



# DEMS Virtual Learning Plan

## Grade 6 Humanities

20-21, Trimester 1, November 8

	Sunday	Monday	Tuesday	Wednesday	Thursday
Reading	<p><b>Goal:</b> Examine word choice</p> <p><b>Targets:</b> <b>RL.6.4 - Reading: Literature</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p><b>Activities:</b> Students will</p>	<p><b>Goal:</b> Read and discuss a book.</p> <p><b>Targets:</b> <b>RL.6.4 - Reading: Literature</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p><b>Activities:</b> Students will meet in small groups to discuss the novel <i>Tuck Everlasting</i>.</p>	<p><b>Goal:</b> Study how to avoid plagiarism and reviewing learning about Early Humans.</p> <p><b>Targets:</b> <b>RI.6.1 - Reading: Informational Text</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Activities:</b> Students will identify whether a paragraph is plagiarized or paraphrased.</p>	<p><b>Goal:</b> Read and discuss a book.</p> <p><b>Targets:</b> <b>RL.6.4 - Reading: Literature</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p><b>Activities:</b> Students will meet in small groups to discuss the novel <i>Tuck Everlasting</i>.</p>	Scorpion Day
Writing	This is a reading focus day.	<p><b>Goal:</b> Practice writing organized responses to literature.</p> <p><b>Targets:</b> <b>W.6.9 - Writing</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Activities:</b> Students will write a response</p>	<p><b>Goal:</b> Taking notes based on reading.</p> <p><b>Targets:</b> <b>W.6.9 - Writing</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Activities:</b> Students will read their novel and</p>	<p><b>Goal:</b> Produce coherent short answers to quiz questions.</p> <p><b>Targets:</b> <b>W.6.9 - Writing</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Activities:</b> Students will complete a</p>	

		connected to the novel they are reading.	take notes about their thoughts.	comprehension check for the novel under study.
<b>Listening &amp; Speaking</b>	<p><b>Goal :</b> Engage in positive discussion of a book</p> <p><b>Targets :</b> <b>SL.6.1 - Speaking and Listening</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>Activities :</b> Students will participate in class discussion/activities during meeting.</p>	<p><b>Goal :</b> Engage in positive discussion of a book</p> <p><b>Targets :</b> <b>SL.6.1 - Speaking and Listening</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>Activities :</b> Students will meet in small groups to discuss the novel <i>Tuck Everlasting</i>.</p>	<p><b>Goal :</b> Engage in asking questions and clarifying understandings of plagiarism.</p> <p><b>Targets :</b> <b>SL.6.1 - Speaking and Listening</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>Activities :</b> Students will participate in class discussion/activities during meeting.</p>	<p><b>Goal :</b> Engage in positive discussion of a book</p> <p><b>Targets :</b> <b>SL.6.1 - Speaking and Listening</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>Activities :</b> Students will meet in small groups to discuss the novel <i>Tuck Everlasting</i>.</p>
<b>Social Studies</b>	<p><b>Goal :</b></p> <p><b>Targets :</b></p> <p><b>Activities :</b></p>	<p><b>Goal :</b></p> <p><b>Targets :</b></p> <p><b>Activities :</b></p>	<p><b>Goal :</b> Studying the use of artifacts to draw conclusions and practice identifying plagiarism.</p> <p><b>Targets :</b> <b>D3.1.6-8 - Evaluating Sources and Using Evidence</b> Gather relevant information from multiple sources while using the origin, authority, structure, context,</p>	<p><b>Goal :</b></p> <p><b>Targets :</b></p> <p><b>Activities :</b></p>

