

Appendix A

Course map
The Unit Organizer

6th grade science

④ BIGGER PICTURE

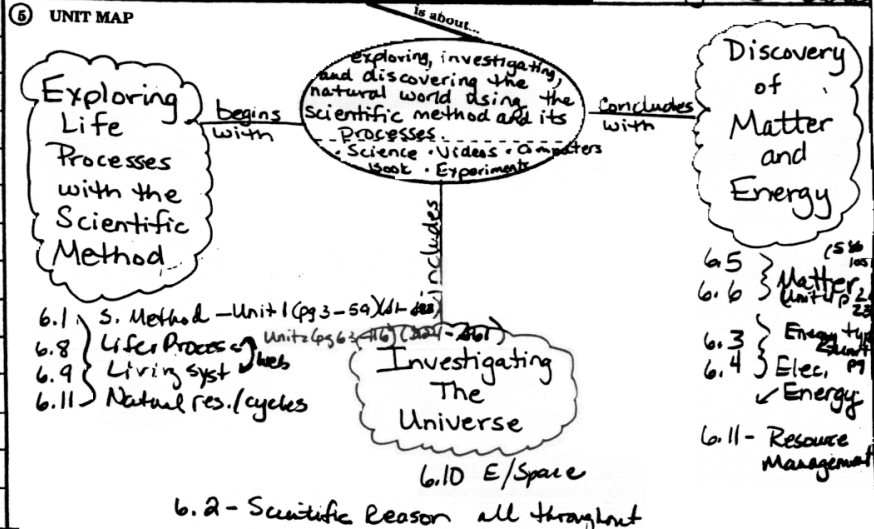
DATE _____

How has the science community assisted in improving the everyday life of Americans?

② LAST UNIT/Experience 5 th Grade	① CURRENT UNIT 6 th Grade Science	③ NEXT UNIT/Experience 7 th Grade Science
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⑧ UNIT SCHEDULE

Sept - Mid Nov:	Exploring Life Processes w/ scientific Method
Mid Nov - March:	Investigating The Universe
Mid March - June:	Discovery of Matter & Energy



⑦ UNIT SELF-TEST QUESTIONS	① What is the scientific method?	⑨ UNIT RELATIONSHIPS
	② What processes do I use to explore the scientific method?	
	③ What are the properties of the universe?	
	④ What are the properties of matter? What is matter?	
	⑤ What is a life process?	

- ⑥ What is energy? How is energy used? misused?
- ⑦ Why is there an interdependent relationship with matter & energy?

Identify
Compare/Contrast
Analyze/Research
Synthesize
Evaluate

The Unit Organizer

④ BIGGER PICTURE

DATE _____

How can you tell if an organism or thing is alive?

② LAST UNIT/Experience 5th Grade	① CURRENT UNIT Exploring Life Processes With The Scientific Method	③ NEXT UNIT/Experience Investigating Outer Space										
⑧ UNIT SCHEDULE <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>												⑥ UNIT MAP
⑦ UNIT SELF-TEST QUESTIONS ① What is science? Can anybody be a scientist? ② What is the Scientific Method? ③ What are the processes I use in a science experiment or quest? ④ What are life processes? ⑤ How do you "identify" a thing as living? Are penguins a living organism? ⑥ Do all organisms have levels of hierachial organizations?	⑥ UNIT RELATIONSHIPS <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Identify</td></tr> <tr><td>Compare/Contrast</td></tr> <tr><td>Analyze/Research</td></tr> <tr><td>Synthesize/Evaluate</td></tr> </table>	Identify	Compare/Contrast	Analyze/Research	Synthesize/Evaluate							
Identify												
Compare/Contrast												
Analyze/Research												
Synthesize/Evaluate												

Created by Mrs. Helen Rummel

Course Map for Science Grade 6

The Unit Organizer

④ BIGGER PICTURE

DATE

How do elements of the Universe depend on each other?

② LAST UNIT/Experience
Exploring Life Processes with the Scientific Method

① CURRENT UNIT
Investigating The Universe

③ NEXT UNIT/Experience
Discovery of Energy's Matter

<p>⑧ UNIT SCHEDULE</p> <table border="1" style="width: 100%; height: 100px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>												<p>⑥ UNIT MAP</p>

<p>⑦ UNIT SELF-QUESTIONS</p>	<p>① What is the Universe? (Identify)</p> <p>② What is a star? What are the properties of Stars? ← Identify</p> <p>③ What are galaxies? Are there different types of galaxies? ← Compare/Contrast</p> <p>④ What does solar system mean? (Analyze)</p> <p>⑤ What forces and movements are observed in space? (Identify)</p> <p>⑥ Who and how has space been observed? (Identify, compare) ← Research/Analyze, Synthesize</p> <p>⑦ What have we gained from studying space? (Analyze, synthesize, Evaluate) ← Evaluate</p>	<p>UNIT OBJECTIVES</p>
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Created by Mrs. Helen Pennell

Scientific Investigation, Reasoning and Logic

- 6.1 The student will plans and conduct investigations in which
 - observations are made involving fine discrimination between similar objects and organisms;
 - a classification system is developed based on multiple attributes;
 - differences in descriptions and working definitions are made;
 - precise and approximate measures are recorded;
 - scale models are used to estimate distance, volume, and quantity;
 - hypotheses are stated in ways that identify the independent (manipulated) and dependent (responding) variables;
 - a method is devised to test the validity of predictions and inferences;
 - one variable is manipulated over time with many repeated trials;
 - data are collected, recorded, analyzed, and reported using appropriate metric measurement;
 - data are organized and communicated through graphical representation (graphs, charts, diagrams); and
 - models are designed to explain a sequence.

Parent signature _____ Student signature _____
 [the remainder of the SOL objectives are listed]

The Unit Organizer

④ BIGGER PICTURE

DATE

Why is it important that there is a balanced, interdependent relationship between matter, energy and nature?

② LAST UNIT/Experience Investigating The Universe	① CURRENT UNIT Discovery of Matter & Energy	③ NEXT UNIT/Experience 7th Grade Science
⑧ UNIT SCHEDULE	⑥ UNIT MAP	
⑦ UNIT SELF-TEST QUESTIONS	① What is matter? (Identify) ② What are the basic types of energy? What is energy? ← ③ Why does matter need energy? (compare; analyze) ④ What is conservation? How do we conserve? (Identify, evaluate) ⑤ How does this "interdependent" relationship work between matter, energy and environment? → (all skills)	⑤ RELATE Identify Compare/Contrast Analyze Synthesize/Evaluate

