



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> Social Studies <b>Grade Level(s):</b> 6 <b>Units of Credit:</b> N/A <b>Classification:</b> Required	<b>Length of Course:</b> 15 cycles <b>Periods Per Cycle:</b> 6 <b>Length of Period:</b> 50 minutes <b>Total Instructional Time:</b> 75 hours
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***Course Description***

This course is designed to provide an overview of ancient history and world geography. This curriculum will help students understand the government, economy, and cultures of various countries around the world. In addition, traditional myths and other stories passed down from ancient generations will also be explored. Students will be introduced to a variety of past civilizations to understand how our society thrives.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

Study Guides Peer Editing Small Group Instruction	Large Group Instruction 1/1 Mentoring Reading Assignments	Inquiry Questions Guided Discovery
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***Assessments***

Test Quiz Demonstrations	Group / Individual Problem Solving Presentations Models	Projects Class Participation Homework
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***Materials/Resources***

Primary Source: <u>World Cultures and Geography</u> Houghton Mifflin Company 2005 Almanac Primary Sources Workbooks	Transparency Unit Tests Unit Videos Unit Performance Assessment Family Newsletter in English and Spanish	Reading Material: Extra Support, on Level, Challenge, Read Alouds, Reference Books Multimedia Resources Cross-curricular Activities Vocabulary Break-down Internet Resources
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**Adopted:** 4/20/88

