

Board Approved: September 18, 2006

**Halifax Area School District  
Course Plan  
English 6**

Course Name: English 6

Unit: Grammar

Time Line: Quarter 1

***BIG Ideas:***

Students will be able to correctly use the following language conventions.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Identify and write the four kinds of sentences	<p>The student will:</p> <ul style="list-style-type: none"> <li>-Identify and define declarative, imperative, exclamatory, and interrogative sentences</li> <li>-Punctuate the four types of sentences as follows:                Declarative - period                Imperative - period                Exclamatory - exclamation point                Interrogative – question mark</li> <li>-Identify placement and correct use of capital letters</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>-Student’s ability to identify, define, and punctuate the four sentence types in written assessments</li> <li>-Student’s ability to use and punctuate four types of sentences in a creative writing assignment</li> <li>-Student’s ability to use capitalization in a writing assignment</li> </ul>	<p>Write Source 2000 p. 387-403, 438</p> <p>Worksheets</p> <p>Group work</p> <p>MUG shot sentences (Mechanics, Usage, Grammar)</p> <p>Textbook</p> <p>Writing assignments</p> <p>Newspaper</p>	1.5.8 F

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<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Identify subjects and predicates in simple sentences	<p>The student will:</p> <ul style="list-style-type: none"> <li>-Identify complete subjects and predicates</li> <li>-Identify simple subjects and simple predicates</li> <li>-Identify compound subjects and compound predicates</li> <li>-Identify the subject and predicate in each of the four kinds of sentences with special attention to the following: inverted order of the subject and predicate in interrogative sentences, and identification of the subject, "you, understood" in imperative sentences</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>-Student's ability to identify complete, simple, and compound subjects and predicates in written assessments</li> <li>-Student's ability to name the subject and predicate in interrogative and imperative sentences in written assignments</li> <li>-Student's ability to write in complete sentences</li> </ul>	<p>Write Source 2000</p> <p>Worksheets</p> <p>Group work</p> <p>MUG shot sentences</p> <p>Textbook</p> <p>Writing assignments</p> <p>Newspaper</p>	1.5.8 F
Identify and write compound and complex sentences	<p>The student will:</p> <ul style="list-style-type: none"> <li>-Identify and define compound and complex sentences</li> <li>-Punctuate compound and complex sentences with commas where needed and with correct ending punctuation</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>-Student's ability to identify, define, and punctuate compound and complex sentences in written assessments</li> <li>-Student's ability to use and punctuate compound and complex sentences in a creative writing assignment</li> </ul>	<p>Write Source 2000</p> <p>Worksheets</p> <p>Group work</p> <p>MUG shot sentences</p> <p>Textbook</p> <p>Writing assignments</p>	1.5.8 F

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			Newspaper	
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***BIG Ideas:***

Students will be able to correctly use the following language conventions.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Identify subjects and predicates in compound and complex sentences	<p>The student will:</p> <ul style="list-style-type: none"> <li>-Identify simple subjects and simple predicates</li> <li>-Identify compound subjects and compound predicates</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>-Student's ability to identify simple and compound subjects and predicates in both compound and complex sentences as part of a written assessment</li> <li>-Student's ability to write using compound and complex sentences appropriately</li> </ul>	<p>Write Source 2000</p> <p>Worksheets</p> <p>Group work</p> <p>MUG shot sentences</p> <p>Textbook</p> <p>Writing assignments</p> <p>Newspaper</p>	1.5.8 F
Identify complete sentences, fragments, and run-on sentences	<p>The student will:</p> <ul style="list-style-type: none"> <li>-Identify sentences as complete, fragment, or run-on</li> <li>-Extend fragments in order to create complete sentences</li> <li>-Rewrite and punctuate run-on sentences to form complete sentences</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>-Student's ability to identify complete sentences, fragments, and run-on sentences in written assessments</li> <li>-Student's ability to write using complete sentences</li> </ul>	<p>Write Source 2000</p> <p>Worksheets</p> <p>Group work</p> <p>MUG shot sentences</p> <p>Textbook</p> <p>Writing assignments</p> <p>Newspaper</p>	1.5.8 F

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**Halifax Area School District  
Course Plan  
English 6**

