

## Canterbury Public Schools

<b>Subject</b>	Language Arts
<b>Grade Level</b>	6
<b>Unit Title</b>	Module 1 Unit 1 Greek Mythology
<b>Unit Goals</b>	Why do Greek myths continue to be relevant and popular today?
<b>Pacing (# of weeks)</b>	3-4 weeks/16 lessons
<b>Standards</b>	<p>Focus standards:            Reading Literature: RL 6.1, RL 6.3, RL 6.4, RL 6.6, RI 6.10            RI 6.1, RI 6.2, RI 6.4            Speaking and Listening: SL 6.1a, SL 6.1b            Language: L 6.4a, L 6.4c, L 6.4d, L 6.5, L 6.5a, L 6.5, L 6.5c, L 6.6            Supporting standards:            W. 6.5, W. 6.9, W 6.10,</p>
<b>Content/Conceptual Knowledge (know)</b>	<p>Build Background Knowledge: Greek mythology            Studying stories from other cultures introduces alternative perspectives.            How ancient themes are still relevant today.            Reflect on the human condition.            Examining multiple points of view supports a more complex understanding of our and others' point of views.</p>
<b>Skills (be able to do)</b>	<p>Develop and contrast the points of view of different characters in the text.            Analyze and determine meaning of unfamiliar vocabulary and phrases.            Analyze how themes have developed throughout the story.            Respond to text based questions.            Respond to a prompt.            Prepare for the end of unit assessment discussion by generating discussion norms and practicing questions.            Effectively participate in a Socratic seminar at the end of the unit.</p>
<b>Essential Questions</b>	<p>What is mythology, and what is the value of studying mythology from other cultures?            Why have stories from Greek mythology remained popular?            How does point of view change with experience?</p>
<b>Enduring Understandings</b>	<p>Greek mythology is relevant today.            A narrator's or character's understanding of an experience can change depending on one's point of view.            Greek myths remain relatable because they can be reimagined to fit different environments and time periods.            Develop discussion norms to have productive text-based discourse about the novel.            Practice and learn how to run and participate in a Socratic Seminar.</p>

	Reflect on habits of character: empathy, integrity, and respect
<b>Vocabulary</b>	Empathy, respect, gist,pulverized, sprawled, vaporized, anxiety, nerve, hallucinations, ajar, eavesdropper, anxiety, register, faltered, silhouette, bellow, metaphysical, sullen sauntering,mischievous, murmured, rivalry, maiming, flanked, converged,celestial, forged,rasping,resent, riptide,gnarled, pawn,menace, modulated,petrification, compelled, chasm, abyss, void
<b>Common Learning Experiences</b>	<p>I can infer the topic of this module from the resources.</p> <p>I can show empathy and respect as I listen to my classmates.</p> <p>I can find the gist of each chapter of <i>The Lightning Thief (TLT)</i>.</p> <p>I can determine the difference between academic and domain specific vocabulary</p> <p>I can identify strategies to answer selected response questions.</p> <p>I can identify strategies to determine the meaning of unfamiliar vocabulary.</p> <p>I can explain how the author develops Percy's point of view and how it changes based on experience in <i>TLT</i>.</p> <p>I can determine a central idea of an informational text and how it is conveyed through details.</p> <p>I can summarize an informational text.</p> <p>I can determine the meaning of unfamiliar words and phrases in a text.</p> <p>I can demonstrate understanding of an excerpt.</p> <p>I can select a research reading text that I want to read.</p> <p>I can interpret figurative language in <i>TLT</i>.</p> <p>I can use word relationships to determine meaning in <i>TLT</i>.</p> <p>I can prepare for a text-based discussion about how Percy Jackson changes in response to events.</p> <p>I can use evidence from the text to support my ideas during a text-based discussion.</p> <p>I can follow discussion norms to have an effective text-based discussion.</p>
<b>Assessments</b>	<p>Entrance Tickets</p> <p>What's the Gist (sticky notes)</p> <p>Note-catchers (various per topic)</p> <p>Vocabulary form</p> <p>Quick-Writes</p> <p>Text dependent questions</p> <p>Mid-Unit Assessment- Analyze Language and Point of View, <i>TLT (lesson 11)</i></p> <p>Discussion Norms</p> <p>Unit assessment: Text-based Discussion <i>TLT</i> chapters 1-12. (lesson 15 &amp; 16)</p> <p>Track Progress: Collaborative Discussion.</p> <p>Assessment Rubrics</p> <p>Assessment Recording sheets</p> <p>Informal assessment Checklists-writing, speaking and listening, collaborative discussion,presentations of knowledge and ideas,listening and viewing comprehension,speaking conventions and writing records</p>