created by Mrs. Helen Runner

Matter

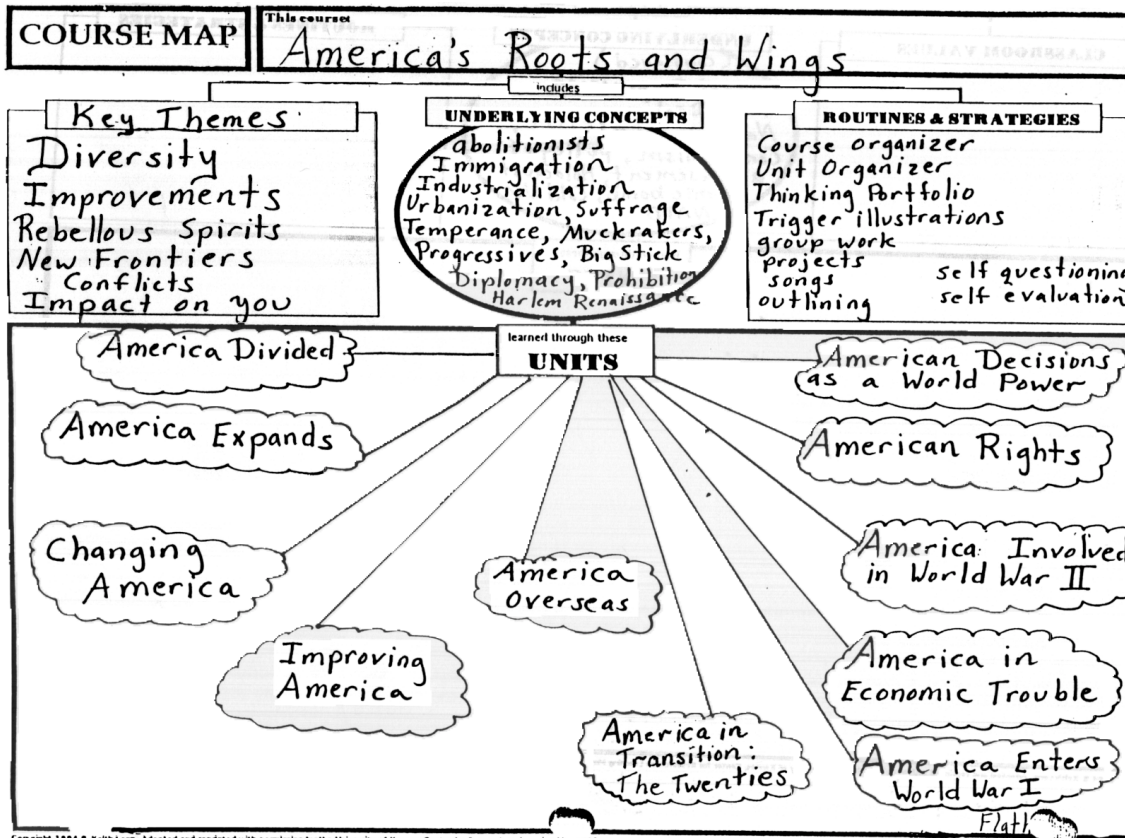
6.5 The student will investigate and understand that all matter is made up of atoms. Key concepts include

- Atoms are made up of electrons, protons, and neutrons;
- Atoms of any element are alike but are different from atoms of other elements;
- Historical development and significance of discoveries related to the atom.

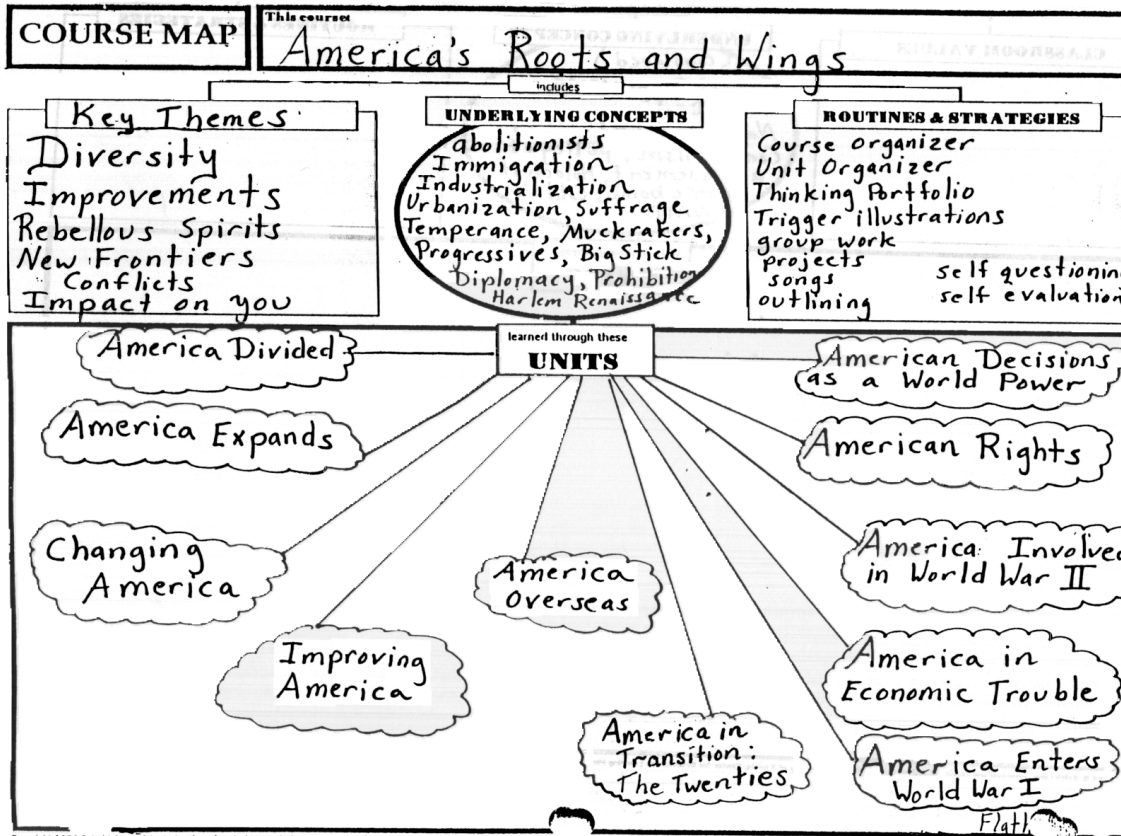
The student will investigate and understand how to classify materials as elements, compounds, or mixtures. Key concepts include

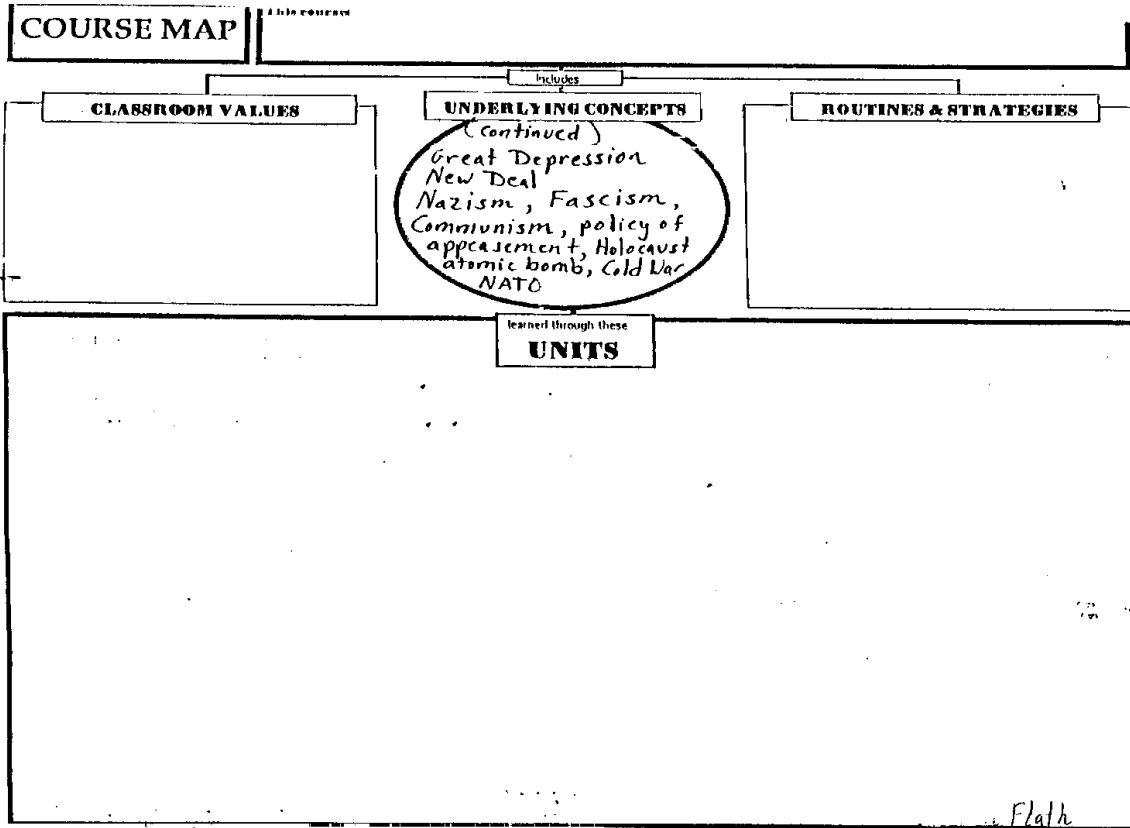
- Mixtures can be separated by physical processes;
- Compounds can only be separated by chemical processes;
- Elements cannot be separated by physical or chemical means.