Course Name: English 6

Unit: Grammar

Time Line: Quarter 1

***BIG Ideas:***

Students will be able to correctly use the following language conventions.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Identify parts of speech in a sentence	<p>The student will identify and define:</p> <ul style="list-style-type: none"> <li>-Nouns-common/proper, singular/plural, singular possessive/plural possessive, abstract/concrete, compound, and appositives</li> <li>-Verbs-action/"state of being"/linking, main /auxiliary verbs</li> <li>-Pronouns-subject/object forms, possessive, indefinite, demonstrative</li> <li>-Adjectives- common/proper, positive/comparative/superlative, articles, demonstrative adjectives</li> <li>-Interjection</li> <li>-Conjunctions</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>-Student's ability to define the parts of speech in a written assessment</li> <li>-Student's ability to identify the parts of speech in written assignments and assessments</li> <li>-Student's ability to effectively use the parts of speech in his/her writing</li> </ul>	<p>Write Source 2000</p> <p>Worksheets</p> <p>Group work</p> <p>MUG shot sentences</p> <p>Textbook</p> <p>Writing assignments</p> <p>Newspaper</p>	1.5.8 F

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English 6**

Course Name: English 6

Unit: Grammar

Time Line: Quarter 1

***BIG Ideas:***

Students will be able to correctly use the following language conventions.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Write sentences using parts of speech correctly	The student will:  -In sentences, correctly use nouns, verbs, pronouns, adjectives, interjections, and conjunctions	Teacher evaluation of:  -Student's ability to construct sentences correctly using the parts of speech in written assessments	Write Source 2000  Worksheets  Group work  MUG shot sentences  Textbook  Writing assignments  Newspaper	1.5.8 F

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**Halifax Area School District  
Course Plan  
English 6**

**Course Name: English 6**

**Unit: Reading: Fluency / Comprehension**

**Time Line: Quarter Ongoing**

***BIG Ideas:***

Students will be able to locate and use information from various sources.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Demonstrate fluency and comprehension in oral reading	<p>The student will:</p> <ul style="list-style-type: none"> <li>-Correctly pronounce high frequency words upon sight</li> <li>-Self-correct reading errors using syntax and semantic cues</li> <li>-Enunciate words with proper intonation and pacing</li> <li>-Adjust reading rate to suit different types of genre</li> <li>-Respond to a variety of comprehension questions about the story's characters and plot</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>-Student's ability to read orally in small group, whole class, and choral situations</li> <li>-Student's ability to complete comprehension activities orally and with teacher generated worksheets</li> </ul>	<p>Student generated writing material</p> <p>Reference materials</p> <p>Newspaper</p> <p>Approved literature anthologies</p>	1.8.8 B
Understand and evaluate media	<p>The student will:</p> <ul style="list-style-type: none"> <li>-Define communication and list its various forms</li> <li>-Read and classify newspaper articles as fact or opinion</li> <li>-Compare newspaper coverage of a story to that of electronic media coverage</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>-Student's ability to define and give examples of communication</li> <li>-Student's ability to rate the effectiveness of media using teacher generated worksheets</li> <li>-Student's ability to complete an ad for the newspaper</li> </ul>	<p>Newspaper group work</p> <p>Writing assignments</p> <p>Editorial page</p> <p>Design an ad for a product</p>	<p>1.1.8 H</p> <p>1.2.8 A</p> <p>1.2.8 B</p> <p>R6.A.1.3.1</p> <p>R6.A.1.3.2</p> <p>R6.A.1.4.1</p> <p>R6.B.3.1.1</p> <p>R6.B.3.3.1</p> <p>R6.B.3.3.2</p> <p>R6.b.3.3.3</p>

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	-Analyze articles for accuracy and bias			
	-Analyze the role of advertising in the media			

**Halifax Area School District  
Course Plan  
English 6**

**Course Name: English 6  
Unit: Spelling/Vocabulary**

**Time Line: Ongoing**

<b><i>BIG Ideas:</i></b>				
Students will be able to spell frequently used words.				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Write using correct spelling	The student will:  -Apply knowledge of spelling rules to spell given words  -Correctly spell words in student's writing  -Write using contractions correctly  -Use homophones correctly with regard to meaning	Teacher evaluation of:  -Student's ability to apply spelling rules to spell a given list of words  -Student's ability to apply spelling rules in their writing  -Student's ability to use contractions correctly as part of writing assessments  -Student's ability to use homophones appropriately in their writing	Spelling list from each subject the student is currently using  Password  Write a story using the current spelling list  Dictionary  Thesaurus  Newspaper	1.5.8 F
Identify the meaning of vocabulary from various subject areas	The student will:  -Identify meaning of multiple meaning words used in a text  -Identify a synonym or antonym of a word used in text  -Use words appropriately in writing and speaking	Teacher evaluation of:  -Student's ability to identify the meaning of multiple meaning words in written vocabulary assessments in subject areas  -Student's ability to identify the meaning of content specific words in written vocabulary assessments in subject areas	Vocabulary list from each subject the student is currently using  Dictionary  Thesaurus  Newspaper	1.1.8 F R6.A.1.1.1 R6.A.1.1.2 R6.A.1.2.1 R6.A.1.2.2 R6.A.2.2.1 R6.A.2.2.2



