Summer School 6th Grade Writing Curriculum

Scope and Sequence:

Timeframe	Unit	Instructional Topics
5 Weeks	Narrative Writing	Topic 1: Introduction to Writer's Workshop Topic 2: Characters and Traits Topic 3: Well-Structured Event Sequences Topic 4: Using Techniques Across Purposes

Summer School Unit: Narrative Writing

Subject: English Language Arts
Grade: 6
Name of Unit: Narrative Writing
Length of Unit: 5 weeks of instruction and assessment (24 days)
Overview of Unit: In this unit, students will participate in writer's workshop to gather topics, explore ideas and strategies, and develop narratives including poems about real or imagined experiences. Students will use mentor texts to study and apply narrative elements and techniques in their writing including: developing characters, point of view, plot elements, conflict, and theme and effective use of dialogue, narrative paragraphing techniques, leads and endings, and descriptive details. Students will work collaboratively to review, revise, and edit writing for varied tasks, purposes, and audiences.

Standards Addressed

Priority:

- 6.W.2.A-C Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
    a. Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

Supporting:

- 6.W.3.A- Review, revise, and edit writing with consideration for the task, purpose, and audience.
    a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
    b. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
    c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
    d. Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
    e. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a writing process	Follow	apply	3
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	produce	create	2
writing with narrative, expository, and argumentative techniques	develop	create	3
narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details	develop	create	3
writing with consideration for the task, purpose, and audience	review	apply	3
writing with consideration for the task, purpose, and audience	revise	apply	3
writing with consideration for the task, purpose, and audience	edit	apply	3
technology, including the Internet	use	apply	2
writing	produce	create	4
writing	publish	apply	2
with others	interact	apply	3
with others	collaborate	apply	3

Essential Questions:
1. How do writers acquire ideas to write about?
2. How do writers use narrative techniques to produce an effective narrative piece?

Enduring Understanding/Big Ideas:
1. To acquire ideas, writers keep lists, complete multiple flash drafts, and use background knowledge.
2. To develop clear and effective narratives, writers include a variety of narrative techniques, including: plot, dialogue, zooming in/out, sensory details, transitions, and characterization.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
coherent audience collaborate	Writing Process (prewrite/brainstorm, draft, revise, edit, publish) organization style voice narrative writing informative/explanatory writing argumentative writing dialogue sensory details transitions characterization

Resources for Vocabulary Development: (Quality Tools/Strategies)

All Resources needed for Unit:

SUPPLY	AMOUNT
A Writer's Notebook: Unlocking the Writer Within You by Ralph Fletcher	15 copies
Spilling Ink: A Young Writer's Handbook by Anne Mazer & Ellen Potter	15 copies
An Island Grows by Lola Schaefer	1 copy

A. Lincoln and Me by Louise Borden	15 copies
Going Home by Eve Bunting	15 copies
The Great Kapok Tree by Lynne Cherry	15 copies
Tropical Rainforest by Seymour Simon (2010)	4 copies
Electric pencil sharpener	1
Stapler	1
CONSUMABLE SUPPLIES:	
Composition Notebooks (1 per student for 3 classes + 1 per teacher + extras for students who lose or fill theirs)	**100 total**
Anchor Chart Paper	1 tablet
Anchor Chart Markers	1 set (for teacher)
Dry erase markers	1 set (for teacher)
Card Stock - white, 8 ½ x 11	1 package of 100 sheets
Lined notebook paper	wide-rule (500 sheets)
Construction paper - white, 12" x 18"	1 package of 100 sheets
Staples	1 box
Clear/invisible tape	2 rolls
Blue masking tape (district-approved for hanging on walls)	1 roll
Sharpies, fine-tip	Box of 12
Colored pencils	30 boxes of 6 colors

Markers, thinline	30 boxes of 8 colors
Scissors	30 pairs
Glue sticks	30 sticks
Pencils	500
Blue pens	2 dozen
Magic Rub Erasers	1 dozen
Sticky Notes, 3"x 3"	pack of 24 pads
Facial tissues/Kleenex	4 boxes
Jolly Rancher candy	1 (3 lb.) bag