[the remainder of the SOLs listed on back of map]



Course map for Social Studies Grade 6





Course Map for Social Studies Grade 6 (con't)

America's Roots and Wings

The "10" Course Questions

- | | |
|-----|--|
| 1. | Through the Civil War, Immigration, the rise of big business and new inventions how did America change? |
| 2. | How did industrialization and urbanization affect African Americans, women and children? |
| 3. | What was the United States' role as a world power between 1898 and 1930? |
| 4. | Why was the Twenties a time of unrest and innovation? |
| 5. | How did the crash of 1929, the Great Depression and the New Deal impact peoples' lifestyles and their view on the president in office? |
| 6. | What were some of the major causes and effects of World War II? |
| 7. | How did Americans handle controversial topics after World War II? |
| 8. | What choices has the U.S. made as a world power during the second half of the Twentieth Century? |
| 10. | |

The Unit Organizer

HIGH SCHOOL

NAME _____
DATE _____

<p>LAST UNIT/Experience 5th Grade</p>	<p>America's Roots and Wings CURRENT UNIT America Divided</p>	<p>NEXT UNIT/Experience Changing America</p>																				
<p>UNIT SCHEDULE</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td>pages: 104-214</td> </tr> <tr> <td>9/13</td> <td>What is Social Studies?</td> </tr> <tr> <td>9/14</td> <td>Textbook Scavenger Hunt: Civil War Songs</td> </tr> <tr> <td>9/15</td> <td>Giant floor map of the Civil War: Confederate vs. Union State Activities</td> </tr> <tr> <td>9/20</td> <td>Battlefield Overheads</td> </tr> <tr> <td>9/22</td> <td>Civil War Clothing Set Pink and Say Civil War Letters</td> </tr> <tr> <td>10/5</td> <td>Fredericksburg/Chatham Field Trip</td> </tr> <tr> <td>10/6</td> <td>Civil War Review</td> </tr> <tr> <td>10/8</td> <td>Civil War Test</td> </tr> </table>		pages: 104-214	9/13	What is Social Studies?	9/14	Textbook Scavenger Hunt: Civil War Songs	9/15	Giant floor map of the Civil War: Confederate vs. Union State Activities	9/20	Battlefield Overheads	9/22	Civil War Clothing Set Pink and Say Civil War Letters	10/5	Fredericksburg/Chatham Field Trip	10/6	Civil War Review	10/8	Civil War Test	<p>UNIT MAP</p> <div style="text-align: center;"> <p>is about...</p> <p>the causes and effects of the Civil War 1850-1905</p> <p>as shown by</p> <p>Reconstruction</p> <p>which include</p> <p>13th 14th 15th Amendments</p> <p>which include</p> <p>brutal elements of the Civil War</p> <p>illustrated through</p> <p>major battles and events</p> <p>as shown by</p> <p>different views on the Union and slavery</p> <p>learned through</p> <p>the great leaders of the Civil War</p> </div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>UNIT SELF-TEST QUESTIONS</p> <ol style="list-style-type: none"> 1. Who are considered to be the great leaders of the Civil War? 2. How did Lincoln's view of the nature of the Union differ from Lee's? 3. What were the conflicts of conscience faced by Americans such as Robert E. Lee? 4. What were the major battles of the Civil War? 5. What were the effects of the Emancipation Proclamation? 6. What made the Civil War particularly brutal? 7. What were the basic provisions of the 13th, 14th, and 15th Amendments? 8. What occurred after the Civil War to anger the South? 9. What were the Reconstruction policies for the South? </td> <td style="width: 50%; padding: 5px;"> <p>SOLs are listed on the back.</p> </td> </tr> </table>	<p>UNIT SELF-TEST QUESTIONS</p> <ol style="list-style-type: none"> 1. Who are considered to be the great leaders of the Civil War? 2. How did Lincoln's view of the nature of the Union differ from Lee's? 3. What were the conflicts of conscience faced by Americans such as Robert E. Lee? 4. What were the major battles of the Civil War? 5. What were the effects of the Emancipation Proclamation? 6. What made the Civil War particularly brutal? 7. What were the basic provisions of the 13th, 14th, and 15th Amendments? 8. What occurred after the Civil War to anger the South? 9. What were the Reconstruction policies for the South? 	<p>SOLs are listed on the back.</p>
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The U Organizer

BIGGER CORE

NAME: _____
DATE: _____

<p>LAST UNIT/Experience America Divided</p>		<p>AMERICA'S ROOTS AND WINGS CURRENT UNIT The Changing West (Changing America)</p>		<p>NEXT UNIT/Experience Changing America</p>												
<p>UNIT SCHEDULE</p> <table border="1"> <tr><td>If you Traveled West</td></tr> <tr><td>Native American quotes and songs</td></tr> <tr><td>Buffalo Comic strips</td></tr> <tr><td>Factual Accounts of miners, homesteaders and cattlemen</td></tr> <tr><td>Dragon's Gate</td></tr> <tr><td>Snoopy's Transcontinental Railroad Video</td></tr> <tr><td>Computer Lab Activity for cattlemen, miners and homesteaders</td></tr> <tr><td>textbook pages 218-257</td></tr> <tr><td>TRIMS for The Changing West</td></tr> <tr><td>Changing West Review Guide</td></tr> <tr><td>Changing West Test</td></tr> </table>		If you Traveled West	Native American quotes and songs	Buffalo Comic strips	Factual Accounts of miners, homesteaders and cattlemen	Dragon's Gate	Snoopy's Transcontinental Railroad Video	Computer Lab Activity for cattlemen, miners and homesteaders	textbook pages 218-257	TRIMS for The Changing West	Changing West Review Guide	Changing West Test	<p>UNIT MAP</p> <p>is about...</p> <pre> graph TD A((Events and people that impacted the West from 1865-1900)) B((Western Settlement and The Homestead Act)) C((Treatment of Native Americans)) D((Lifestyles of cattlemen and homesteaders)) E((The Transcontinental Railroad)) F((cattle drives)) G((discovery of silver and gold)) A --- B A --- C A --- D A --- E A --- F A --- G </pre>			
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<p>SELF-TEST QUESTIONS</p>	<p>What reasons accelerated migration and settlement of the West? (Why did people move out west?)</p>			<p>Comprehend</p>	<p>RELATIONSHIPS</p>											
	<p>What events led to the destruction of American Indian life on the Plains?</p>			<p>evaluate</p>												
	<p>What was the impact of the westward movement on both pioneers and American Indians?</p>			<p>analyze</p> <p>Comprehend</p> <p>evaluate</p>												