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**Halifax Area School District  
Course Plan  
English 6**

**Course Name: English 6  
Unit: Spelling/Vocabulary**

**Time Line: Ongoing**

***BIG Ideas:***

Students will be able to spell frequently used words.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Identify words from other languages that are commonly used English words	The student will:  -Identify the etymology of English words  -Use a dictionary to locate origin	Teacher evaluation of:  -Student's ability to participate appropriately in a class discussion about the etymology of English words  -Student's ability to use a dictionary to locate the origin of words on teacher generated worksheets	Textbook  Dictionary  Encyclopedia  Teacher generated worksheets	1.1.8 F

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**Halifax Area School District  
Course Plan  
English 6**

Course Name: English 6

Unit: Poetry Writing / Persuasive Writing

Time Line: Qtr. 1 & 4

***BIG Ideas:***

Students will read and write various forms of poetry. Students will write persuasive compositions.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Identify and describe sound techniques	The student will: -Identify examples of alliteration -Identify lines of a poem where a definite meter is discernable -Describe how the use of sound techniques adds meaning to text	Teacher evaluation of: -Student's ability to identify and describe sound techniques in class discussions -Students ability to use sound techniques in his or her own writing	Alphabet poems Name poems Me, Myself, and I Friendly letter Thank you letter Directions home from school Peer interview Textbook	1.4.8 A 1.4.8 C R6.B.2.1.1 R6.B.2.1.2 R6.B.2.1.3 R6.B.2.1.4
Write persuasive pieces	The student will: - Effectively write pieces meant to persuade	Teacher evaluation of: -Student's persuasive writing based on teacher generated writing rubric -Student's orally presented persuasive arguments based on a teacher generated rubric	Write to persuade: -new movie -new book for literature class	1.4.8.A 1.4.8 C

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**Halifax Area School District  
Course Plan  
English 6**

**Course Name: English 6  
Unit: Speaking / Listening**

**Time Line: Quarter 3**

<b><i>BIG Ideas:</i></b>				
Students will be able to listen to others and selections of literature.				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Listen effectively to others	The student will:  -Use and ask questions for understanding and for specific information  -Differentiate between relevant and irrelevant facts  -Use note taking skills to take appropriate notes from presentation or lecture	Teacher evaluation of:  -Student's ability to participate appropriately in a class discussion, using and asking questions for understanding and for specific information  -Student's ability to take appropriate notes from a lecture	Write Source 2000  Textbook  MUG shot sentences	1.6.8 A  1.6.8 B  1.6.8 D  1.6.8 E
Listen actively to a selection of literature	The student will:  -Make predictions using prior knowledge strategies  -Define unfamiliar words from context  -Write a summary of the selection	Teacher evaluation of:  -Student's ability to participate appropriately in a class discussion, responding to questions about basic elements  - Student's ability to write a summary of the selection	Write Source 2000  Textbook  Newspaper In Education Novel	1.6.8 A  1.6.8.B  1.6.8 D  1.6.8 E

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Speak using skills appropriate to formal speech situations	In formal situations the student will:	Teacher evaluation of:	Write Source 2000	1.6.8 A
	-Speak in complete sentences	-Student's ability to speak in complete sentences	Textbook	1.6.8 B
	-Use appropriate volume	-Student's ability to convey information to a group	Television programs and movies	1.6.8 D
	-Pace speech so that it is understandable			1.6.8 E
	-Enunciate words accurately			

**Halifax Area School District  
Course Plan  
English 6**

Course Name: English 6

Unit: Writing: Description / Informational

Time Line: Ongoing

<b><i>BIG Ideas:</i></b>				
Students will write descriptive and informational pieces.				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Write multi-paragraph descriptive and informational pieces	The student will:	Teacher evaluation of:	Write Source 2000	1.4.8 B
	-Select the appropriate format for the purpose of a written piece, including: informational, descriptive, letter, or instructional pieces	-Student's ability to select the appropriate format for a descriptive or informational piece in a class discussion or written assessment	Hobby / Internet composition	1.4.8 D
			Vacation I Would Most Like to Take composition	1.5.8 A
			Spirit Day composition What I Like / What I Would Change	1.5.8 B 1.5.8 C
			Textbook	
			Written record in agenda	
Write using well-developed content appropriate for the topic	The student will:	Teacher evaluation of:	Write Source 2000	1.4.8 B
	-Brainstorm a list of topic-related words	-Student's ability to brainstorm a list, create a web, or use other pre-writing strategies	Hobby/Internet composition	1.4.8 D
	-Create a web or other graphic organizer filled with information	-Students ability to write a narrative, informational, or persuasive	Vacation I Would Like Most to Take composition	1.5.8 A
			Spirit Day composition/ What I	1.5.8.B

