

**U.C. Schools Curriculum Map**

**Subject: Language Arts**

**Grade: 6**

<b>Time Period</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
<b>Big Ideas</b>	<b>CLASS ENVIRONMENT:</b> “How do we create an environment where students feel safe and are successful?” <b>MEAP PREP:</b> “What skills and processes do we need to communicate successfully?”	<b>IBC:</b> “How can we effectively organize a piece of writing?” <b>SHORT STORIES:</b> “What are elements of short stories?” <b>MEAP:</b> “How can we show everyone what we can do?”	<u><b>Jason’s Gold</b></u> – adventure “What do people do when faced with a challenge?”	<u><b>Jason’s Gold</b></u> continued	<u><b>Ella Enchanted</b></u> – fantasy “How can making a choice impact our lives?”
<b>Content</b>	~NORMS ~Writing Process ~Genre Overview ~Performance Testing ~Practice MEAP	~MEAP ~Pieces of writing – essays ~Various short stories from Literature books	“To Build A Fire” – adventure “ <u><b>Jason’s Gold</b></u> – adventure “The Cremation of Sam McGee” – poetry <u><b>Atuk</b></u> - folktale		~ <u><b>Cinderella</b></u> – fantasy ~ <u><b>Ella Enchanted</b></u> – fantasy ~ <u><b>Fanny’s Dream</b></u> – fantasy

<b>Skills and Strategies</b>	~Type 1 & 2 Writing ~Stars/Wishes ~Unpacking the MEAP rubric ~Text Connections	~writing catchy intro. ~developing with details and examples ~tying the piece together ~Basic story elements ~jigsaw ~story impressions ~inferring	~Writing Process ~Word Study – PAVE, Think Aloud ~Reading Strategies: Ask questions, visualizing, synthesizing, inferring, making connections ~Compare/Contrast ~Elements of Adventure		~Writing Process ~Word Study – synonyms, antonyms, context clues ~Reading Strategies – summarizing, inferring ~Compare/Contrast ~Internal/External Conflict ~Core Democratic Values ~Figurative language ~Elements of fantasy/fairy tale
<b>Assessments</b>	~Self Assessment ~Informal Teacher Observations ~Rubrics ~Performance Testing	~Essays/Rubrics ~Response to Literature ~Story Triangles ~Word Splash	~Writing From Knowledge & Experience ~Focus Questions ~Response to Literature		~Writing From Knowledge & Experience ~Focus Questions ~Response to Literature ~Writing appropriate titles for each chapter

Continued:

**Subject: Language Arts**

**Grade: 6**

<b>Time Period</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Big Ideas</b>	<b><u>Ella Enchanted</u> Continued</b>	<b><u>The Cay</u> – adventure “How can a legacy of one person leave a lasting impression on another?” “What can happen to change the way a person thinks about something?”</b>	<b><u>The Cay</u> continued ~Exhibition Project</b>	<b>Poetry “What are the elements of poetry?” “How can you respond to poetry?”</b>	<b>Poetry continued ~End of the Year Activities</b>
<b>Content</b>		<b>~ <u>Why?</u> – picture essay ~<u>The Cay</u> – adventure ~<u>The Harmonica</u> ~”You’ve Got to be Carefully Taught” – lyrics from <u>South Pacific</u></b>		<b>~Various examples of poems</b>	
<b>Skills &amp; Strategies</b>		<b>~Writing Process ~Word Study – Cloze vocab. Procedure, Frayer model ~Reading Strategies – choral</b>		<b>~figurative language ~elements of poetry ~poetry writing- acrostic, cinquain, limerick, lune,</b>	

		<p>reading, text to text connections, foreshadowing  ~Characterization  – imagery, dialogue  ~punctuating dialogue  ~Daily Language Writing from points of view – A-RAFT activity</p>		<p>definition, quatrain, free verse</p>	
Assessments		<p>~Writing From Knowledge &amp; Experience  ~Focus Questions  ~Response to Literature  ~Dialogue Board</p>		<p>~poetry elements-quiz/word splash  ~Poetry Calendar-Mother’s Day project  ~Creating poems using different poetry techniques</p>	