The Unit Organizer

○ BIG .R TURE

America's Roots and Wings

LAST UNIT/Experience The Changing West	CURRENT UNIT Changing America/Immigration	NEXT UNIT/Experience Improving America
UNIT SCHEDULE pages 292-308 Letters from Rifka "Grandpa and the Statue" Immigration Magazine Statue of Liberty Big Idea Immigration Notes Reasons for coming to America Taboo game Statue of Liberty Diagram Family Tree Immigration Case Studies Immigration Letters Immigration Simulation Quiz on Immigration	UNIT MAP <div style="text-align: center;"> <p>is about...</p> <p>how people entering the United States transformed America: 1870-1920's</p> <p>through Immigrant Contributions</p> <p>which includes</p> <p>Urbanization</p> <p>Industrialization</p> <p>with an emphasis on</p> <p>Why immigrants came to America</p> <p>Where the immigrants came from</p> </div>	
UNIT SELF-TEST QUESTIONS	UNIT TEST QUESTIONS 1. Where did the post Civil War immigrants come from? 2. Why did the immigrants come to the United States following the Civil War? 3. What did the immigrants do when they reached the United States? 4. What obstacles did the immigrants face when they came to the United States? 5. Why did cities grow so rapidly after the Civil War? 6. What were the problems associated with the rapid growth of the cities? 7. What attempts were made to improve living conditions in cities?	

History SOL: The student will explain how, following the Civil War, massive immigration, combined with the rise of big business, heavy industry, and mechanized farming transformed American life, with emphasis on *why various immigrant groups came to America, some obstacles they faced, and the important contributions they made. *the growth of American cities, including the impact of racial and ethnic control and the role of political machines.

_____ student signature _____ parent signature

The Unit Organizer

BIGGER UNIT LESSON

DATE _____

<p><input type="radio"/> LAST UNIT/Experience Changing America Immigration</p>	<p style="font-size: 1.2em;">America's Roots and Wings</p> <p><input type="radio"/> Improving America Industrialization / Urbanization</p>	<p><input type="radio"/> NEXT UNIT/Experience America Overseas</p>														
<p><input type="radio"/> UNIT SCHEDULE</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>258-283</td></tr> <tr><td>pages 304-314</td></tr> <tr><td>Urbanization / Industrialization notes</td></tr> <tr><td>Urbanization / Industrialization Video clip</td></tr> <tr><td>Monopoly Activity / Reflection</td></tr> <tr><td>Industrial Captains Vs. Robber Barons Chart</td></tr> <tr><td>Invention Project</td></tr> <tr><td>Reformers Chart</td></tr> <tr><td>The Progressive Movement Video</td></tr> <tr><td>The Reformers Project</td></tr> <tr><td>Muckrakers Choose Your Own Adventure</td></tr> <tr><td>Suffragists Choose Your Own Adventure</td></tr> <tr><td>The Wright Brothers</td></tr> <tr><td>Improving America Test</td></tr> </table>	258-283	pages 304-314	Urbanization / Industrialization notes	Urbanization / Industrialization Video clip	Monopoly Activity / Reflection	Industrial Captains Vs. Robber Barons Chart	Invention Project	Reformers Chart	The Progressive Movement Video	The Reformers Project	Muckrakers Choose Your Own Adventure	Suffragists Choose Your Own Adventure	The Wright Brothers	Improving America Test	<p><input type="radio"/> UNIT MAP</p> <p style="text-align: center;">is about...</p> <div style="text-align: center;"> <p>led to</p> <p style="font-size: 1.2em;">The rise of Big Business</p> </div> <div style="text-align: center;"> <p>inspired</p> <p style="font-size: 1.2em;">new inventions</p> </div> <div style="text-align: center;"> <p>led to</p> <p style="font-size: 1.2em;">the growth of labor organizations</p> </div> <div style="text-align: center;"> <p>caused</p> <p style="font-size: 1.2em;">The Progressive Movement</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px;">Conservation</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px;">Women Suffrage</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px;">Helping the Needy</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px;">Civil Rights</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px;">Temperance Movement</div> </div> <div style="display: flex; justify-content: space-around; text-align: center; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px;">Political Reform</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px;">Exposing Corruption</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px;">Interstate Commerce</div> </div> </div>	
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Improving America Test																

The Unit Organizer

4 BIGGER PICTURE

NAME _____
DATE _____

<p>④ BIGGER PICTURE</p> <p style="font-size: 2em; font-weight: bold;">America's Roots and Wings</p>													
<p>② LAST UNIT/Experience</p> <p>Improving America</p>	<p>① CURRENT UNIT</p> <p style="font-size: 1.5em; font-weight: bold;">America Overseas</p>	<p>③ NEXT UNIT/Experience</p> <p>America in Transition: The Twenties</p>											
<p>⑧ UNIT SCHEDULE</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Unit Organizer</td></tr> <tr><td>Analyze Monroe Doctrine</td></tr> <tr><td>Pros/cons of Imperialism</td></tr> <tr><td>Chart of U.S. involvement in world affairs</td></tr> <tr><td>pages 370-375 graphic organizer</td></tr> <tr><td>causes of the Spanish American War</td></tr> <tr><td>Yellow Journalism Activity</td></tr> <tr><td>3 Column Notes Vocab and Time line</td></tr> <tr><td>Panama Canal Activity</td></tr> <tr><td>Latin America Policies chart</td></tr> <tr><td>Review American Overseas Test</td></tr> </table>	Unit Organizer	Analyze Monroe Doctrine	Pros/cons of Imperialism	Chart of U.S. involvement in world affairs	pages 370-375 graphic organizer	causes of the Spanish American War	Yellow Journalism Activity	3 Column Notes Vocab and Time line	Panama Canal Activity	Latin America Policies chart	Review American Overseas Test	<p>⑥ UNIT MAP</p> <div style="text-align: center;"> <p>is about...</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> <p>The Changing Role of the U.S. in World Affairs 1898-1930</p> </div> <p>inspired by</p> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;"> <p>Theodore Roosevelt</p> </div> <p>as shown by</p> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;"> <p>The Spanish American War</p> </div> <p>resulted in</p> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;"> <p>The building of the Panama Canal</p> </div> <p>was considered to be</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin-right: 5px;">Expansionism</div> } or <div style="border: 1px solid black; border-radius: 50%; padding: 5px;">Imperialism</div> </div> </div>	
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<p>⑦ UNIT SELF-TEST QUESTIONS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">What were the causes and results of the Spanish-American War?</td> <td style="width: 30%;">analyze</td> </tr> <tr> <td>How and why did the United States expand its influence in the world?</td> <td>evaluate</td> </tr> <tr> <td>Why was the Panama Canal built? What was the Panama Canal's impact on the world?</td> <td>evaluate</td> </tr> <tr> <td>Did the United States have the right to intervene in Latin American affairs?</td> <td>evaluate</td> </tr> </table>	What were the causes and results of the Spanish-American War?	analyze	How and why did the United States expand its influence in the world?	evaluate	Why was the Panama Canal built? What was the Panama Canal's impact on the world?	evaluate	Did the United States have the right to intervene in Latin American affairs?	evaluate	<p>⑥ UNIT RELATIONSHIPS</p>				
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History SOL 6.3 a-c: The student will describe and analyze the changing role of the United States in world affairs between 1898 and 1930, with emphasis on: The Spanish American War, The Panama Canal and Teddy Roosevelt's "Big Stick Diplomacy"