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	-Write five paragraphs including topic sentences, at least three detailed sentences in each paragraph, and a concluding sentence in the last paragraph	selection using well-developed content appropriate for the topic based on a teacher-generated rubric	Would Change Textbook	1.5.8 C
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**Halifax Area School District  
Course Plan  
English 6**

Course Name: English 6

Unit: Writing: Description / Informational

Time Line: Ongoing

***BIG Ideas:***

Students will write descriptive and informational pieces.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Revise writing to improve organization, word choice, and content	<p>The student will:</p> <ul style="list-style-type: none"> <li>-Use basic revision skills and checklists to revise a draft</li> <li>-Use teacher and peer conferencing to revise a draft</li> <li>-Use a dictionary and thesaurus for vocabulary precision</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>-Student's ability to revise his or her writing to improve organization and word choice</li> <li>- Student's ability to use a thesaurus and dictionary to improve word choices in written assignments</li> </ul>	<p>Write Source 2000</p> <p>Textbook</p> <p>Dictionary</p> <p>Thesaurus</p>	<p>1.4.8 B</p> <p>1.4.8 D</p> <p>1.5.8 A</p> <p>1.5.8 B</p> <p>1.5.8 C</p>
Edit writing using the conventions of language	<p>The student will:</p> <ul style="list-style-type: none"> <li>-Identify misspelled words in student's writing and use a source to correct them</li> <li>-Use capital letters correctly</li> <li>-Correctly use commas in series, between dated, and in compound sentences</li> <li>-Use proper end punctuation</li> <li>-Effectively use a variety of sentences</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>-Student's ability to edit his or her writing using the correct conventions of language</li> <li>-Student's ability to use a teacher-generated checklist in a peer conference to edit writing using the correct conventions of language</li> </ul>	<p>Write Source 2000</p> <p>Textbook</p> <p>Dictionary</p> <p>Thesaurus</p>	<p>1.4.8 B</p> <p>1.4.8 D</p> <p>1.5.8 A</p> <p>1.5.8 B</p> <p>1.5.8 C</p> <p>1.5.8.E</p> <p>1.2.8.C</p>

**Halifax Area School District  
Course Plan  
Literature 6**

Course Name: Literature 6  
Unit: Classic Literature

Time Line: 2 wks

***BIG Ideas: introduction and appreciation of the classics***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
What is a classic?	Read and enjoy classical stories.  Orally summarize stories  Recognize dialogue as a means of advancing plot  Identify conflicts in the stories  Compare and contrast the antagonist and the protagonist	Class discussion Worksheets quizzes	Illustrated Classics Series  Videos  Internet  textbook	1.1.8.A 1.1.8.G 1.3.8.B R6.A.1.5
What is satire?  How is satire used to reveal political and social norms of the time period?	Recognize and evaluate social and political satire  Illustrate the four worlds of Gulliver	Rubric Teacher tests	Alice's Adv. In Wonderland Gulliver's Travels	1.2.8.A
What is nonsensical dialogue?	Locate nonsensical words and ideas  Change the nonsense words to real words so that the poem makes sense	Oral sharing of poem	Poems- "The Walrus and the Carpenter"  "Jabberwocky"	1.1.8.C 1.3.8.C 1.3.8.F R6.A.1.6.1