Topic 1: Narrative Writing

Engaging Experience 1 (Days 1-5)
Title: Introduction to Writer's Workshop
Suggested Length of Time: 5 blocks/writer's workshops
Standards Addressed

Priority:

- 6.W.2.A-C Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
    - Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

Supporting:

- 6.W.3.A- Review, revise, and edit writing with consideration for the task, purpose, and audience.
    - b. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
    - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will be introduced to the structure of writer's workshop and get to know each other. They will establish a writer's notebook and gather ideas using strategies from *Spilling Ink* by Anne Mazer and Ellen Potter and *A Writer's Notebook: Unlocking the Writer Within You* by Ralph Fletcher. They will review verbs and simple sentences and use mentor text to flashdraft an "I am" poem to describe themselves and 2-word-sentences to tell a story or describe a process.

Link to Google Slides for Daily Lessons: Writer's Workshop - 6th Grade Summer School (2018 Revision)

Bloom's Levels: apply; **Webb's DOK:** 3

Engaging Experience 2
Title: Developing Characters & Traits
Suggested Length of Time: 7 blocks/writer's workshops
Standards Addressed
  Priority:
  - 6.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
    - Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

  Supporting:
  - 6.W.3.A-E Review, revise, and edit writing with consideration for the task, purpose, and audience.
    - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
    - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
    - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
  - 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
  - ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will use mentor texts to study and apply narrative elements and techniques in their writing including: a clear focus, character development, effective use of dialogue, and narrative paragraphing techniques. Students will practice conventions for dialogue and compound and serial comma sentences. They will flash draft several narratives, including a poem, and choose a piece to revise, edit and publish to share with their class.
Link to Google Slides for Daily Lessons: Writer's Workshop - 6th Grade Summer School (2018 Revision)
Bloom's Levels: apply; **Webb's DOK:** 3

Engaging Experience 3
Title: Developing Event Sequences
Suggested Length of Time: 5 blocks/writer's workshops
Standards Addressed
    Priority:
- 6.W.2.B Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
  - Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

    Supporting:
- 6.W.3.A-E Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students will use mentor texts to study and apply narrative elements and techniques in their writing including: developing plot, conflict, theme, and narrative point of view and effective leads and endings. They will brainstorm ideas and develop story spines, conflicts, themes, strong leads and endings. They will flashdraft and/or revise original stories, real or imagined, using different points of view.
Link to Google Slides for Daily Lessons: Writer's Workshop - 6th Grade Summer School (2018 Revision)
Bloom's Levels: apply
Webb's DOK: 3

Engaging Experience 4
Title: Using Techniques Across Purposes
Suggested Length of Time: 7 blocks/writer's workshops
Standards Addressed
> *Priority:*
> - 6.W.2.C Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
>   - Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
> *Supporting*:
> - 6.W.3.A-E Review, revise, and edit writing with consideration for the task, purpose, and audience.
>   - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
>   - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
>   - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
>   - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
>   - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
> - 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will use mentor texts to study and apply narrative elements and techniques in their writing including: descriptive details, sentence fluency, and conventions for colons with dialogue. They will complete the engaging scenario to develop an original short story with characters and a conflict that communicate a powerful theme or message about a current issue. They will use a checklist to revise, edit and publish their final piece to share with their class and with other writers in summer school.

Link to Google Slides for Daily Lessons: [Writer's Workshop - 6th Grade Summer School (2018 Revision)](#)

Bloom's Levels: create

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suppose you are an author of children's books. Your publisher has asked you to write a short story that will help children understand a current issue that is important to you. Compose an original, creative, and realistic short story that demonstrates an understanding of character and conflict development, well-structured events sequences, dialogue, and descriptive details and communicates a powerful theme or message about the issue that is appropriate for the purpose and audience.