_____ student signature

_____ parent signature

The Unit Organizer

4 BIGGER PICTURE

NAME _____
DATE _____

<p>2 LAST UNIT/Experience <i>America Overseas</i></p>		<p>1 CURRENT UNIT <i>America's Roots and Wings</i> <i>America Enters World War I</i></p>		<p>3 NEXT UNIT/Experience <i>America in Transition: The Twenties</i></p>											
<p>8 UNIT SCHEDULE</p> <table border="1"> <tr><td>skit on WWI sides and visual presentation of WWI sides</td></tr> <tr><td>WWI Diary</td></tr> <tr><td>WWI Causes Graphic Organizer</td></tr> <tr><td>Reference Pages 402-424</td></tr> <tr><td>WWI: Choose your own Adventure</td></tr> <tr><td>WWI Projects</td></tr> <tr><td>WWI Presentations</td></tr> <tr><td>WWI Video</td></tr> <tr><td>WWI Mapping</td></tr> <tr><td>WWI Review Game</td></tr> <tr><td>WWI Test</td></tr> </table>		skit on WWI sides and visual presentation of WWI sides	WWI Diary	WWI Causes Graphic Organizer	Reference Pages 402-424	WWI: Choose your own Adventure	WWI Projects	WWI Presentations	WWI Video	WWI Mapping	WWI Review Game	WWI Test	<p>6 UNIT MAP</p> <p>is about...</p>		
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WWI Presentations															
WWI Video															
WWI Mapping															
WWI Review Game															
WWI Test															
<p>UNIT SELF-TEST QUESTIONS</p> <p>How did World War I change the role of the United States as a world power?</p> <p>Why did the United States enter World War I?</p> <p>Did the aftermath of World War I justify America's entry into the war?</p> <p>Why did the United States not join the League of Nations?</p> <p>Should the United States isolate itself from the problems of other countries?</p> <p>7 Why did the United States raise tariffs?</p>															

History SOL 6.3 d-f: The student will describe and analyze the changing role of the United States in world affairs between 1898 and 1930, with emphasis on: the United States' role in World War I, The League of Nations and tariff barriers to world trade.

_____ student signature

_____ parent signature

The Unit Organizer

4 BIGGER PICTURE

NAME _____
DATE _____

<p style="font-size: 1.2em;">America's Roots and Wings</p>													
<p>2 LAST UNIT/Experience America Expands Overseas</p>	<p>1 CURRENT UNIT America in Transition: The Twenties</p>	<p>3 NEXT UNIT/Experience America in Economic Trouble</p>											
<p>8 UNIT SCHEDULE</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Unit Map</td></tr> <tr><td>Students choose 1920s projects</td></tr> <tr><td>video clip: Bernice Bobs Her Hair</td></tr> <tr><td>Describe the Ballyhoo of the 1920s</td></tr> <tr><td>Students research their projects in the library or the computer lab</td></tr> <tr><td>Chart causes for unrest in the 1920s</td></tr> <tr><td>3 Column Note Vocab/ Charades</td></tr> <tr><td>Students present 1920s projects</td></tr> <tr><td>take notes on projects</td></tr> <tr><td>organize common themes of projects</td></tr> <tr><td>Open Notes 1920s Quiz</td></tr> </table>	Unit Map	Students choose 1920s projects	video clip: Bernice Bobs Her Hair	Describe the Ballyhoo of the 1920s	Students research their projects in the library or the computer lab	Chart causes for unrest in the 1920s	3 Column Note Vocab/ Charades	Students present 1920s projects	take notes on projects	organize common themes of projects	Open Notes 1920s Quiz	<p>6 UNIT MAP</p> <div style="text-align: center;"> <p>is about...</p> </div>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">7 UNIT SELF-TEST QUESTIONS</p>	<ol style="list-style-type: none"> 1. How did Americans spend their time once the war was over? 2. Who were the "heroes" of the decade? 3. What contributions did African Americans make to cultural and social life in the 1920's? 4. Why did the automobile become so popular in the 1920's? 5. What impact did the automobile have on the lives of Americans? 6. What were the consequences of Prohibition? Why did Prohibition fail? 7. What was the impact of the Women's Suffrage Movement? 8. Why were labor conditions a cause for tensions between business and labor following World War I? 9. What impact did electricity have on where and how American lived during the 1920's? 												

The Unit Organizer

BIGGER PICTURE

DATE _____

LAST UNIT/Experience America in Transition: The Twenties	CURRENT UNIT <h2 style="margin: 0;">America's Roots and Wings</h2> <h3 style="margin: 0;">America in Economic Trouble</h3>	NEXT UNIT/Experience America Involved in World War II
UNIT SCHEDULE	UNIT MAP	
① Unit Organizer ② Graphic Organizer for the causes of the Depression ③ Chart differences between FDR and Hoover policies ④ Go over Stock Market steps ⑤ Discuss today's Federal Programs ⑥ New Deal skits ⑦ Great Depression Review overhead ⑧ Book talk on Eleanor Roosevelt and Will Rogers essays ⑨ America in Economic Trouble Review/Test		
UNIT SELF-TEST QUESTIONS	What were the causes of the Great Depression? Could different government policies in the 1920's and early 1930's have prevented (or reduced the impact of) the Great Depression? How severe was the Depression? What were the major elements of the New Deal? How did the New Deal change the role of the federal government? How effective were the New Deal programs? Who were some of the prominent figures of the Depression Era?	

History SOL 6.5 a-d: The student will explain the Great Depression and its effects, with emphasis on: weakness in the economy, the collapse of financial markets in the late 1920's and other events that triggered the Great Crash; the extent and depth of business failures, unemployment, and poverty; the New Deal and its impact on the Depression and the future role of government in the economy; and personalities and leaders of the period, including Will Rogers, Eleanor and Franklin Roosevelt and Charles Lindbergh.

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The Unit Organizer

④ BIGGER PICTURE

NAME _____
DATE _____

<p>② LAST UNIT/Experience <i>America in Economic Trouble</i></p>	<p>① CURRENT UNIT <i>America's Roots and Wings</i> <i>America in World War II</i></p>	<p>③ NEXT UNIT/Experience <i>American Rights</i></p>
<p>⑧ UNIT SCHEDULE</p> <ul style="list-style-type: none"> Diary of Anne Frank Excerpt Forget Me Not video The Shadow Children Rosa Blanche Hiroshima What do you know about WWII competition 3 Column Notes Vocabulary and Charades Military Aggression Graphic Organizer Letters/Projects about WWII Life Experiences of Minority groups during WWII Review Game Test on WWII 	<p>⑥ UNIT MAP</p> <p style="text-align: center;">is about...</p> <div style="text-align: center;"> <p>Americans moving from isolationism to fighting in the second world war and the impact on the home front</p> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Which includes</p> <p>Axis Powers</p> <ul style="list-style-type: none"> Italy (Mussolini) Germany (Hitler) Japan (Tojo) </div> <div style="text-align: center;"> <p>Which includes</p> <p>Allies</p> <ul style="list-style-type: none"> Britain (Churchill) US (FDR, Truman) France (Charles de Gaulle (general)) </div> </div> <p style="text-align: center;">as shown by Major Battles</p>	
<p>⑦ UNIT SELF-TEST QUESTIONS</p>	<p>What were the major differences in the view of citizenship held by the democracies, Fascists, and Nazis?</p> <p>How did the democracies in Europe, along with the United States, react to the initial aggression of the German Nazis?</p> <p>How were the rise of Fascism, Nazism and Communism a result of World War I?</p> <p>What were the major aggressive actions leading to World War II?</p> <p>Did appeasement deter Adolf Hitler and the Nazi army?</p> <p>How was Hitler able to systematically destroy human life in the Holocaust?</p> <p>How could a modern state with achievements in art, literature, and science engage in the mass murder of people?</p>	