			<p>and corroborative value of the sources to guide the selection.</p> <p><b>Activities :</b> In addition to the lesson, students will continue to practice identifying plagiarism.</p>		
Google Meet	<p><b>6 BLUE Morning Meeting (ALL):</b> <u>Time :</u> 8:00am - 8:30am</p> <p><b>Instruction</b> <u>Time :</u> 8:30 - 9:15am</p> <p><u>Goal:</u> Examining the impact of word choice</p>	<p><b>6 BLUE Morning Meeting (ALL):</b> <u>Time :</u> 8:00am - 8:30am</p> <p><b>Small Group Appointments</b> <u>See Google Calendar Invites for Times</u></p> <p><u>Goal:</u> Engage in positive discussion of the novel under study.</p>	<p><b>6 BLUE Morning Meeting (ALL):</b> <u>Time :</u> 8:00am - 8:30am</p> <p><b>Instruction</b> <u>Time :</u> 8:30 - 9:15am</p> <p><u>Goal:</u> Learn about how scientists mark time and use artifacts.</p>	<p><b>6 BLUE Morning Meeting (ALL):</b> <u>Time :</u> 8:00am - 8:30am</p> <p><b>Small Group Appointments</b> <u>See Google Calendar Invites for Times</u></p> <p><u>Goal:</u> Engage in positive discussion of the novel under study.</p>	
	<p><b>6 GOLD Morning Meeting (ALL):</b> <u>Time :</u> 8:00 - 8:30</p> <p><b>Instruction</b> <u>Time :</u> 9:15 - 10:00</p> <p><u>Goal:</u> Examining the impact of word choice</p>	<p><b>6 GOLD Morning Meeting (ALL):</b> <u>Time :</u></p> <p><b>Small Group Appointments</b> <u>See Google Calendar Invites for Times</u></p> <p><u>Goal:</u> Engage in positive discussion of the novel under study.</p>	<p><b>6 GOLD Morning Meeting (ALL):</b> <u>Time :</u> 8:00 - 8:30</p> <p><b>Instruction</b> <u>Time :</u> 9:15 - 10:00</p> <p><u>Goal:</u> Continued study of plagiarism</p>	<p><b>6 GOLD Morning Meeting (ALL):</b> <u>Time :</u></p> <p><b>Small Group Appointments</b> <u>See Google Calendar Invites for Times</u></p> <p><u>Goal:</u> Engage in positive discussion of the novel under study.</p>	
	<p><b>6 WHITE Morning Meeting (ALL):</b> <u>Time :</u> 8:00 - 8:30</p>		<p><b>6 WHITE Morning Meeting (ALL):</b> <u>Time :</u> 8:00 - 8:30</p>	<p><b>6 WHITE Morning Meeting (ALL):</b> <u>Time :</u> 8:00 - 8:30</p>	

	<p><b>Instruction</b> <u>Time :</u> 8:30 - 9:15</p> <p><u>Goal :</u> Examining the impact of word choice</p> <p><b>ALL Closing Circle</b> <u>Time :</u> 1:30-2:30 <b>Office Hours:</b> <u>Time :</u> 2:30-3:30</p>	<p><b>6 WHITE Morning Meeting (ALL):</b> <u>Time :</u></p> <p><b>Small Group Appointments</b></p> <p>See Google Calendar Invites for Times</p> <p><u>Goal :</u> Engage in positive discussion of the novel under study.</p> <p><b>ALL Closing Circle</b> <u>Time :</u> 1:30-2:30 <b>Office Hours:</b> <u>Time :</u> 2:30-3:30</p>	<p><b>Instruction</b> <u>Time :</u> 8:30 - 9:15</p> <p><u>Goal :</u> Continued study of plagiarism</p> <p><b>ALL Closing Circle</b> <u>Time :</u> 1:30-2:30 <b>Office Hours:</b> <u>Time :</u> 2:30-3:30</p>	<p><b>6 WHITE Morning Meeting (ALL):</b> <u>Time :</u></p> <p><b>Instruction / Small Group Appointments</b></p> <p>See Google Calendar Invites for Times</p> <p><u>Goal :</u> Engage in positive discussion of the novel under study.</p> <p><b>ALL Closing Circle</b> <u>Time :</u> 1:30-2:30 <b>Office Hours:</b> <u>Time :</u> 2:30-3:30</p>	
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**Optional Extension Activities and Resources**