**Course Plan  
Literature 6**

**Course Name: Literature 6  
Unit: Novel: Fantasy**

**Time Line: 5 weeks**

***BIG Ideas: Fantasy is a fairy tale written in the twentieth century***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>A fantasy novel is a long work of narrative prose fiction that takes the reader to worlds where strange characters with magical powers dwell.</p> <p>How are the characteristics of a fantasy novel similar to a fairy tale?</p>	<p>Identify the characteristics of the genre.</p> <p>Recognize and understand the author's purpose</p> <p>Make predictions and draw conclusions while reading</p> <p>Create a magical world of fantasy kingdom</p> <p>Complete a project that shows the plot, setting and characters of the novel</p>	<p>Teacher constructed tests</p> <p>Project rubric</p> <p>Reading logs</p> <p>Literature circles</p> <p>Comprehension worksheets</p>	<p>Fantasy novels</p> <p>The Book of Three</p> <p>The Lion, the Witch and the Wardrobe</p> <p>Over Sea, Under Stone</p> <p>Blossom Culp and the Sleep of Death</p> <p>Odysseus and the Serpent</p> <p>Maze</p> <p>Many Waters</p> <p>Tuck Everlasting</p> <p>The Castle in the Attic</p> <p>Novels on tape</p> <p>Novel Aids</p> <p>Graphic organizer</p>	<p>1.1.8.A</p> <p>1.1.8.D</p> <p>1.1.8.F</p> <p>1.1.8.G</p> <p>1.2.8.A</p> <p>1.3.8.A</p> <p>1.6.8.B</p> <p>1.6.8.E</p> <p>1.6.8.D</p> <p>R6.B.1.1.1</p> <p>R6.A.1.6</p> <p>R6.A.1.3.1</p>
<p>The plot of a fantasy is driven by the conflict between good vs evil.</p>	<p>Identify and describe the protagonist and the antagonist.</p> <p>Recognize the theme of the novel.</p> <p>Summarize the plot of the novel</p>	<p>Venn diagram</p> <p>Quick writes</p> <p>Summary rubric</p>	<p>Conflict web</p> <p>Plot chart</p>	<p>1.3.8.B</p> <p>1.4.8.B</p> <p>R6.B.1.1.1</p> <p>R6.A.1.5.1</p>



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**Halifax Area School District  
Course Plan  
Literature 6**

Course Name: Literature 6  
Unit: Novel: Fantasy

Time Line: 5 weeks

***BIG Ideas: Fantasy is a fairy tale written in the twentieth century***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
What are the literary elements of a fantasy novel?	Evaluate the setting, mood, characters, of the novel  Recognize flashback and foreshadowing	Teacher questioning Class discussion worksheets	Character map	1.3.8.B R6.B.1.1.1

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**Halifax Area School District  
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Literature 6**

Course Name: Literature 6  
Unit: Oral Tradition: Myth, Legend, Fables

Time Line: 3-4 weeks

***BIG Ideas: understand the significant contribution of the oral tradition as it relates to written literature***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>What is the difference between a fable and a parable?</p> <p>What is a moral?</p>	<p>Read and analyze Aesop's Fables</p> <p>Write a fable to express a life lesson or moral.</p>	<p>Quizzes Tests rubric worksheets</p>	<p>Textbook: Literature and the Language Arts EMC Masterpiece Series</p> <p>Stories on tape</p> <p>Aesop's Fables</p>	<p>1.1.8.H 1.2.8.A 1.3.8.A 1.4.8.A 1.5.8.A 1.5.8.D 1.5.8.F R6.A.1.6</p>
<p>What is a myth?</p> <p>What were the traditional roles of the male and female in various ancient societies?</p> <p>What is foreshadowing?</p>	<p>Read and explain Greek myths, Norse myths, Chinese myths and Native American myths</p> <p>Identify the role of the female compared to the role of the male in the myths</p> <p>Recognize the mood and tone of a myth</p> <p>Find examples of foreshadowing in myths</p>	<p>Group discussion Venn Diagram Worksheets Tests</p>	<p>Textbook</p> <p>Internet</p> <p>READ Magazine</p>	<p>1.1.8.H 1.2.8.H 1.3.8.A 1.3.8.E 1.7.8.A 1.7.8.C R6.A.2.4.1 R6.A.1.6.1</p>
<p>What is a legend?</p> <p>How is suspense used in a legend?</p>	<p>Read and understand several legends</p> <p>Understand that a legend is based on real events or describes heroes and leaders and their incredible experiences</p>	<p>Teacher questioning Tests Quizzes Webbing Graphic organizer</p>	<p>Beowulf</p> <p>Robin Hood</p> <p>King Arthur</p>	<p>1.1.8.H 1.3.8.A R6.A.1.6.1s</p>

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	Identify examples of suspense in the stories			
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**Halifax Area School District  
Course Plan  
Literature 6**

Course Name: Literature 6

Unit: Nonfiction

Time Line: 3 weeks

***BIG Ideas: nonfiction is factual prose writing***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Nonfiction is written for a definite purpose and a specific audience	Determine and analyze essays, articles, biographies, and content area works for author's purpose  Purpose: to inform To persuade To entertain  Identify and apply meaning of content specific words used in text  Identify and explain main idea and relevant details	Discussion  Teacher constructed tests  Graphic organizers	Text; Literature and the Language Arts EMC Masterpiece Series  Supplemental content area articles  READ Magazine	1.1.8 A 1.1.8.G 1.2.8.A R6.A.2.6 R6.A.2.4 R6.A.2.1
Point of view is the vantage point from which the story is written	Identify the point of view of each work	Teacher questioning	Text; Literature and the Language Arts EMC Masterpiece Series  Supplemental content area articles  READ Magazine	1.1.8.G
An essay is a brief work of nonfiction prose that develops a single idea	Identify characteristics of a personal essay  Write a personal essay	rubric	Text; Literature and the Language Arts EMC Masterpiece Series  Supplemental content area articles  READ Magazine	1.4.8.B 1.5.8.A 1.5.8.C 1.5.8.F