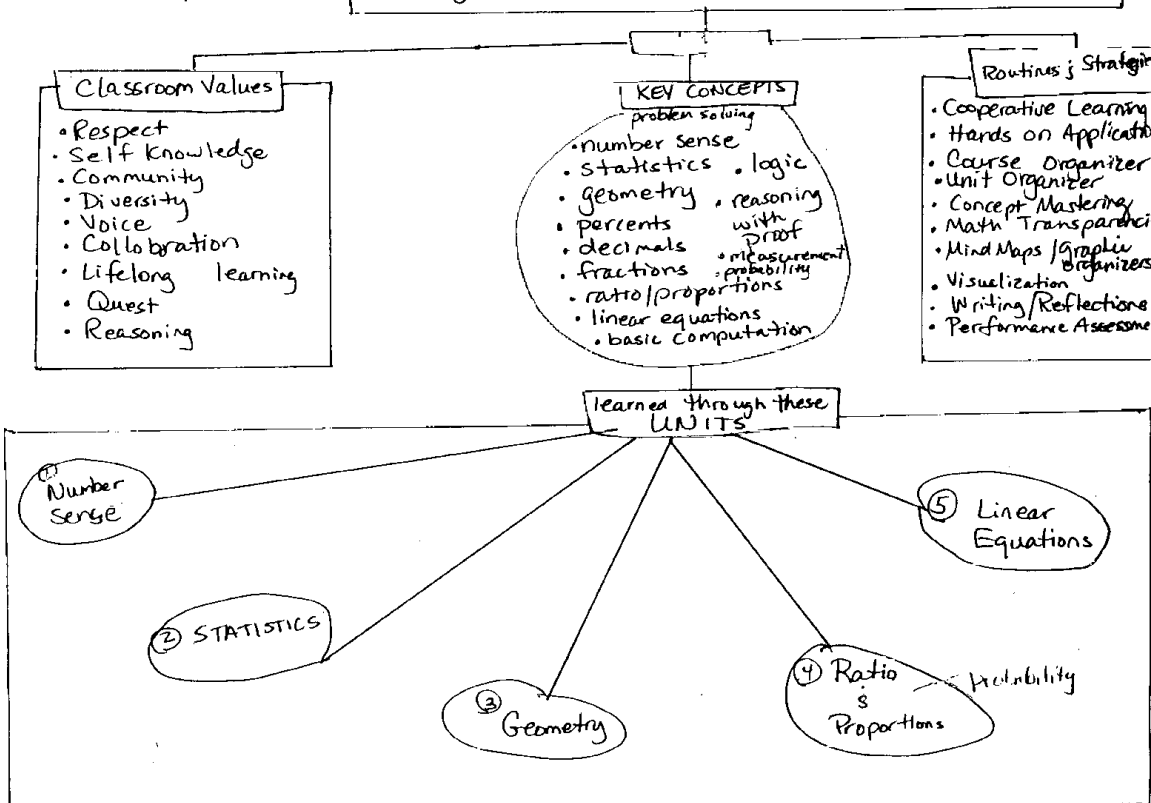
History SOL 6.6 a-e: The student will analyze and explain the major causes, events, personalities and effects of World War II, with emphasis on: the rise of fascism, nazism, and communism in the 1930's and 1940's and the response of Europe and the United States*aggression in Europe and the Pacific *failure of the policy of appeasement *the Holocaust and *major battles of WWII and the reasons for Allied victory

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Course ap

6th Grade



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Course Map for Math Grade 6

The Unit Organizer

④ BIGGER PICTURE

DATE _____

Why is it important to understand the value of whole numbers, fractions & decimals?

② LAST UNIT/Experience 5th Grade	① CURRENT UNIT Number Sense	③ NEXT UNIT/Experience STATISTICS																	
⑧ UNIT SCHEDULE <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>																		⑥ UNIT MAP 	
⑦ UNIT SELF-TEST QUESTIONS ① What is a basic problem solving plan in Math? ② How do I estimate an answer by rounding? ③ How will I use patterns to solve problems? ④ What is the value of a whole number, fraction or decimal? ⑤ How will I find the answer to a problem by using "Orders of Operations"?	⑥ UNIT RELATIONSHIPS <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">Identify</td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">Compare</td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">Analyze</td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">Synthesize</td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">Evaluate</td> </tr> </table>			Identify		Compare		Analyze		Synthesize		Evaluate							
	Identify																		
	Compare																		
	Analyze																		
	Synthesize																		
	Evaluate																		

Number and Number Sense

- 6.1 The student will identify representations of a given percent and describe orally and in writing the equivalence relationship between fractions, decimals and percents.
- 6.2 The student will describe and compare two sets of data using ratios and will use appropriate notations such as a/b , a to b , and $a:b$

Computation and Estimation

- 6.8 The student will solve multi-step consumer application problems involving fractions and decimals and present data and conclusions in paragraphs, tables or graphs

[the remainder of SOLs appropriate to this unit are listed on back of map]

The Unit Organizer

4 BIGGER PICTURE

DATE _____

Why do I need to know central of tendancies?

<p>2 LAST UNIT/Experience Number Sense</p>	<p>1 CURRENT UNIT STATISTICS</p>	<p>3 NEXT UNIT/Experience Geometry</p>																				
<p>6 UNIT SCHEDULE</p> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 80px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 80px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 80px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 80px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 80px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 80px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 80px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 80px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 80px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 80px; height: 20px;"></td></tr> </table>																					<p>5 UNIT MAP</p> <div style="text-align: center;"> </div> <p>Pröbability and Statistics</p> <p>6.18 The student, given a problem situation, will collect, analyze, display, and interpret data in a variety of graphical methods, including line, bar, and circle graphs and stem-and-leaf and box-and-whisker plots. Circle graphs will be limited to halves, fourths, and eighths.</p> <p>6.19 The student will describe the mean, median, and mode as measures of central tendency and determine their meaning for a set of data.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">UNIT SELF-TEST QUESTIONS</p> <p>1 What is "central of tendancies"?</p> <p>2 How will I display my central of tendancies?</p> <p>3 How will I compute mean, mode, median and range?</p> <p>4 What are the many ways I can use statistics? Misuse statistics?</p> <p>5 Why is it important to interpret graphs?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 100%; padding: 5px;">Identify</td> <td rowspan="4" style="width: 20px; text-align: center; vertical-align: middle;">6 UNIT RELATIONSHIPS</td> </tr> <tr> <td style="padding: 5px;">Apply</td> </tr> <tr> <td style="padding: 5px;">Compare</td> </tr> <tr> <td style="padding: 5px;">Analyze</td> </tr> </table> <p style="text-align: right;">Synthesize/Evaluate</p>		Identify	6 UNIT RELATIONSHIPS	Apply	Compare	Analyze															
Identify	6 UNIT RELATIONSHIPS																					
Apply																						
Compare																						
Analyze																						

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The Unit Organizer

④ BIGGER PICTURE

DATE _____

How will the probability of choices help me make a good choice?

