



6th Grade Social Studies (2024-2025)

Timeline	Unit/theme	Standard	Student Focused Objective	Resources/ Suggested Activities
		*** INSERT WHOLE STANDARD**	** make sure to use student friendly language**	** LIST ALL RESOURCES INCLUDING BOOKS, SITES, AND PLATFORMS
1st (9) Weeks July 31-October 1, 2024	The Industrial Age	<p>ACOS-1. Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I.</p> <p>ACOS-4.4. Identify cultural and economic developments in the United States from 1900 through the 1930s. - Identifying contributions of turn-of-the-century inventors -Identifying notable persons of the early 1900s</p>	<p>I will about the new inventions of the late 1800s and how it changed life and business</p> <p>I will collect and organize information from multiple sources.</p> <p>I will avoid plagiarism by following ethical and legal guidelines for gathering and using information, and demonstrate ethical use of the internet.</p>	<p>Studies Weekly (weekly handouts)</p> <p>Readworks</p> <p>Studies Weekly Digital Platform/ weekly videos</p> <p>youtube.com</p> <p>Thinking Maps/Graphic Organizers to illustrate comprehension</p> <p>Digital/Handouts Weekly Wrap-Up</p>
2nd (9) Weeks October 1-December 19, 2024	America as a World Power	<p>ACOS-3. Identify causes and consequences of World War I and reasons for the United States' entry into the war.</p> <p>ACOS-4.Identify cultural and economic developments in the</p>	<p>I will learn about how the U.S. became a world power in the late 1800s and early 1900s</p> <p>I will collect and organize information from multiple sources.</p> <p>I will avoid plagiarism by following ethical and</p>	<p>Studies Weekly (weekly handouts)</p> <p>Readworks</p> <p>Studies Weekly Digital Platform/weekly videos</p>

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		United States from 1900 through the 1930s.	legal guidelines for gathering and using information, and demonstrate ethical use of the internet.	<p>youtube.com</p> <p>Thinking Maps/Graphic Organizers to illustrate comprehension</p> <p>Digital/Handouts Weekly Wrap-Up</p>
<p>3rd (9) Weeks Jan. 9- March 21, 2025</p>	World War II	<p>ACOS-6. Identify causes and consequences of World War II and reasons for the United States' entry into the war.</p> <p>ACOS-7. Identify changes on the American homefront during World War II</p>	<p>I will learn how World War II changed the way Americans lived and how the country's role in world affairs expanded.</p> <p>I will collect and organize information from multiple sources.</p> <p>I will avoid plagiarism by following ethical and legal guidelines for gathering and using information, and demonstrate ethical use of the internet.</p>	<p>Studies Weekly (weekly handouts)</p> <p>Readworks</p> <p>Studies Weekly Digital Platform/videos</p> <p>youtube.com</p> <p>Thinking Maps/Graphic Organizers to illustrate comprehension</p> <p>Digital/Handouts Weekly Wrap-Up</p>

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<p>4th (9) Weeks</p> <p>March 31-May 29, 2025</p>	<p>The Civil Rights Movement</p>	<p>ACOS- 9. Critique major social and cultural changes in the United States since World War II.</p>	<p>I will learn how the African American civil rights movement grew in momentum across the country after World War II.</p> <p>I will collect and organize information from multiple sources.</p> <p>I will avoid plagiarism by following ethical and legal guidelines for gathering and using information, and demonstrate ethical use of the internet.</p>	<p>Studies Weekly (weekly handouts)</p> <p>Readworks</p> <p>Studies Weekly Digital Platform/videos</p> <p>youtube.com</p> <p>Thinking Maps/Graphic Organizers to illustrate comprehension</p> <p>Digital/Handouts Weekly Wrap-Up</p>
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6th Grade English Language Arts (2024-2025)