Board Approved: August 7, 2006

**Halifax Area School District  
Course Plan  
Literature 6**

Course Name: Literature 6  
Unit: Tall Tales

Time Line: 3 wks

***BIG Ideas: the tall tale is lighthearted, humorous story written to entertain, and transmit culture***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
What is a tall tale?	<p>Read and discuss (analyze) several American tall tales.</p> <p>Research a tall tale character.</p> <p>Organize information.</p> <p>Create a tall tale brochure- stress Characterization, setting, plot, hyperbole</p>	<p>Rubric Tests Quizzes Worksheets Oral presentation</p>	<p>Textbook Stories on tape Video Internet Library Graphic organizer</p>	<p>1.1.8.A 1.1.8.D 1.2.8.C 1.3.8.A 1.3.8.B 1.8.8.A 1.8.8.C R6.A.1.6</p>
What is hyperbole?	<p>Find and discuss examples of hyperbole in tall tales.</p>	<p>Teacher questioning</p>	<p>text</p>	<p>1.3.8.C</p>
Why is dialect important in a tall tale?	<p>Identify and discuss regional dialects used in tall tales.</p>	<p>Teacher questioning</p>	<p>text</p>	<p>1.3.8.C R6.A.1.1</p>

**Halifax Area School District  
Course Plan  
Literature 6**

**Course Name: Literature 6  
Unit: Fairy Tales**

**Time Line: 5 wks**

***BIG Ideas: a fairy tale's structure is similar to modern fantasy***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>What is a fairy tale?</p> <p>When and where did the tales derive?</p> <p>What are the characteristics of a fairy tale?</p>	<p>Read and analyze several fairy tales from Germany, England, France, and Denmark.</p> <p>State and apply the fourteen characteristics of a fairy tale.</p>	<p>Teacher made test and quizzes</p>	<p>Textbook: Literature and the Language Arts EMC Masterpiece Series</p> <p>Fairy tale from Germany, England, France, and Denmark</p> <p>Supplemental material on the Middle Ages.</p> <p>Videos</p> <p>Internet</p>	<p>1.1.8.D 1.3.8 A R6.B.2.1.1</p>
<p>How is plot driven by the conflict between the antagonist and the protagonist?</p>	<p>Examine the internal and external conflicts in the tale.</p> <p>Identify character traits of the antagonist and the protagonist.</p> <p>Identify the parts of plot in the tale.</p> <p>Rewrite a classic fairy tale from the antagonists' point of view.</p>	<p>Venn Diagram</p> <p>Parts of plot chart</p> <p>Rubric</p> <p>Graphic organizer</p>	<p>Textbook: Literature and the Language Arts EMC Masterpiece Series</p> <p>Fairy tale from Germany, England, France, and Denmark</p> <p>Supplemental material on the Middle Ages.</p> <p>Videos</p> <p>Internet</p>	<p>1.2.8.C 1.3.8.B 1.5.8 A R6.B.1.1</p>

Board Approved: August 7, 2006

**Halifax Area School District  
Course Plan  
Literature 6**

Course Name: Literature 6  
Unit: Fairy Tales

Time Line: 5 wks

***BIG Ideas: a fairy tale's structure is similar to modern fantasy***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How are the beliefs and superstitions of the cultures incorporated into the tales?	Recognize and discuss common beliefs and superstitions of the Middle Ages.	Teacher discussion and questioning	Textbook: Literature and the Language Arts EMC Masterpiece Series  Fairy tale from Germany, England, France, and Denmark  Supplemental material on the Middle Ages.  Videos  Internet	1.1.8.D 1.3.8.A 1.6.8.A 1.6.8.D R6.A.2.3.2

Board Approved: August 7, 2006

**Halifax Area School District  
Course Plan  
Literature 6**

Course Name: Literature 6  
Unit: Fairy Tales

Time Line: 5 wks

***BIG Ideas: a fairy tale's structure is similar to modern fantasy***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How is the distinction between the classes and the sexes shown in the tales?	Discuss and locate examples of stereotypes and social bias in fairy tales,  Modernize a classic fairy tale by including current social bias and stereotypes in the work.	Rubric Checklist	Textbook: Literature and the Language Arts EMC Masterpiece Series  Fairy tale from Germany, England, France, and Denmark  Supplemental material on the Middle Ages.  Videos  Internet	1.2.8.C 1.5.8.A 1.7.8.B