<b>Student Resources</b>	Student workbook, student copy of <u>The Lightning Thief</u> , dictionary, Entrance tickets, notecatchers, homework sheets, glue sticks, vocabulary logs, Synopsis for each chapter, language dive sentence strips, unfamiliar vocabulary homework, independent reading journals, Independent reading journal template
<b>Teacher Resources</b>	Teacher Guide, Teacher Supporting materials, copy of The Lightning Thief, equity sticks Anchor charts- close reading, work to become ethical people, Gist Record, Guiding Questions, Point of View, synopsis of TLT for each chapter, language dive notecatchers, language dive sentence strips, language dive chunk charts, independent reading sample plans

**Grade 6 Module 1 Unit 2**  
**Canterbury Public Schools**

<b>Subject</b>	Language Arts
<b>Grade Level</b>	6
<b>Unit Title</b>	Module 1 Unit 2 Greek Mythology
<b>Unit Goals</b>	Why do Greek myths continue to be relevant and popular today?
<b>Pacing (# of weeks)</b>	3 weeks- 14 lessons
<b>Standards</b>	<p>Focus standards:            Reading Literature: RL 6.1, RL 6.3, RL 6.4, RL 6.6, RL 6.7, RL 6.9 RI 6.10            RI 6.1, RI 6.2, RI 6</p> <p>Writing: W 6.2, W 6.2a, W 6.2b, W 6.2c, W 6.2d, W 6.2e, W 6.2f, W 6.4, W 6.5, W 6.6, W 6.9a, W 6.10</p> <p>Language: L 6.2b, L 6.4, L 6.4a, L 6.4b, L 6.4c, L 6.4d., L 6.6</p> <p>Supporting standards:            Speaking and Listening: SL 6.1</p>
<b>Content/Conceptual Knowledge (know)</b>	<p>Write to inform: Compare and Contrast Text and Film of <u>The Lightning Thief</u></p> <p>Continue to read excerpts from TLT.</p> <p>Analyze the Greek myths featured in the novel and compare themes and topics in the Greek myths to those in the novel.</p> <p>Write a literary analysis essay using the Painted Essay structure comparing and contrasting parts from the movie to the same parts from the novel.</p>
<b>Skills (be able to do)</b>	<p>Read several Greek myths featured in the novel.</p> <p>Read text closely.</p> <p>Identify themes in a novel or text.</p> <p>Write a summary without personal prejudice or judgment.</p> <p>Compare and Contrast select scenes from the film version <u>The Lightning Thief</u> to the novel.</p> <p>Compose an informational essay using compare and contrast structure.</p> <p>Follow peer critique protocol to revise writing (end of unit assessment).</p> <p>Reflect on academic mindsets.</p>
<b>Essential Questions</b>	<p>What is mythology, and what is the value of studying mythology from other cultures?</p> <p>Why have stories from Greek mythology remained popular?</p> <p>How does point of view change with experience?</p>
<b>Enduring Understandings</b>	<p>Greek mythology is relevant today.</p> <p>A narrator's or character's understanding of an experience can change depending on one's point of view.</p> <p>Greek myths remain relatable because they can be reimaged to fit different</p>

