Columbus County 2014-2015

 Holt McDougal Literature: Common Core Edition

6th Grade Pacing Guide

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| **Unit/Focus**:  Unit 8: Know the Facts p. 891-1006 | **Essential Question**:Can information be trusted? | **Suggested Time Frame**:  within 4th 9 weeks |
|  **Focus Standards** |
| **Reading Literature:**(n/a) | **Reading Informational:**RI2- RI10 | **Writing:**W1, W1a-e, W2, W5, W7, W10 | **Speaking and Listening:**SL1-SL4 | **Language:**L1, L2, L2b, L3, L3b L4a-c, L5, L5b, L6 | **Technology:**6TT1.1-6TT1.3, 6SI1.1 |
| **Unit Tasks** |
| Text Analysis: \*Determine a central idea and how it is conveyed through particular details; provide a summary of the text \*Analyze how a sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas \*Analyze the structure an author uses to organize a text \*Determine the meaning of words and phrases as they are used in a text, including connotative meanings \*Trace and evaluate the argument and specific claims in a text Writing and \*Write a persuasive essayLanguage: \*Capitalize and punctuate titles correctlyVocabulary: \*Use Greek and Latin as clues to the meaning of a word \*Use context as a clue to the meaning of a word or phrase Technology: \*Integrate information gathered from different forms of media |

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| **Unit Vocabulary**Academic Vocabulary for the unit:  \*adequate \*purpose  \*authority \*structural \*concept |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| “SuperCroc” p. 898-907 **ECOS** | text features captionssubheadings summarizegraphic aids | expert speciesextinct predatorfossil |
| “Bird Brains” p. 908-915 | main ideas statisticsproposition examplesupports expert opinionsfacts | complexity variationengage mimicperception |
| “The First Emperor/Digging Up the Past”  p. 916-931 **ECOS** | synthesize information | archaeological ancestor disintegratebarbarian dedicate reconstructionsurpass excavationimmortality preservation |
|  “Media Study: News Reports” p. 932-935 | thorough sound bitesinterviews quotes | n/a |
| “What Video Games Can Teach Us/The Violent Side of Video Games” p. 942-951 | argument irrelevant examplesclaim faulty reasoningvague language  | captivate complicatedsimulateprecise |
| “Should Wild Animals Be Kept as Pets?” p. 952-959 | persuasive techniques loaded languageemotional appeals previewappeals to authority skim | captivity unsuitabledomesticateinstinctive |
| “No Thought of Reward” p. 960-965 | author’s message persuasion implied rhetorical question | appreciate dedicationcontribute |
| “Start the Day Right!” p. 966-971 **ECOS** | public service announcementpersuasive | propaganda |
| “Shine-n-Grow: Hair Repair That Really Works!” p. 972-977 **ECOS** | logic overgeneralizationfaulty reasoning logical fallaciesfalse cause circular reasoninghasty generalization | n/a |

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| “Brain Breeze” p. 978-983 **ECOS** | propaganda name-callingbandwagon appeal snob appealstereotype endorsement | n/a |
| Media Study: Persuasive Techniques in Commercials p. 984-987 **ECOS** | customer awarenesstarget audiencedemographics | n/a |

***\*Denotes stories that are also in The Language of Literature text book.***

***Note to Teachers: The Common Core Essential Standards focus on teaching quality, rigorous lessons. Therefore, this pacing guide allows teachers the***

 ***flexibility to select from the stories in each unit. Teachers are not expected to use every story within an entire unit.***

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| Unit Student Workshops/Assessment Practices |
| Text Analysis Workshop: Reading for Information p. 894-897  |
| Text Analysis Workshop: Argument and Persuasion p. 936-941 |
| Writing Workshop: Write To Learn |
| Speaking and Listening Workshop: Giving a Persuasive Speech p. 998-999 |
| Assessment Practice p. 1000-1005 |

**Unit 8 Project Ideas to Incorporate Technology**

* Divide student into small groups and ask them to create a field guide about crocodiles. Publish the guides in the form of a slide show. Present the field guides to the class.
* Brainstorm with students a list of people who have devoted themselves to help others or to champion an important cause. Have groups of students research a person from the list and use the information to prepare a script for a short documentary about the individual.
* Have students research wartime propaganda and present the findings to the class.
* Students will work in small groups to create a new product. Working cooperatively, they will create a commercial for the product and present it to the class.