



## 6th Grade Pacing Guide 2019-20

| Semester Dates  | Theme                                 | Standards  | Weeks |
|---|---------------------------------------|--|-------|
|   |                                       |  |       |
| 1 <sup>st</sup> Nine Weeks<br>8/19 – 10/18<br>44 days | Launching Literacy<br>Finding Courage | 1A, 1C, 1D, 2A–D, 4, 5A, 5C, 5E, 5F, 5H, 6A–F, 6H, 7B, 7D, 8A, 8B, 8Di–iii, 8F, 9A–C, 9F, 10A–E, 11A–B, 11D, 12A, 12D, 12G, 12Hi, 12I, 12J               | 6     |
|   | Through an Animal’s Eyes              | 1A, 1C–D, 2A, 2C, 4, 5A, 5D–I, 6B–I, 7A, 8A, 8Diii, 8Ei–ii, 9A–B, 9D–F, 10A–C, 10Di–ii, 10Dvii, 10Dix, 11A–C, 12A, 12D, 12F, 12J                         | 5     |
| 2 <sup>nd</sup> Nine Weeks<br>10/21 -12/20<br>39 days | Surviving the Unthinkable             | 1A–D, 2A–C, 3A, 4, 5A, 5B, 5D, 5E, 5I, 6B–I, 7A, 7B, 7D, 8A, 8B, 8Di, 8F, 9A, 9C, 9D, 9F, 10A–E, 11A, 11B, 11D, 12A, 12D, 12F, 12I, 12J                  | 6     |
|   |                                       |  |       |
| 3 <sup>rd</sup> Nine Weeks<br>1/8 – 3/6<br>41 days    | Hidden Truths                         | 1A, 1C, 1D, 2A–C, 3, 4, 5A, 5D–H, 6A–D, 6F, 6G, 6H, 7A–C, 8A–C, 8Di– 8Diii, 9B, 9E, 10A–E, 11A, 12D  | 5     |
|   | Discovering Your Voice                | 1A–D, 2A–C, 4, 5A–C, 5E–H, 6A–H, 8D, 8Di, 8Ei–iii, 8F, 9A–D, 9F, 9G, 10A, 10Bi–ii, 10C, 10Dv, 10Dviii, 10Dix, 10E, 11A–D, 12A, 12D, 12F, 12Hii, 12I, 12J | 4     |
| 4 <sup>th</sup> Nine Weeks<br>3/16 – 5/21<br>48 days  | Never Give Up                         | 1A, 1C, 1D, 2A–C, 4, 5A, 5B, 5E–I, 6B–H, 7A, 7C, 7D, 8A, 8B, 8Di–iii, 8F, 9A–C, 10A–D, 11A, 11D, 12A–G, 12I, 12J   | 5     |
|   | Rockin Review and Reflection          | 1A-D, 2A-C, 4, 5A-I, 6 A-I, 7A-D, 8A-F, 9A-G, 10A-B, 12  | 5     |

### Ongoing Standards

#### **Self-sustained Reading 6.4**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

#### **Grammar 6.10-6.11**

Students should edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice and how they affect meaning.

#### **Research 6.12**

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Process- Generate questions for formal/informal inquiry, develop a plan, refine questions, gather and synthesize information, examine sources, deliver information in a variety of ways.