	environments and time periods. Reflect on habits of character: empathy, integrity, and respect
<b>Vocabulary</b>	Prefix <i>-in</i> , alter, ambition, dreadful, exuberance, hubris, judgment, opinion, banished, dethroned, envious, vowed, initiative, structure, Painted Essay, evaluate, responsibility, differences, reveal similarities, comparison, introduction, evidence, Proof paragraph, fantastic, journey, perhaps
<b>Common Learning Experiences</b>	<p>I can demonstrate understanding of an excerpt from a chapter.</p> <p>I can determine a theme and how it is conveyed through details in the chapter.</p> <p>I can analyze a model to identify characteristics of an effective summary.</p> <p>I can write a summary without personal opinions or judgments.</p> <p>I can compare and contrast the approach of similar themes in TLT and Greek myths.</p> <p>I can determine the purpose of e/ea model essay.</p> <p>I can compare and contrast the experience of reading a scene in a novel to viewing a film version of the same scene.</p> <p>I can use the Painted Essay Structure to analyze a model.</p> <p>I can compare and contrast what I see and hear when I read the text to what I perceive when I watch the same scene of the film.</p> <p>I can plan the introduction of a compare and contrast essay with a strong focus statement.</p> <p>I can prepare the first Proof Paragraph of a compare and contrast essay.</p> <p>I can prepare the second paragraph of a compare and contrast essay.</p> <p>I can prepare the conclusion of a compare and contrast essay with a strong reflection.</p> <p>I can write an essay in which I compare and contrast what I see and hear when I read the text to what I perceive when I watch the same scene of the film.</p> <p>I can provide kind, specific, and helpful feedback to peers.</p> <p>I can use feedback to revise my essay.</p>
<b>Assessments</b>	<p>Entrance Tickets</p> <p>What's the Gist (sticky notes)</p> <p>Note-catchers (various per topic)</p> <p>Vocabulary form</p> <p>Close read culminating task</p> <p>Mid unit assessment-Compare and Contrast Themes in Literature</p> <p>Quick-Writes</p> <p>Text dependent questions</p> <p>The Painted Essay Template</p> <p>Expository Writing Plan graphic organizer</p> <p>Unit assessment: Write Compare and Contrast Essay</p>
<b>Student Resources</b>	Student workbook, student copy of <u>The Lightning Thief</u> , dictionary, Entrance tickets, note catchers (various), homework (various), sticky notes, vocabulary logs, Synopsis for each chapter, language dive sentence strips, unfamiliar vocabulary homework, independent reading journals, Independent reading journal template, affix list, Text: "Theseus and the Minotaur", close reading culminating task: "Theseus and the Minotaur", Text: "Cronus",

	<p>Text: "Medusa", track progress folders, Track Progress: Read, Understand and Explain New Text, compare and contrast model essay, watercolor paint set or colored pencils, Painted Essay Template, Language Dive: Compare and Contrast Model Essay Focus, Informative writing checklist, Informative/Explanatory Writing Plan graphic organizer, yellow construction paper, Organize the Module: Proof paragraph 1 strips, blue construction paper, Organize the Model: Proof paragraph 2 strips, Device with word processing software, End of unit 2 Assessment: compare and Contrast Essay, Track progress: Informative Writing, Language Dive: Compare and Contrast Model Essay Appropriate Transitions sentence chunk strips</p>
<p><b>Teacher Resources</b></p>	<p>Teacher Guide, Teacher Supporting materials, copy of <u>The Lightning Thief</u>, equity sticks, Academic Word Wall (vocabulary), Anchor charts- close reading, work to become ethical people, Gist Record, Guiding Questions, Point of View, TL Criteria for an Effective Summary anchor chart, Criteria for an Effective Information Essay anchor chart, Peer Critique Protocol, Criteria for An Effective Informative Essay, Informative Writing checklist; synopsis of TLT for each chapter, language dive note catchers, language sentence strips, language dive chunk charts, independent reading sample plans, affix list, Close Reading Guide: "Theseus and the Minotaur", Mid Unit 2 Assessment: Compare and Contrast Themes, annotated compare and contrast model essay, <i>Percy Jackson and the Olympians: the Lightning Thief</i>: Scenes 13-14 film, Paint an Essay Lesson Plan, Language Dive Guide: compare and Contrast Model Essay Conclusion and Reflection, Language Dive Guide: compare and Contrast Model Essay Conclusion and Reflection note catcher and sentence strips, module1: End of Unit 2 Assessment: Compare and Contrast Essay</p>