Rubric for Engaging Scenario: SS-Gr6-LA-Narrative Scoring Guide

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Lesson	Description	Suggested Length of Time
Engaging Experience 1: Introduction to Writer's Workshop	Day 1	**Introduce Workshop Goals, Structures & Expectations** ● Create and share imaginative name tents ● Read aloud: *Spilling Ink*, Section 1, "Is It Really This Simple?" (pp. 1-6) ● Launch writer's notebook	1 Writer's Workshop / Block
	Day 2	**Launch *Ideas Section* - Heart Maps & Lists** ● Read aloud: *A Writer's Notebook*, "What Is a Writer's Notebook Anyway?" (pp. 1- 7) ● Create heart maps and lists of favorites in *Ideas Section*	1 Writer's Workshop / Block
	Day 3	**Pretest: Letter** ● Read aloud: *Spilling Ink*, Section 2, "Ugly First Drafts (pp. 8-11) and Section 3, "Inspiration" (pp. 12-17) and free write ● Pretest: flash draft, revise and edit a letter to self, teacher, or an important adult about the student's interests, strengths, and goals	1 Writer's Workshop / Block
	Day 4	**Mentor Text: "I am a person who…" Poems** ● Read aloud: *A Writer's Notebook,* Ch. 10, "Writing That Inspires" (pp. 107-119) and free write ● Identify structure and verbs in mentor poem ● Review action verbs ● Brainstorm list of favorite things to do (action verbs) ● Flashdraft "I am a person who…" poems using brainstormed action verbs and mentor text as model	1 Writer's Workshop / Block

	Day 5	**Mentor Text:** *An Island Grows* **- 2-Word-Sentence Stories** ● Read aloud: *A Writer's Notebook*, Ch. 1, "Unforgettable Stories" (pp. 8-15) and free write ● Read aloud and discuss structure of *An Island Grows* (story told/process explained in 2-word sentences) ● Review complete sentences: subject/noun + predicate/verb ● Flashdraft 2-word-sentence stories/processes	1 Writer's Workshop / Block
Engaging Experience 2: Developing Characters & Traits	Day 6	**Mentor Text: The Important Thing About Me** ● Read aloud *A Writer's Notebook*, Ch. 2, "Fierce Wonderings" (pp. 16-22) and free write ● Identify structure and attributes/traits in mentor poem ● Flash draft "The Important Thing About Me" poems	1 Writer's Workshop / Block
	Day 7	**Develop a Clear Focus - Writing Small** ● Read aloud *A Writer's Notebook*, Ch. 3, "Writing Small" (pp. 23-30) and free write ● Mentor Text: *A. Lincoln and Me* by Louise Borden ● Use a concept map to identify a key character trait and brainstorm supporting details to develop a clear focus and small details for a character, real or imagined	1 Writer's Workshop / Block
	Day 8	**Developing Characters** ● Read aloud: *Spilling Ink*, Section 4, "Convincing Your Characters That They Are Alive" (pp. 19-29) and free write ● Use Characterization Notes to brainstorm character details and draft or revise a story (fictional, personal narrative, or narrative nonfiction)	1 Writer's Workshop / Block

	Day 9	**Using Dialogue** ● Read aloud: *Spilling Ink*, Section 13, "How to Write Dialogue" (pp. 110-128) and free write ● Use [Dialogue Notes](#) to draft or revise a story to balance dialogue and develop characters	1 Writer's Workshop / Block
	Day 10	**Conventions for Dialogue** ● Read aloud: *A Writer's Notebook*, Ch. 6, "Snatches of Talk" (pp. 57-71) and free write ● Mentor Text: *Going Home* by Eve Bunting ● Use [Narrative Techniques Notes](#) to edit dialogue for conventions	1 Writer's Workshop / Block
	Day 11	**Revise and Edit a Favorite Piece** ● Read aloud: *Spilling Ink*, Section 18, "Revision" (pp. 163-171), and free write ● Use a checklist to revise and edit an original story for a clear focus, clearly identified characters, a balance of dialogue and descriptions, and complete sentences ● Review compound and serial comma sentence patterns	1 Writer's Workshop / Block
	Day 12	**Peer Review, Publish, and Celebrate** ● Read aloud: *Spilling Ink*, Section 20, "Two Heads Are Better Than One" (pp. 178-181) and free write ● Students will peer edit a piece of their writing from the first weeks of summer school, publish the piece, and celebrate their work.	1 Writer's Workshop / Block
Engaging Experience 3: Developing Event Sequences	Day 13	**Developing Plot** ● Read aloud: *Spilling Ink*, Section 7, "Now We Get to the Weird Stuff: Plot" (pp. 46-65) and free write ● Watch 2 short videos on story structure from [Khan Academy Pixar in a Box: Story Structure](#). Then develop a story spine for an original story (fictional, personal narrative, or narrative nonfiction)	1 Writer's Workshop / Block