② LAST UNIT/Experience Geometry	① CURRENT UNIT Probability	③ NEXT UNIT/Experience Linear Equations
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⑧ UNIT SCHEDULE

⑥ UNIT MAP

SOLMATH:

6.2 The student will describe and compare two sets of data using ratios and will use appropriate notations such as a/b, a to b, and a:b.

6.20 The student will determine and interpret the probability of an event occurring from a given sample space.

⑦	① What is a ratio? What are the different ways to show a ratio?	Identify	③ UNIT RELATIONSHIPS
②	② What do ratios have to do with probability?	Compare/Contrast	
③	③ How do I make predictions of an event?	Analyze	
④	④ How is an event fair or unfair?	Synthesize	
⑤	⑤ What is a chance?	Evaluate	
⑥	⑥ How can I arrange information to show probability? (Analyze, Synthesize; Evaluate)		
⑦	⑦ What is probability? (Identify)		

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The Unit Organizer

④ BIGGER PICTURE

DATE _____

How will I use real numbers to solve equations in the real world?

② LAST UNIT/Experience: Probability

① CURRENT UNIT: Linear Equations & Functions

③ NEXT UNIT/Experience: 7th gr. Math

⑧ UNIT SCHEDULE

⑥ UNIT MAP

is about...
 using integers, functions & tables to solve equations.
 ch. 10, 11, 12

begins with: Number Line

complete: Function Tables

discovers: Squares & roots

works with: Equations

graphs with: Coordinate grid

⑦ UNIT SELF-TEST QUESTIONS

- ① What are the integers of a number line? (Identify)
- ② What are the necessary vocabulary words to know to work with equations? (Identify)
- ③ How do I solve a linear equation? (Analyze)
- ④ How do I use a coordinate grid? (Analyze)
- ⑤ What is a perfect square? root? (Identify)
- ⑥ How do I identify a function? (Analyze, Evaluate, Synthesize)

Identify

Compare/Contrast

Analyze

Synthesize/Evaluate

⑤ UNIT RELATIONSHIP

Probability and Statistics

6.18 The student, given a problems situation, will collect, analyze, display and interpret data in a variety of graphical methods, including line, bar and circle graphs and stem and leaf and box and whisker plots. Circle graphs will be limited to halves, fourths, and eighths.

Patterns, Functions and Algebra

6.21 The student will recognize, describe and extend a variety of numerical and geometric patterns.

[the remainder of the appropriate SOLs are listed on the back of the map]

The Unit Organizer

④ BIGGER PICTURE

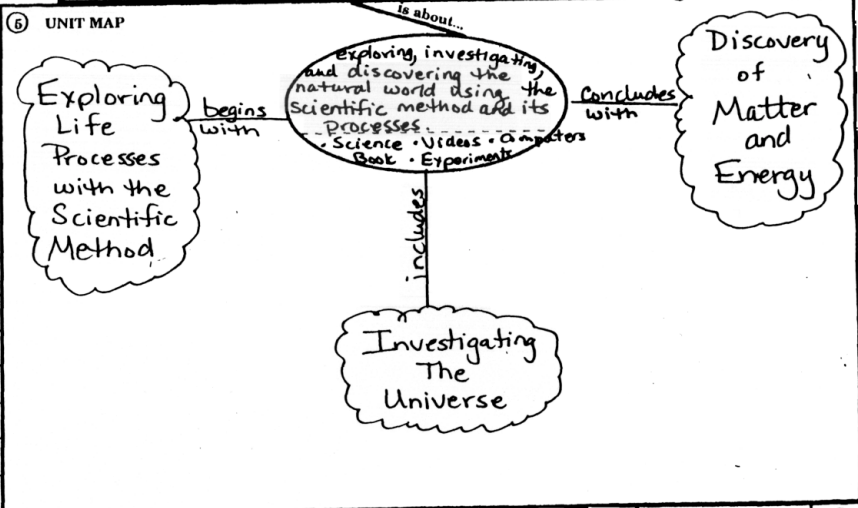
DATE _____

How has the science community assisted in improving the everyday life of Americans?

② LAST UNIT/Experience: 5th Grade ① CURRENT UNIT: 6th Grade Science ③ NEXT UNIT/Experience: 7th Grade Science

⑧ UNIT SCHEDULE

Sept - Mid Nov:	Exploring Life Processes w/ scientific Method
Mid Nov - March:	Investigating The Universe
Mid March - June:	Discovery of Matter & Energy



- ⑦ UNIT SELF-TEST QUESTIONS
- ① What is the scientific method?
 - ② What processes do I use to explore the scientific method?
 - ③ What are the properties of the universe?
 - ④ What are the properties of matter? What is matter?
 - ⑤ What is a life process?
 - ⑥ What is energy? How is energy used? misused?
 - ⑦ Why is there an interdependent relationship with matter's energy?

⑨ UNIT RELATIONSHIPS

Identify
Compare/Contrast
Analyze/Research
Synthesize/Evaluate

... .. Mrs. Rebecca Powell

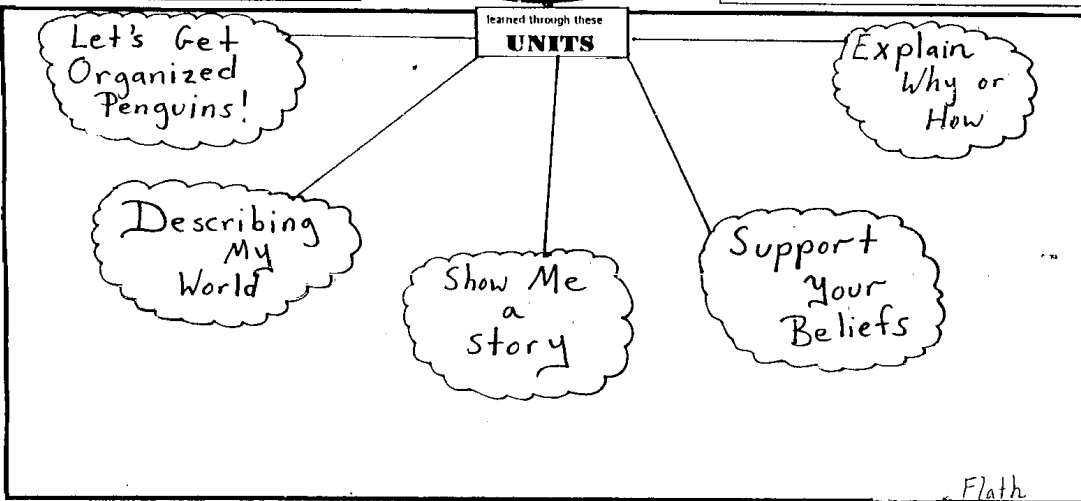
COURSE MAP This course **America's Words**

Modes of Writing
 Descriptive
 Narrative
 Persuasive
 Expository/Informational

UNDERLYING CONCEPTS
 Includes
 fact/opinion
 word origin
 genre
 point of view
 conflict, plot
 tone, setting
 imagery

ROUTINES & STRATEGIES
 Composing
 Written Expression
 Usage
 Mechanics

Thinking Portfolio
 Genre (Library)
 Power Outline
 CIRC
 peer/self editing
 visualization



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The Unit Organizer

○ BIGGER PICTURE

NAME _____
DATE _____

○ LAST UNIT/Experience 5th Grade	America's Boots and Wings ○ CURRENT UNIT Let's Get Organized Penguins!	○ NEXT UNIT/Experience Language Arts Describing My World
○ UNIT SCHEDULE September Classifying genres Reading Log Thinking Portfolio Sept. Writing Sample "The Three Ralphs" "Great White Land Antarctica" Comp. Research Spelling Sorts/Rules textbook scavenger hunt	○ UNIT MAP 	
○ UNIT SELF-TEST QUESTIONS ① Why do Penguin students write in Thinking Portfolios? ② How is literature organized into genres? ③ Why do Penguin students need to use learning tools?	evaluate classify comprehend	○ UNIT RELATIONSHIPS (Empty box with a large X)

Language Arts SOL 6.3: The student will read and learn the meanings of unfamiliar words. The student will use word-reference materials.