**Revised:** 9/3/91; 6/17/98; 9/18/02; 8/18/08; 5/15/2017

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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will define and utilize vocabulary in written application.</p> <p>The student will examine the five themes used to describe Earth, some of the tools geographers use, and how these themes and tools help us understand people, places, and environments of the past and present.</p>	<p>Acquire a reading vocabulary by correctly identifying and using words.</p> <p>Identify, understand the meaning of, and use correctly key vocabulary from various subject areas.</p> <p>Utilize geographic tools and uses.</p> <p>Describe and locate places and regions.</p> <p>Describe physical characteristics of places and regions.</p> <p>Portray physical processes that shape patterns on Earth's surface.</p> <p>Describe human and cultural characteristics of places and regions by population characteristics.</p> <p>Define the impacts of physical systems on people.</p> <p>Demonstrate chronological thinking and distinguish between past, present, and future time.</p> <p>Basic Geographic Literacy</p> <p><b>7.1.6.A</b> Describe how common geographic tools are used to organize and interpret information about people, places and environment.</p> <p><b>7.1.6.B</b> Describe and locate places and regions as defined by physical and human features.</p> <p>The Physical Characteristics of Places and Regions</p> <p><b>7.2.6.A</b> Describe the characteristics of places and regions.</p> <p><b>7.2.6.B</b> Describe the physical processes that shape patterns on Earth's surface.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will define and utilize vocabulary in written application.</p> <p>The student will examine the five themes used to describe Earth, some of the tools geographers use, and how these themes and tools help us understand people, places, and environments of the past and present. (continued)</p> <p>The student will describe the geography of Europe, the achievements of ancient Greece, Rome, and Europe during the Middle Ages.</p>	<p>The Human Characteristics of Places and Regions</p> <p><b>7.3.6.A</b> Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>Interaction between People and Places</p> <p><b>7.4.6.A</b> Describe and explain the effects of the physical systems on people within regions.  <b>7.4.6.B</b> Describe and explain the effects of people on the physical systems within regions.</p> <p>Historical Analysis and Skills Development</p> <p><b>8.1.6.A</b> Explain continuity and change over time using sequential order and context of events.  <b>8.1.6.B</b> Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.  <b>8.1.6.C</b> Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)</p> <p>Identify and explain how individuals and groups made significant political and cultural contributions to world history.</p> <p>Utilize important documents, material artifacts, and historic sites in world history.</p> <p>Define how continuity and change has affected belief systems, commerce and industry, innovations, settlement patterns, social organizations, transportation, and women's roles in world history.</p> <p>Compare how conflict and cooperation among social groups and organizations affected world history.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will describe the geography of Europe, the achievements of ancient Greece, Rome, and Europe during the Middle Ages. (continued)</p>	<p>Define the purpose of government.</p> <p>Describe importance of the rule of law for the protection of individual rights and common good in the world.</p> <p>Understand how principles and ideals shape government.</p> <p>Compare structure, organization, and operation of local, state, and national governments.</p> <p>Describe how government actions affect citizens' daily lives.</p> <p>Explain how local, state, and national governments implement their services.</p> <p>Understand major leaders of local, state, and national governments, their primary, and their political party affiliation.</p> <p>Define concept of nation-states.</p> <p>Define how nation-states coexist in the world community.</p> <p>Describe governments of the countries bordering the United States and their relationships with the United States.</p> <p>Explain the processes that resulted in a treaty or agreement between the United States and another nation-state.</p> <p>Explain how nations work together on common environmental problems, natural disasters, and trade.</p> <p>Describe Economic Systems.</p> <p>Identify the characteristics of traditional, command, and market systems.</p> <p>Explain three basic questions that all economic systems attempt to answer.</p> <p>Explain how specialization leads to more trade between people and nations.</p> <p>Identify and define imports, exports, interregional trade, and international trade.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will describe the geography of Europe, the achievements of ancient Greece, Rome, and Europe during the Middle Ages. (continued)</p>	<p>World History</p> <p><b>8.4.6.A</b> Explain the social, political, cultural, and economic contributions of individuals and groups to world history.</p> <p><b>8.4.6.B</b> Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p><b>8.4.6.C</b> Explain how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p><b>8.4.6.D</b> Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.</p> <p>Principles and Documents of Government</p> <p><b>5.1.6.A</b> Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.</p> <p><b>5.1.6.B</b> Compare and contrast a direct democracy with a republican form of government.</p> <p><b>5.1.6.C</b> Explain how the principles and ideals shape local, state, and national government.</p> <ul style="list-style-type: none"> <li>• Liberty / Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> <p><b>5.1.6.D</b> Explain the basic principles and ideals within documents and the roles played by the framers as found in significant documents:</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> <li>• Pennsylvania Constitution</li> </ul> <p><b>5.1.6.E</b> Summarize individual rights guaranteed by the Pennsylvania Constitution and the United States Constitution.</p> <p><b>5.1.6.F</b> Describe how citizens and leaders use political symbols.</p>

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<p>The student will describe the geography of Europe, the achievements of ancient Greece, Rome, and Europe during the Middle Ages. (continued)</p>	<p>How Government Works</p> <p>5.3.6.A Describe the responsibilities and powers of the three branches of government.                      5.3.6.B Define and compare the role and structure of local, state, and national governments.                      5.3.6.C Describe how local, state, and national governments provide services.                      5.3.6.D Identify leadership positions and their primary duties at the local, state, and national levels.                      5.3.6.E Describe the voting process, including registration, primaries, and general elections.                      5.3.6.F Explain how courts resolve conflicts.                      5.3.6.G Identify individual interest groups and how they impact government.                      5.3.6.H Describe the influence of mass media on society.                      5.3.6.I Explain what taxes are and why they are necessary.</p> <p>How International Relationships Function</p> <p>5.4.6.A Identify how countries have varying interests.                      5.4.6.B Explain the difference between allies and adversaries.                      5.4.6.C Explain how United States foreign policy is developed.                      5.4.6.D Explain why and how different foreign policy tools are used to advance a nation's self-interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).</p> <p>Scarcity and Choice</p> <p>6.1.6.A Explain how limited resources and unlimited wants cause scarcity.                      6.1.6.B Compare ways that people meet their needs with how they meet their wants. Describe how resources are combined to produce different goods and services.                      6.1.6.C Define opportunity cost and describe the opportunity cost of personal choice.                      6.1.6.D Identify incentives that affect personal choices.</p>