	Day 14	**Developing Conflict & Theme** ● Read aloud: *Spilling Ink*, Section 29, "Belly Buttons" (pp. 227-233) and free write ● Use the strategy *Somebody wanted…, but… so… then* and guiding questions from [Khan Academy Pixar in a Box: Story Structure](#) to brainstorm ideas to develop or revise for a clear conflict and theme in their own original story.	1 Writer's Workshop / Block
	Day 15	**Developing Narrative Voice** ● Read aloud: *Spilling Ink*, Section 8, "Who Is Telling Your Story: Narrative Voice" (pp. 66-76) and free write ● Listen to the [The True Story of the Three Little Pigs read by the author Jon Scieszka](#) and analyze how the narrator's point of view affected how the story was told ● Rewrite a story using a different narrative voice/point of view	1 Writer's Workshop / Block
	Day 16	**Developing Strong Leads/Beginnings** ● Read aloud: *Spilling Ink*, Section 9, "Starting Points" (pp. 77-87) and free write ● Students will look at mentor texts to identify ways to develop strong leads and flashdraft different first sentences for their own story ideas.	1 Writer's Workshop / Block
	Day 17	**Developing Strong Endings** ● Read aloud: *Spilling Ink*, Section 17, "Ta-Da!" (pp. 153-162) and free write ● Students will use the PATH (Personal growth, Action, Thoughts, Hopes) strategy to draft or revise endings for a story of their own	1 Writer's Workshop / Block
Engaging Experience 4: Using Techniques	Day 18	**Using Description** ● Read aloud: *Spilling Ink*, Section 14, "Description" (pp. 129-143) and free write	1 Writer's Workshop / Block

Across Purposes		● Mentor Text: *The Great Kapok Tree* by Lynne Cherry and *Tropical Rainforests* by Seymour Simon ● Students will use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events across genres - narrative, informational, and/or argumentative writing.	
	Day 19	**Engaging Scenario: Culminating Project** ● Read aloud: *Spilling Ink*, Section 21, "The Writing Process" (pp. 183-189) and free write ● Students will write narratives about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, relevant descriptive details, and with a theme or message that addresses a current issue or problem in our world.	1 Writer's Workshop / Block
	Day 20	**Revising for Sentence Fluency** ● Read aloud: *Spilling Ink*, Section 11, "Suspense" (pp. 94-103) and free write ● Mentor Text: *The Great Kapok Tree* by Lynne Cherry ● Analyze mentor text and chart the length, beginnings, and endings of sentences to analyze how writers develop fluent text and revise their own writing for sentence fluency.	1 Writer's Workshop / Block
	Day 21	**Using Colons** ● Read aloud: *A Writer's Notebook*, Ch. 11, "Rereading: Digging Out the Crystals" (pp. 120-129) and free write ● Mentor Text: *The Great Kapok Tree* by Lynne Cherry ● Watch a BrainPop video and analyze mentor text for how colons are used as punctuation. ● Draft or revise sentences from their own writing to use colons effectively.	1 Writer's Workshop / Block

	Day 22	**Revise and Edit Final Piece** ● Read aloud: *A Writer's Notebook*, Ch. 4, "Seed Ideas" (pp. 31-40) ● Students will use a checklist to self-assess their culminating project or another chosen piece.	1 Writer's Workshop / Block
	Day 23	**Publish, and Present Final Piece** ● Read aloud: *Spilling Ink*, Section 30, "Criticism" (pp. 234-239) and free write ● Students will publish and share a piece of their writing with the other writers in their community. They will give each other feedback, celebrate their work, and print final copies for a gallery walk for the final class.	1 Writer's Workshop / Block
	Day 24	**Final Publishing Celebration** ● *Spilling Ink*, Section 31, "A Writer's Life" (pp. 240-244) and free write ● Students will use a gallery-walk to share their culminating project or another chosen piece with writers from another class and provide feedback to other writers in their school community using compliments pages.	1 Writer's Workshop / Block

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:

This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.

This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.