Timeline	Unit/theme	Standard	Student Focused Objective	Resources/ Suggested Activities
		*** INSERT WHOLE STANDARD**	** make sure to use student friendly language**	** LIST ALL RESOURCES INCLUDING BOOKS, SITES, AND PLATFORMS
1st (9) Weeks July 31-October 1, 2024	Theme: Strategic Reading and Thinking: Introduction to (7)Comprehension Strategies Writing: Nonfiction Narrative	<p>1. Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. 2. Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing. 3. Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.</p> <p>Writing: 7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task,</p>	<p>I will draw conclusions and make inferences using the text for support.</p> <p>I will use reading strategies to monitor comprehension.</p> <p>I will analyze ideas within and between selections, providing textual evidence.</p> <p>I will listen actively and speak using appropriate discussion rules, participate in collaborative discussions, and ask questions for clarity.</p> <p>I will collect and organize information from multiple sources.</p> <p>I will engage in writing as a recursive process, choose an audience, use prewriting strategies, and organize to fit the topic.</p> <p>I will avoid plagiarism by following ethical and legal guidelines for gathering and using</p>	Time For Kids Readworks CommonLit Thinking Maps/Graphic Organizers to illustrate comprehension Digital/Handouts Weekly Wrap-Up

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		purpose, and audience, using an appropriate command of language. a. Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details.	information, and demonstrate ethical use of the internet.	
2nd (9) Weeks October 1-December 19, 2024	Theme: Survival and Perseverance Writing: Explanatory	1. Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. 2. Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing. 3. Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing. Writing: 7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.	I will listen actively and speak using appropriate discussion rules, participate in collaborative discussions, and ask questions for clarity. I will collect and organize information from multiple sources. I will engage in writing as a recursive process, choose an audience, use prewriting strategies, and organize to fit the topic. I will avoid plagiarism by following ethical and legal guidelines for gathering and using information, and demonstrate ethical use of the internet.	Time For Kids Readworks CommonLit Thinking Maps/Graphic Organizers to illustrate comprehension Digital/Handouts Weekly Wrap-Up

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		<p>b. Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings.</p>		
<p>3rd (9) Weeks Jan. 9- March 21, 2025</p>	<p>Theme: Heroism, Sacrifice, and Adversity</p> <p>Writing: Argument</p>	<p>1. Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. 2. Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing. 3. Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing. 4. Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.</p> <p>7. Produce clear, coherent narrative, argument, and</p>	<p>I will listen actively and speak using appropriate discussion rules, participate in collaborative discussions, and ask questions for clarity.</p> <p>I will collect and organize information from multiple sources.</p> <p>I will engage in writing as a recursive process, choose an audience, use prewriting strategies, and organize to fit the topic.</p> <p>I will avoid plagiarism by following ethical and legal guidelines for gathering and using information, and demonstrate ethical use of the internet.</p>	<p>Time For Kids</p> <p>Readworks</p> <p>CommonLit</p> <p>Thinking Maps/Graphic Organizers to illustrate comprehension</p> <p>Digital/Handouts Weekly Wrap-Up</p>

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		<p>informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.</p> <p>c. Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.</p>		
<p>4th (9) Weeks</p> <p>March 31-May 29, 2025</p>	<p>Theme: Imagination</p> <p>Writing: Fictional Narrative</p>	<p>1. Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. 2. Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing. 3. Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing. 4. Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate</p>	<p>I will listen actively and speak using appropriate discussion rules, participate in collaborative discussions, and ask questions for clarity.</p> <p>I will collect and organize information from multiple sources.</p> <p>I will engage in writing as a recursive process, choose an audience, use prewriting strategies, and organize to fit the topic.</p> <p>I will avoid plagiarism by following ethical and legal guidelines for gathering and using information, and demonstrate ethical use of the internet.</p>	<p>Time For Kids</p> <p>Readworks</p> <p>CommonLit</p> <p>Thinking Maps/Graphic Organizers to illustrate comprehension</p> <p>Digital/Handouts Weekly Wrap-Up</p>

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		<p>how they support interpretations of the text.</p> <p>Writing: 7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. a. Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details.</p>		
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