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<p>The student will describe the geography of Europe, the achievements of ancient Greece, Rome, and Europe during the Middle Ages. (continued)</p> <p>The student will utilize all skills to study the government, economy, and cultures of various modern countries around the world.</p>	<p>Economic Interdependence</p> <p><b>6.4.6.A</b> Explain why people specialize in the production of goods and services and divide labor.</p> <p><b>6.4.6.B</b> Explain how trade affects standards of living.</p> <p><b>6.4.6.C</b> Explain how multinational corporations contribute to economic interdependence.</p> <p><b>6.4.6.D</b> Explain how transportation, communication networks, and technology contribute to economic interdependence.</p> <p>Explain and analyze historical sources.</p> <p>Understand fundamentals of historical interpretation</p> <p>Describe and explain historical research.</p> <p>Identify and explain how individuals and groups made significant political and cultural contributions to world history.</p> <p>Utilize important documents, material artifacts, and historic sites in world history.</p> <p>Explain how continuity and change has affected belief systems, commerce and industry, innovations, settlement patterns, social organizations, transportation, and women's roles in world history.</p> <p>Compare how conflict and cooperation among social groups and organizations affected world history.</p> <p>Define purpose of government.</p> <p>Explain the importance of the rule of law for the protection of individual rights and common good in the world.</p> <p>Principles and ideals shaping government</p> <p>Compare structure, organization, and operation of local, state, and national governments.</p> <p>Explain how government actions affect citizens' daily lives.</p>

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<p>The student will utilize all skills to study the government, economy, and cultures of various modern countries around the world. (continued)</p>	<p>Explain how local, state, and national governments implement their services.</p> <p>Describe major leaders of local, state, and national governments, their primary and their political party affiliation.</p> <p>Understand the concept of nation-states.</p> <p>Define the nation-states that coexist in the world community.</p> <p>Describe governments of the countries bordering the United States and their relationships with the United States.</p> <p>Define processes that resulted in a treaty or agreement between the United States and another nation-state.</p> <p>Nations work together on common environmental problems, natural disasters, and trade.</p> <p>Describe Economic Systems.</p> <p>Identify the characteristics of traditional, command, and market systems.</p> <p>Explain three basic questions that all economic systems attempt to answer.</p> <p>Explain how specialization leads to more trade between people and nations.</p> <p>Identify and define imports, exports, inter-regional trade and international trade.</p> <p>Historical Analysis and Skills Development</p> <p><b>8.1.6.A</b> Explain continuity and change over time using sequential order and context of events.</p> <p><b>8.1.6.B</b> Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p><b>8.1.6.C</b> Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)</p>