**Course Plan  
Literature 6**

Course Name: Literature 6

Unit: Novel: Historical Fiction

Time Line: 5 weeks

***BIG Idea: Historical fiction is a work that sets characters in a historical time period***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Historical Fiction is a work of literature that sets characters in a historical time period and contains accurate details of the period.</p>	<p>Identify the characteristics of the genre.</p> <p>Recognize and understand the author's purpose.</p> <p>Make predictions and draw conclusions while reading</p> <p>Complete a project that exemplifies the plot, setting and character analysis of the novels</p> <p>Recognize the value of poems and songs of the historical time period</p> <p>Produce a limerick</p>	<p>Project rubric</p> <p>Teacher questioning</p> <p>Worksheets</p> <p>Reading logs</p> <p>Literature Circles</p> <p>Teacher constructed tests</p>	<p>Historical fiction novels</p> <p>The Fighting Ground</p> <p>Hope's Crossing</p> <p>Catherine, Called Birdy</p> <p>The Midwife's Apprentice</p> <p>Number the Stars</p> <p>The Whipping Boy</p> <p>Crispin</p> <p>Indian Captive</p> <p>The Wolves of Willoughby Chase</p> <p>Matilda Bone</p> <p>The Door in the Wall</p> <p>Down the Yukon</p> <p>The Forestwife</p> <p>Supplemental historical data for topics relating to the setting of the novel</p> <p>Internet</p> <p>Novels on tape</p> <p>Videos</p> <p>"Pied Piper of Hamlin"</p> <p>"Yankee Doodle"</p> <p>"Ring around the Rosy"</p> <p>"London Bridge"</p>	<p>1.1.8.A</p> <p>1.1.8.B</p> <p>1.1.8.D</p> <p>1.1.8.F</p> <p>1.1.8.H</p> <p>1.4.8.A</p> <p>1.6.8.A</p> <p>1.6.8.B</p> <p>R6.A.1.3.1</p> <p>R6.A.1.6.2</p> <p>R6.B.2.1.1.</p> <p>R6.B.2.1.3</p>

Board Approved: August 7, 2006

**Halifax Area School District  
Course Plan  
Literature 6**

Course Name: Literature 6  
Unit: Novel: Historical Fiction

Time Line: 5 weeks

***BIG Idea: Historical fiction is a work that sets characters in a historical time period***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
What are the essential elements of a novel?	Identify and describe the protagonist and the antagonist  Summarize the parts of plot of the novel  Evaluate the tone, mood  Recognize the theme of the novel  Create a comic strip	Venn Diagram  Summary rubric  Comic strip rubric	Novel Aids  Plot charts  Graphic organizers  Webbing charts  Character maps	1.3.8.A 1.3.8.B 1.3.8.C 1.5.8.A 1.5.8.F 1.6.8.D R6.A.1.5.1 R6.B. 1.1.1



**Halifax Area School District  
Course Plan  
Literature 6**

Course Name: Literature 6  
Unit: Short Stories

Time Line: 8 weeks

***BIG Ideas: identify and analyze the parts of plot of a short story***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>What is a short story?</p>	<p>Read the story in one sitting</p> <p>Recognize that the story is fictional.</p> <p>Identify and describe the protagonist and the antagonist.</p> <p>Compare and contrast characters.</p> <p>recognize and understand the author's purpose</p> <p>Locate and explain examples of irony.</p> <p>Make inferences and draw conclusions from the text</p> <p>Identify and apply the meaning of vocabulary</p>	<p>Quizzes Tests Venn Diagram Teacher questioning Graphic organizer Practice worksheets</p>	<p>Textbook - Literature and the Language Arts EMC Masterpiece Series</p> <p>READ Magazine</p> <p>internet</p> <p>word wall</p> <p>Glencoe Literature- The Reader's Choice</p>	<p>1.1.8.D 1.1.8.G 1.1.8. H 1.3.8.A R6.A.1.3.1 R6.B.1.1.1 R6.A.1.1.1 R6.A.1.1.2</p>
<p>What are the elements of a short story?</p>	<p>Define, identify and provide examples of point of view, types of conflict, and setting</p> <p>Suggest the theme of the story</p>	<p>Class discussion Literature circles rubric</p>	<p>Textbook - Literature and the Language Arts EMC Masterpiece Series</p> <p>READ Magazine</p> <p>internet</p> <p>word wall</p> <p>Glencoe Literature- The Reader's Choice</p>	<p>1.2.8.A 1.3.8.B R6.B.1.1.1</p>

