in Australia</i></p> <p><b>ELAGSE6L1b:</b> <i>Intensive pronouns</i></p> <p><b>ELAGSE6L2 Spelling</b></p> <p><b>ELAGSE6L4 (Vocabulary):</b></p> <p><i>b. Greek or Latin affixes and roots</i></p> <p><i>c. Consult reference materials for pronunciation, to define or figure out the part of speech.</i></p> <p><i>d. Verify the meaning</i></p> <p><b>ELAGSE6SL1:</b> <i>Collaborative discussions</i></p> <p><i>a. Prepared; refer to evidence; reflect on ideas</i></p> <p><i>b. Follow rules; set goals and deadlines; define individual roles</i></p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Australian Political-Physical quiz</li> <li><input type="checkbox"/> Intensive pronouns</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Money Management</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> </ul>	<p><u>Suffixes:</u> -ly; -ion, -tion, -ation, -ition; -er, -or</p> <p><u>Roots:</u> bene, bio, chron</p> <p><u>Prefixes:</u> im-/in-, dis-</p> <p>Socratic Seminar: <a href="#">NewsELA Text Set (The Effects of Poverty)</a></p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Characterization*</li> <li>2. Plot Structure</li> <li>3. Tone</li> </ol>



	<p><i>c. Pose and respond</i> <i>d. Key ideas; reflection &amp; paraphrasing</i></p> <p><b>ELAGSE6W1 (Argument), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b> <b>ELAGSE6W10</b></p> <p><b>ELAGSE6W3 (Narrative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b> <b>ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b> <i>Grade-appropriate text</i></p> <p><b>ELAGSE6RL2 &amp; RI2:</b> <i>Theme &amp; Central Idea</i></p> <p><b>SS6E13 Personal Money Management</b></p>		<p>4. Mood 5. Setting* 6. Diction <u>RI Mini-Lesson</u> 7. Summary * 8. Paraphrase 9. Bias 10. Editorial</p>
<p>Week 34: Australia</p>	<p><b>SS6G11</b> <i>Physical features of Australia</i></p> <p><b>SS6CG4</b> <i>Citizen participation</i></p> <p><b>ELAGSE6L1c:</b> <i>Recognize and correct inappropriate shifts in pronoun number and person.</i></p> <p><b>ELAGSE6L2 Spelling</b> <b>ELAGSE6L4a &amp; ELAGSE6L6:</b> <i>Vocabulary</i></p> <p>1. <i>Multiple-meaning &amp; context clues</i> 2. <i>Domain-specific</i></p> <p><b>ELAGSE6W1 (Argument), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Australian Political-Physical quiz</li> <li><input type="checkbox"/> Pronouns</li> <li><input type="checkbox"/> Theme &amp; central idea</li> <li><input type="checkbox"/> Money Management</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> </ul>	<p>-- Flocabulary Unit 3</p> <p><u>RL Mini-Lesson</u></p> <p>1. Organizational Structure 2. Rising Action 3. Climax 4. Falling Action 5. Resolution <u>RI Mini-Lesson</u> 6. Subjective</p>

	<p><b>ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b> <i>Grade-appropriate text</i></p> <p><b>ELAGSE6RL2 &amp; RI2:</b> <i>Theme &amp; Central Idea</i></p> <p><b>SS6E13</b> <i>Personal Money Management</i></p>		<p>7. Objective</p> <p>8. Central Idea</p> <p>9. Abstract</p>
<p>Week 34: Australia Continued</p>	<p><b>SS6G11</b> <i>Physical features of Australia</i></p> <p><b>SS6CG4</b> <i>Citizen participation</i></p> <p><b>ELAGSE6L1d:</b> <i>Vague pronouns</i></p> <p><b>ELAGSE6L2</b> <i>Spelling</i></p> <p><b>ELAGSE6L4 (Vocabulary):</b> <i>b. Greek or Latin affixes and roots</i> <i>c. Consult reference materials for pronunciation, to define or figure out the part of speech.</i> <i>d. Verify the meaning.</i></p> <p><b>ELAGSE6SL1:</b> <i>Collaborative discussions</i></p> <p><i>a. Prepared; refer to evidence; reflect on ideas</i> <i>b. Follow rules; set goals and deadlines; define individual roles</i> <i>c. Pose and respond</i> <i>d. Key ideas; reflection &amp; paraphrasing</i></p> <p><b>ELAGSE6W1 (Argument), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Australian Political-Physical quiz</li> <li><input type="checkbox"/> Vague pronouns</li> <li><input type="checkbox"/> Theme &amp; central idea</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Money Management</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Pronouns</li> </ul>	<p><u>Suffixes:</u> -able, -ible; -al, -ial; -en</p> <p><u>Roots:</u> dict, fac, geo</p> <p><u>Prefixes:</u> non-, en-/em-</p> <p>Socratic Seminar: <a href="#">NewsELA Text Set (Cause &amp; Effect)</a></p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Biased/Unbiased*</li> <li>2. Objective*</li> <li>3. Subjective*</li> <li>4. Crisis</li> </ol> <p><u>RI Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>5. Introduction</li> </ol>