### Canterbury Public Schools

<b>Subject</b>	Language Arts
<b>Grade Level</b>	6
<b>Unit Title</b>	Module 1 Unit 3 Greek Mythology
<b>Unit Goals</b>	Research to create a new character and write a narrative.
<b>Pacing (# of weeks)</b>	3 weeks, 12 lessons
<b>Standards</b>	Reading Literature: RL 6.1, RL 6.3, RL 6.4, RI 6.1, RI 6.2, RI 6.4, RI 6.7 Writing: W 6.3, W 6.3a, W 6.3e, W 6.4, W 6.5, W 6.6, W. 6.7, W. 6.8 W 6.9b, Language: L 6.3a, L 6.4a, L 6.4c, L 6.4d, L 6.6 Speaking and Listening: SL 6.4, SL 6.5
<b>Content/Conceptual Knowledge (know)</b>	Determine the meaning of unfamiliar vocabulary
<b>Skills (be able to do)</b>	<p>1. Students reimagine a scene from <i>The Lightning Thief</i>, writing themselves into the action as a different demigod from Camp Half-Blood. They research a Greek god of their choosing (or another traditional figure) and use their research to create a new character, the child of that figure.</p> <p>2. Students develop the attributes of their character and strategically insert the character into a scene from the novel, editing carefully so as not to change the outcome of the story.</p>
<b>Essential Questions</b>	<p>What is mythology, and what is the value of studying mythology from other cultures?</p> <p>Why have stories from Greek mythology remained popular?</p> <p>How does point of view change with experience?</p>
<b>Enduring Understandings</b>	<p>Greek mythology is relevant today.</p> <p>A narrator's or character's understanding of an experience can change depending on one's point of view.</p> <p>Greek myths remain relatable because they can be reimaged to fit different environments and time periods.</p> <p>Reflect on habits of character: empathy, integrity, and respect</p>
<b>Vocabulary</b>	Common, domestic hearth, dwelling, sacred, central idea, narrative, character profile, multimedia presentation
<b>Common Learning Experiences</b>	<ul style="list-style-type: none"> <li>● I can demonstrate understanding of an excerpt from <i>The Lightning Thief</i>. (TLT)</li> <li>● I can analyze a model to identify characteristics of an effective slideshow presentation.</li> <li>● I can determine a central idea and how it is conveyed through details in</li> </ul>

	<p>"Hestia" (informational text)</p> <ul style="list-style-type: none"> <li>● I can write a summary of "Hestia" without personal opinions or judgments.</li> <li>● I can research my Greek god or goddess, gathering needed information for my project from informational texts.</li> <li>● I can analyze a model to identify characteristics of an effective narrative.</li> <li>● I can independently read, understand, and explain the meaning of a new text.</li> <li>● I can choose an appropriate action scene for my character to join in TLT.</li> <li>● I can determine where to insert my new character into and plan to revise the original scene so that it doesn't change the outcome of the story.</li> <li>● I can revise a scene of TLT to insert a new character.</li> <li>● I can create an effective multimedia presentation using slideshow software.</li> <li>● I can clearly and confidently present my multimedia project to an audience.</li> </ul>
<p><b>Assessments</b></p>	<p>Entrance Tickets          What's the Gist (sticky notes)          Note-catchers (various per topic)          Vocabulary form          Close read culminating task          Mid unit assessment-Helios (central idea and summary)          Closing and Assessment A: track progress          Narrative Writing Plan Graphic Organizer          Unit assessment: Write a Narrative          Performance Task presentations</p>
<p><b>Student Resources</b></p>	<p>Student workbook, student copy of <u>The Lightning Thief</u>, dictionary, entrance tickets, note catchers (various), homework (various), sticky notes, vocabulary logs, Synopsis for each chapter, language dive sentence strips, unfamiliar vocabulary homework, independent reading journals, Independent reading journal, track progress folders, Language Dive: Central Idea, Close Read Text: "Hestia," highlighters, Model Narrative Comparison with text, Model Performance Task slideshow printout, Device with word processing software, Mid-unit 3 assessment: "Helios," Narrative writing checklist, Model narrative: "Greek God: Hypnos," Performance Task Anchor Chart, Presentation checklist, End of unit 3 Assessment: Write a narrative.</p>
<p><b>Teacher Resources</b></p>	<p>Teacher Guide, Teacher Supporting materials, copy of <u>The Lightning Thief (TLT)</u>, equity sticks, Academic Word Wall (vocabulary), Anchor charts- close reading, work to become ethical people, Gist Record, Guiding Questions, Point of View, TLT Criteria for an Effective Summary, Criteria for an Effective Information Essay, Peer Critique Protocol, synopsis of TLT for each chapter, language dive note catchers, language dive sentence strips, language dive charts, Work to become Effective learners anchor chart, Language Dive: "Hestia" note catcher, "Hestia" sentence chunks, Greek gods note catcher, Strategies to Answer Selected response Questions, Mid unit 3 Assessment: "Helios" Gist record: TLT, Narrative Writing Plan Checklist, Work to Contribute to a Better World anchor chart, Model narrative: "Greek God: Hypnos," Gr. 6 Narrative Writing Rubric, Speaking and Listening Informal Assessment:</p>

	Presentation of Knowledge and ideas Checklist Close Reading Guide: "Hestia," colored pencils, End of Unit 3 Assessment: Write a Narrative
<b>Strategies</b>	
<b>Common learning experiences</b>	