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<p>The student will utilize all skills to study the government, economy, and cultures of various modern countries around the world. (continued)</p>	<p>How Government Works</p> <p>5.3.6.A Describe the responsibilities and powers of the three branches of government.                      5.3.6.B Define and compare the role and structure of local, state, and national governments.                      5.3.6.C Describe how local, state, and national governments provide services.                      5.3.6.D Identify leadership positions and their primary duties at the local, state, and national levels.                      5.3.6.E Describe the voting process, including registration, primaries, and general elections.                      5.3.6.F Explain how courts resolve conflicts.                      5.3.6.G Identify individual interest groups and how they impact government.                      5.3.6.H Describe the influence of mass media on society.                      5.3.6.I Explain what taxes are and why they are necessary.</p> <p>How International Relationships Function</p> <p>5.4.6.A Identify how countries have varying interests.                      5.4.6.B Explain the difference between allies and adversaries.</p> <p>Scarcity and Choice</p> <p>6.1.6.A Explain how limited resources and unlimited wants cause scarcity.                      6.1.6.B Compare ways that people meet their needs with how they meet their wants. Describe how resources are combined to produce different goods and services.                      6.1.6.C Define opportunity cost and describe the opportunity cost of personal choice.                      6.1.6.D Identify incentives that affect personal choices.</p> <p>What goods and services should be produced?</p> <p>Who will consume goods and services?</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will utilize all skills to study the government, economy, and cultures of various modern countries around the world. (continued)</p> <p>The student will utilize their skills to study the various waves of people who settled in regions along with the governments and economies they established.</p>	<p>Economic Interdependence</p> <p><b>6.4.6.A</b> Explain why people specialize in the production of goods and services and divide labor.</p> <p><b>6.4.6.B</b> Explain how trade affects standards of living.</p> <p><b>6.4.6.C</b> Explain how multinational corporations contribute to economic interdependence.</p> <p><b>6.4.6.D</b> Explain how transportation, communication networks, and technology contribute to economic interdependence.</p> <p>Define human characteristics of places and regions by population characteristics.</p> <p>Describe cultural characteristics.</p> <p>Define human characteristics of places and regions by their settlement characteristics.</p> <p>Explain human characteristics of places and regions by their economic activities.</p> <p>Differentiate human characteristics of places and regions by their political activities.</p> <p>Define purpose of government.</p> <p>Express the importance of the rule of law for the protection of individual rights and common good in the world.</p> <p>Explain the principles and ideals shaping government.</p> <p>Define the concept of nation-states and/or city/states.</p> <p>Describe how nation-states coexist in the world community.</p> <p>Describe how nations work together on common environmental problems, natural disasters, and trade.</p> <p>Identify the characteristics of traditional, command, and market systems.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will utilize their skills to study the various groups of people who settled in regions along with the governments and economies they established. (continued)</p>	<p>Explain three basic questions that all economic systems attempt to answer: What goods and services should be produced? How will goods and services be produced? Who will consume goods and services?</p> <p>Explain how specialization leads to more trade between people and nations.</p> <p>Identify and define imports, exports, inter-regional trade and international trade.</p> <p>The Human Characteristics of Places and Regions</p> <p><b>7.3.6.A</b> Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>Principles and Documents of Government</p> <p><b>5.1.6.A</b> Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.</p> <p><b>5.1.6.B</b> Compare and contrast a direct democracy with a republican form of government.</p> <p><b>5.1.6.C</b> Explain how the principles and ideals shape local, state, and national government.</p> <ul style="list-style-type: none"> <li>• Liberty / Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> <p><b>5.1.6.D</b> Explain the basic principles and ideals within documents and the roles played by the framers as found in significant documents:</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> <li>• Pennsylvania Constitution</li> </ul>

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<p>The student will utilize their skills to study the various groups of people who settled in regions along with the governments and economies they established. (continued)</p> <p>The student will be able to contribute to discussions and participate in small groups.</p>	<p>5.1.6.E Summarize individual rights guaranteed by the Pennsylvania Constitution and the United States Constitution. 5.1.6.F Describe how citizens and leaders use political symbols.</p> <p>How International Relationships Function</p> <p>5.4.6.A Identify how countries have varying interests. 5.4.6.B Explain the difference between allies and adversaries.</p> <p>Scarcity and Choice</p> <p>6.1.6.A Explain how limited resources and unlimited wants cause scarcity. 6.1.6.B Compare ways that people meet their needs with how they meet their wants. Describe how resources are combined to produce different goods and services. 6.1.6.C Define opportunity cost and describe the opportunity cost of personal choice. 6.1.6.D Identify incentives that affect personal choices.</p> <p>Economic Interdependence</p> <p>6.4.6.A Explain why people specialize in the production of goods and services and divide labor. 6.4.6.B Explain how trade affects standards of living. 6.4.6.C Explain how multinational corporations contribute to economic interdependence. 6.4.6.D Explain how transportation, communication networks, and technology contribute to economic interdependence.</p> <p>Listen to others.</p> <p>Listen to a selection of literature (fiction and/or nonfiction).</p> <p>Speak using skills appropriate to formal speech situations.</p> <p>Contribute to discussions.</p> <p>Participate in small and large group discussions and presentations.</p>