	<p><b>ELAGSE6W10</b></p> <p><b>ELAGSE6W3 (Narrative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b> <b>ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b> <i>Grade-appropriate text</i></p> <p><b>ELAGSE6RL2 &amp; RI2:</b> <i>Theme &amp; Central Idea</i></p> <p><b>SS6E13</b> <i>Personal Money Management</i></p>		<p>6. Supporting</p> <p>7. Extraneous</p>
<p>Week 35: Australia</p>	<p><b>SS6G11</b> <i>Physical features of Australia</i></p> <p><b>SS6G12</b> <i>Impact of location, climate, distribution of natural resources, and population distribution on Australia</i></p> <p><b>ELAGSE6L1e:</b> <i>Improve expression in conventional language</i></p> <p><b>ELAGSE6L2</b> <i>Spelling</i></p> <p><b>ELAGSE6L4a &amp; ELAGSE6L6:</b> <i>Vocabulary</i></p> <ol style="list-style-type: none"> <li>1. <i>Multiple-meaning &amp; context clues</i></li> <li>2. <i>Domain-specific</i></li> </ol> <p><b>ELAGSE6W1 (Argument), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b> <b>ELAGSE6W10</b></p> <p><b>ELAGSE6W3 (Narrative), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Australian Political-Physical quiz</li> <li><input type="checkbox"/> Expression in conventional language</li> <li><input type="checkbox"/> Theme &amp; Central Idea</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Money Management</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Theme &amp; Central Idea</li> </ul>	<p>- Flocabulary Unit 4</p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Protagonist</li> <li>2. Theme</li> <li>3. Universal</li> </ol> <p><u>RI Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>4. Objective*</li> <li>5. Subjective*</li> <li>6. Fact*</li> <li>7. Opinion</li> </ol>

	<p><b>ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b> <i>Grade-appropriate text</i></p> <p><b>ELAGSE6RL2 &amp; RI2:</b> <i>Theme &amp; Central Idea</i></p> <p><b>SS6E13</b> <i>Personal Money Management</i></p>		
<p>Week 35: Australia Continued</p>	<p><b>SS6G11</b> <i>Physical features of Australia</i></p> <p><b>SS6G12</b> <i>Impact of location, climate, distribution of natural resources, and population distribution on Australia</i></p> <p><b>ELAGSE6L1e:</b> <i>Improve expression in conventional language.</i></p> <p><b>ELAGSE6L2</b> <i>Spelling</i></p> <p><b>ELAGSE6L4 (Vocabulary):</b></p> <p><i>b. Greek or Latin affixes and roots</i></p> <p><i>c. Consult reference materials for pronunciation, to define or figure out the part of speech.</i></p> <p><i>d. Verify the meaning</i></p> <p><b>ELAGSE6SL1:</b> <i>Collaborative discussions</i></p> <p><i>a. Prepared; refer to evidence; reflect on ideas</i></p> <p><i>b. Follow rules; set goals and deadlines; define individual roles</i></p> <p><i>c. Pose and respond</i></p> <p><i>d. Key ideas; reflection &amp; paraphrasing</i></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expression in conventional language</li> <li><input type="checkbox"/> Plot Changes</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Money Management</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Final Australian Political-Physical map test</li> <li><input type="checkbox"/> Vocabulary</li> </ul>	<p><u>Suffixes:</u> -er; -est; -ful</p> <p><u>Roots:</u> gon, form, grad/gress</p> <p><u>Prefixes:</u> fore-, inter-</p> <p>Socratic Seminar: <a href="#">NewsELA Text Set (Social Media)</a></p> <p><u>RL Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>1. Plot Structure*</li> <li>2. Characterization*</li> <li>3. Dialogue</li> <li>4. Exposition</li> </ol> <p><u>RI Mini-Lesson</u></p> <ol style="list-style-type: none"> <li>5. Anecdote</li> <li>6. Analogy</li> </ol>

	<p><b>ELAGSE6W1 (Argument), ELAGSE6W4, ELAGSE6W5 &amp; ELAGSE6W6</b> <b>ELAGSE6W10</b></p> <p><b>ELAGSE6RL10 &amp; RI10:</b> <i>Grade-appropriate text</i></p> <p><b>ELAGSE6RL3 &amp; RI3:</b> <i>Plot Changes</i></p> <p><b>SS6E13</b> <i>Personal Money Management</i></p>		<p>7. Attention Grabber</p>
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