Language Arts SOL 6.5: The student will use context clues to read unfamiliar words.

Language Arts SOL 6.8: The student will use writing as a tool for all learning in all subjects.

The student will: make lists; paraphrase what is heard or read; summarize what is heard or read; hypothesize; connect knowledge within and across disciplines and synthesize information to construct new concepts.

Language Arts SOL 6.9: The student will select the best sources for a given purpose.

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The Unit Organizer

○ BIGGER. ○ UNIT

○ LAST UNIT/Experience
Let's Get Organized
Penguins

America's Words
○ CURRENT UNIT
Describing My World

○ NEXT UNIT/Experience

○ UNIT MAP

Fall Vivid Vocabulary
Elaboration Paragraphs
Iceberg Description
"Truth About Dragons"
FATP
Practice with the Thesaurus
Pronouns Adjectives
Studying Poem Selections
Sensory Language

○ UNIT MAP

Is about...

UNIT SELF-TEST QUESTIONS

○ (4.) How can I create clear images through my writing?

comprehend
comprehend
comprehend
evaluate
analysis
synthesis

UNIT RELATIONSHIPS

Language Arts SOL 6.6: The student will read and write a variety of poetry

- *The student will describe the visual images created by language
- *The student will describe how word choice, speaker, and imagery elicit a response from the reader

Language Arts SOL 6.7: The students will write descriptions

- *The student will use a variety of planning strategies to generate and organize ideas
- *The students will establish a central idea, organization, elaboration and unity
- *The student will select vocabulary and information to enhance the central idea, tone and voice
- *The student will expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences

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The Unit Organizer

○ BIGGER PICTURE

NAME _____
DATE _____

○ LAST UNIT/Experience		○ CURRENT UNIT		○ NEXT UNIT/Experience	
Describing My World		America's Words Show Me a Story		Support Your Beliefs	
○ UNIT SCHEDULE		○ UNIT MAP			
Power Outline peer/self-evaluations Setting Plot Point of View Atmosphere Theme Story Map Review Adjectives Verbs/Adverbs Short Story Samples Write short stories					
○ UNIT SELF-TEST QUESTIONS	How do I develop the elements of literature in my own stories and recognize them in other stories?			analyze/synthesize	
	How do I identify and use verbs and adverbs?			comprehend	
	How do I self-evaluate my writing?			evaluate	
	Why should I create a story map?			analyze/synthesize	
○ UNIT RELATIONSHIPS					

Language Arts SOL 6.4:

The student will identify and describe literary elements such as time, setting, point of view, mood, plot, main idea, and character traits.

The student will explain how character and plot development are used in a selection to support a central conflict or story line.

[The remainder of the appropriate SOLs are listed on the back of the map]

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The Unit Organizer

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DATE _____

<h2 style="margin: 0;">America's Words</h2>												
<p>LAST UNIT/Experience Show Me a Story</p>	<p>CURRENT UNIT Support Your Beliefs</p>	<p>NEXT UNIT/Experience Explain Why or How</p>										
<p>UNIT SCHEDULE</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Create TCharts</td></tr> <tr><td>Computer Research</td></tr> <tr><td>Debating Ideas</td></tr> <tr><td>Interjections</td></tr> <tr><td>Prepositions</td></tr> <tr><td>Conjunctions</td></tr> <tr><td>Creating book talks</td></tr> <tr><td>fact/opinion activity</td></tr> <tr><td>Persuasive Essays</td></tr> <tr><td>"Restoring the Circle: Native American Literature..." pgs. 596-599</td></tr> </table>	Create TCharts	Computer Research	Debating Ideas	Interjections	Prepositions	Conjunctions	Creating book talks	fact/opinion activity	Persuasive Essays	"Restoring the Circle: Native American Literature..." pgs. 596-599	<p>UNIT MAP</p> <p style="text-align: center;">Is about...</p> <div style="text-align: center;"> <p>using organized facts to persuade</p> <p>through utilizing → a T Chart</p> <p>by completing → book talks</p> <p>through understanding → interjections, prepositions, conjunctions</p> <p>involving → computer research</p> <p>through → debating ideas</p> <p>by utilizing → strong conclusions</p> </div>	
Create TCharts												
Computer Research												
Debating Ideas												
Interjections												
Prepositions												
Conjunctions												
Creating book talks												
fact/opinion activity												
Persuasive Essays												
"Restoring the Circle: Native American Literature..." pgs. 596-599												
<p>UNIT SELF-TEST QUESTIONS</p>	<p>UNIT RELATIONSHIPS</p>											
<p>How do I organize my opinions and facts into a persuasive essay?</p> <p>How do I identify interjections, prepositions and conjunctions?</p> <p>How do I create strong conclusions?</p> <p>How do I distinguish between fact and opinion?</p>	<p>synthesize</p> <p>evaluate</p>											

Language Arts SOL 6.4: The student will read a variety of nonfiction (argumentative)

Language Arts SOL 6.1: The student will analyze oral participation in small-group activities

- *The student will communicate as a leader and contributor
- *The student will evaluate her contributions to discussions
- *The student will analyze the effectiveness of participant interactions

Language Arts SOL 6.2: The student will listen critically and express opinions in oral presentations

- *The student will distinguish between facts and opinions
- *The student will compare and contrast points of view
- *The student will present a convincing argument

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The Unit Organizer

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NAME _____
DATE _____

LAST UNIT/Experience Support Your Beliefs	CURRENT UNIT America's Words Explain Why or How	NEXT UNIT/Experience _____
UNIT SCHEDULE	UNIT MAP is about...	
(1) Categorizing Transition Words (2) Expert Process Essay (3) Expert Process Presentation (4) Creating Latin/Greek root wheels (5) Studying/Singing Root Words (6) Quiz on Root Words (7) Hiroshima (8) Read/act out Civil Rights play (9) Grammar Review/Grammar/Idioms (10) May Writing Sample		
UNIT SELF-TEST QUESTIONS	How and why do I use transition words? How is expository writing different from narrative, persuasive or descriptive writing? How will understanding the meanings of Latin and Greek roots help me in the future?	comprehend evaluate evaluate comprehend synthesize
		UNIT RELATIONSHIPS

Language Arts SOL 6.4: The student will read a variety of nonfiction (expository)

Language Arts SOL 6.5: The student will demonstrate comprehension of a variety of selections

- *The student will identify questions to be answered
- *The student will make, confirm, or revise predictions as needed
- *The student will draw conclusions and make inferences based on explicit and implied information
- *The student will organize for use in written and oral presentations
- *The student will compare and contrast information about one topic contained in different selections

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