## 6th Grade PAP/STEM Pacing Guide 2019-20

| Semester Dates  | Theme   | Standards   | Weeks |
|---|---|---|-------|
|   |   |   |       |
| <b>1<sup>st</sup> Nine Weeks</b><br><b>8/19 – 10/18</b><br><b>44 days</b>   | Launching Literacy<br>Stories of Change Pt. 1 | 1A, ,1C, 1D, 2A, 2B, 2C, 2D, 3, 4, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 7B, 7D, 8A, 6A-E, G, H, 9A, 9B, 9D, 9E, 9F, 9G, 10A ,10Bi, 10Bii, 10C, 10C, 10Di, 10Dvi, 10Dviii, 11A, 11B | 5     |
|   | Stories of Change Pt. 2                       | 1C, 2B, 2C, 5A, 5C-5I, 7A-7C, 8A, 6B-6I, 9B, 9D, 9E, 9F, 10A, 10C, 11A  | 4     |
| In this unit, students will focus on refining these important skills and knowledge areas for AP/College Readiness: <ul style="list-style-type: none"> <li>Analyzing literary works through close reading to understand multiple meanings</li> <li>Reading to become aware of how stylistic effects are achieved by a writer</li> <li>Connecting writing skills to interpretive skills in reading</li> <li>Writing and rewriting in ongoing efforts to achieve stylistic maturity.</li> <li>Using a wide-ranging vocabulary with attention to accurate denotation and purposeful connotation</li> </ul>  |   |   |       |
| <b>2<sup>nd</sup> Nine Weeks</b><br><b>10/21 -12/20</b><br><b>39 days</b>   | The Power to Change Pt. 1                     | 1 A-D, 2 A-C, 5B, 5C, 5E, 5F, 5H, 7A-D, 8A, 8Di, 8Dii, 6A-I, 9A, 9D, 9F, 10Bi, 10C, 10D, 10Dii, 10Dviii   | 4     |
|   | The Power to Change Pt. 2                     | 1D, 2A, 2B, 2C, 3, 4, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 7A, 8Di, 8Dii, 6A-D, 6E, 6I, 9A, 9B, 9F, 10A, 10B 10Bii, 10C, 10D   | 4     |
| In this unit, students will focus on refining these important skills and knowledge areas for AP /College Readiness: <ul style="list-style-type: none"> <li>Reading a text closely to determine literary elements</li> <li>Writing and rewriting in ongoing efforts to achieve stylistic maturity</li> <li>Focusing deliberate attention on the craft of sentence-level writing</li> <li>Identifying and applying the language of literary analysis</li> <li>Varying and manipulating sentence structure for effect Synthesizing, summarizing, paraphrasing, quoting and citing sources</li> </ul>   |   |   |       |
| <b>3<sup>rd</sup> Nine Weeks</b><br><b>1/8 – 3/6</b><br><b>41 days</b>  | Changing Perspectives Pt. 1                   | 1A-D, 2A, 2B, 3 4, 5A, 5C, 5E, 5F, 5H, 5I, 8Dii, 8Diii, 8Ei, 8Eii, 8Eiii, 6.C, 6D, 6E, 6G, GH, 6I, 9A, 9B, 9C, 9F, 10A, 10Bi, 10Bii, 10C, 11C, 11D                                | 4     |
|   | Changing Perspectives Pt. 2                   | 1D, 2A, 2B, 2C, 3, 4, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 7A, 8Di, 8Dii, 6A-E, 6H-I, 9A, 9B, 9F, 10A, 10Bi, 10Bii, 10C, 10D, 10E, 11B   | 5     |
| In this unit, students will focus on refining these important skills and knowledge areas for AP/College Readiness: <ul style="list-style-type: none"> <li>Synthesizing information from a variety of genres</li> <li>Evaluating and incorporating referenced sources</li> <li>Focusing deliberate attention on the craft of sentence-level writing</li> <li>Analyzing how graphics and visual images relate to and support written texts</li> <li>Creating and sustaining arguments based on readings, research, and/or personal experience</li> <li>Controlling tone, establishing and maintaining voice, achieving appropriate emphasis through diction and sentence structure</li> </ul> |   |   |       |
| <b>4<sup>th</sup> Nine Weeks</b><br><b>3/16 – 5/21</b><br><b>48 days</b>  | A Change of Scene Pt.1 & 2                    | 1A-D, 2B, 3, 4, 5E, 5G, 5H, 8 Ei-iii, 6A-C, 6E-I, 9A, 9F, 9G, 10A, 10Bi, 10Bii, 10C, 10D, 10DViii   | 5     |
|   | Rockin Review and Reflection                  | 1A-D, 2A-C, 3, 4, 5A-I, 8A-E, 6A-I  | 5     |
| In this unit, students will focus on refining these important skills and knowledge areas for AP/College Readiness: <ul style="list-style-type: none"> <li>Reading to make careful observations of textual detail and drawing an interpretive conclusion about the meaning and craft of a piece of writing</li> <li>Analyzing literature using the language of literary analysis</li> <li>Applying effective strategies and techniques in writing</li> <li>Focusing deliberate attention on the craft of sentence-level writing</li> </ul>   |   |   |       |

## Ongoing Standards

### **Self-sustained Reading 6.4**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

### **Grammar 6.10-6.11**

Students should edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice and how they affect meaning.

### **Research 6.12**

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Process- Generate questions for formal/informal inquiry, develop a plan, refine questions, gather and synthesize information, examine sources, deliver information in a variety of ways.