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<p>The student will be able to contribute to discussions and participate in small groups. (continued)</p> <p>The student will be able to conduct research.</p>	<p>Speaking and Listening</p> <p><b>CC.1.5.6.A</b> Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>CC.1.5.6.B</b> Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.</p> <p><b>CC.1.5.6.C</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>CC.1.5.6.D</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>CC.1.5.6.E</b> Adapt speech to a variety of contexts and tasks.</p> <p><b>CC.1.5.6.F</b> Include multimedia components and visual displays in presentations to clarify information.</p> <p><b>CC.1.5.6.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.</p> <p>Write multi-paragraph informational pieces.</p> <p>Write using well-developed content appropriate for the topic.</p> <p>Locate information using appropriate sources and strategies.</p> <p>Organize and present the main ideas from research.</p> <p>Writing</p> <p><b>CC.1.4.6.A</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p><b>CC.1.4.6.B</b> Identify and introduce the topic for the intended audience.</p> <p><b>E06.C.1.2.1</b> Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.</p> <p><b>E06.E.1.1.1</b> Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>

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<p>The student will be able to conduct research. (continued)</p>	<p>CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.                      E06.C.1.2.2 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                      E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).                      CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.                      E06.C.1.2.3 Use appropriate transitions to clarify the relationships among ideas and concepts.                      E06.C.1.2.6 Provide a concluding section that follows from the information or explanation presented.                      E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.                      E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.                      CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>E06.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.                      E06.C.1.2.5 Establish and maintain a formal style.                      E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.                      E06.D.2.1.2 Maintain consistency in style and tone.                      E06.D.2.1.3 Choose words and phrases to convey ideas precisely.                      E06.D.2.1.4 Choose punctuation for effect.                      E06.D.2.1.5 Choose words and phrases for effect.                      E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.                      E06.E.1.1.5 Establish and maintain a formal style.</p>

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<p>The student will be able to conduct research. (continued)</p>	<p>CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).</p> <p>E06.D.1.1.2 Use intensive pronouns (e.g., myself, ourselves).</p> <p>E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense.</p> <p>E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p> <p>E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</p> <p>E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>E06.D.1.2.2 Spell correctly.</p> <p>E06.D.1.2.3 Use punctuation to separate items in a series.</p> <p>CC.1.4.6.G Write arguments to support claims.</p> <p>CC.1.4.6.H Introduce and state an opinion on a topic.</p> <p>E06.C.1.1.1 Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.</p> <p>CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.</p> <p>E06.C.1.1.2 Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.</p> <p>E06.C.1.1.3 Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>E06.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will be able to conduct research. (continued)</p>	<p><b>CC.1.4.6.K</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Establish and maintain a formal style.</li> </ul> <p><b>E06.C.1.1.4</b> Establish and maintain a formal style.</p> <p><b>CC.1.4.6.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>CC.1.4.6.M</b> Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.6.N</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</p> <p><b>E06.C.1.3.1</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.</p> <p><b>CC.1.4.6.O</b> Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>E06.C.1.3.2</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><b>E06.C.1.3.4</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>CC.1.4.6.P</b> Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.</p> <p><b>E06.C.1.3.3</b> Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.</p> <p><b>E06.C.1.3.5</b> Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>CC.1.4.6.Q</b> Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>• Use precise language.</li> <li>• Develop and maintain a consistent voice.</li> </ul> <p><b>CC.1.4.6.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will be able to conduct research. (continued)</p>	<p><b>CC.1.4.6.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p><b>CC.1.4.6.T</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>CC.1.4.6.U</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><b>CC.1.4.6.V</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>CC.1.4.6.W</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>CC.1.4.6.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>