Board Approved: August 7, 2006

**Halifax Area School District  
Course Plan  
Literature 6**

**Course Name: Literature 6  
Unit: Short Stories**

**Time Line: 8 weeks**

***BIG Ideas: identify and analyze the parts of plot of a short story***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
What are the parts of plot?	Identify and analyze the parts of plot 1. exposition 2. narrative hook 3. rising action 4. climax 5. falling action 6. resolution  Summarize the key details and events of the text	Plot charts Written summary Oral re-telling of story tests	Textbook - Literature and the Language Arts EMC Masterpiece Series  READ Magazine  internet  word wall  Glencoe Literature- The Reader's Choice	1.3.8.B 1.5.8.B 1.5.8.C 1.6.8.B 1.6.8.C R6.A.1.5.1

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Additional Skills Taught as part of library in conjunction with Literature 6

**Halifax Area School District  
Course Plan  
6<sup>th</sup> Grade Library Skills**

**Course Name: Library and Information Skills  
Unit: Almanac**

**Time Line: 8 - 10 pds**

***BIG Ideas:***

***Using an almanac to answer questions about various topics (geography, history, sports, current events, etc.)***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
What kind of information can be found in an Almanac?  How does one develop a successful search using an almanac?	Use and understand an almanac.  Distinguish between essential and non-essential information.	Worksheets. Observation.	<u>The World Almanac and Book of Facts.</u>	1.8.5 A  1.8.8 B

**Halifax Area School District  
Course Plan  
6<sup>th</sup> Grade Library Skills**

**Course Name: Library and Information Skills  
Unit: Dewey Decimal System**

**Time Line: 4 – 5 pds.**

<b><i>BIG Ideas: Locate materials in the library using the Dewey Decimal System.</i></b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
What is the purpose of the Dewey Decimal System?	Understands the organization of the Dewey Decimal System.  Locate materials utilizing the Dewey Decimal System.	Observation. Quiz. Call number activity.	Library resources. Call number activity sheets.	1.8.8 A  2.1.8 C

**Halifax Area School District  
Course Plan  
6<sup>th</sup> Grade Library Skills**

**Course Name: Library and Information Skills  
Unit: Library Procedures and Location of Materials**

**Time Line: 2 pds.**

<b><i>BIG Ideas:</i></b>				
<b><i>Using various library resources, locate information using appropriate sources and strategies.</i></b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
What is the purpose of the school library?	Follow circulation procedures and guidelines.	Discussion. Observation. Quiz.	Library resources.	1.8.5 B
What procedures and policies need to be followed to use the school library effectively?	Follow circulation procedures and guidelines.	Discussion. Observation. Quiz.	Library resources.	1.8.5 B
Where are various types of resources located?	Follow circulation procedures and guidelines.	Discussion. Observation. Quiz.	Library resources.	1.8.5 B



**Halifax Area School District  
Course Plan  
6<sup>th</sup> Grade Library Skills**

**Course Name: Library and Information Skills  
Unit: Card Catalog**

**Time Line: 4 – 5 pds.**

<b><i>BIG Ideas: Locate materials in the library using the card catalog.</i></b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
What is the purpose of the card catalog?  How do you use the card catalog?	Locate materials using the traditional and electronic card catalog.	Observation. Quiz. Card catalog 'scavenger hunt' activity.	Library Resources. 'Scavenger Hunt' activity sheets.	1.8.5 A  1.8.8 B

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**Halifax Area School District  
Course Plan  
6<sup>th</sup> Grade Library Skills**

Course Name: 6th Grade Library Skills  
Unit: Encyclopedia

Time Line: 4 – 5 Class Pds.

***BIG Ideas:***

***Using an encyclopedia to answer questions about a variety of topics (geography, science, history, sports, current events, etc.)***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
What kind of information can be found in an encyclopedia?  How does one develop a successful search using an encyclopedia?	Use and understand an encyclopedia.  Effectively use an encyclopedia index.  Distinguish between essential and non-essential information.	Worksheets. Observations.	Various sets of encyclopedias.	1.8.5 A 1.8.8B

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**Halifax Area School District  
Course Plan  
6<sup>th</sup> Grade Library Skills**

**Course Name: 6<sup>th</sup> Grade Library Skills  
Unit: Recreational Reading**

**Time Line: 3 Class pds.**

***BIG Ideas:***

***Read a short story and identify main ideas and supporting details and draw inferences.***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Recreational Reading.	Select a novel or short story that is appropriate to the students' reading and interest level  Identify basic literary elements in stories such as characters, setting, and plot.	Teacher led discussion.	Short story "A Game of Catch".  Segments of movies "White Fang" and/or "Pagemaster" and /or "Anne of Green Gables".  Various books read by students.	1.3.8 A 1.3.8 B 1.3.8 F