

Curriculum Map 2020-2021

English / 6th Grade

Standards in this map fall into the following categories:

1. Language - Shortened to L
2. Reading - Shortened to RL
3. Speaking/listening - Shortened to SL
4. Writing - Shortened to W

CCSS - Stands for Common Core State Standards

Note: "Approximate Time" is measured as daily 50-minute periods

Approx. Time	Unit/Content	Essential Questions	State Standards/Skills	Assessment	Resources/ Chapters
Length of the unit.	Name of unit and content/topics covered.	Frame the unit of study as a problem to be solved.	State standards that we cover, and the skills we address.	List formative and summative assessments.	List the resources available and used for the unit.
3-4 Weeks	Grammar: Parts of Speech Short Stories/story elements -	<i>What are the parts of a sentence?</i> <i>How do parts of a sentence help us understand the sentence?</i>	i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)	Skills: Parts of Speech Define genre Identify elements in a story Figurative Language	All Summer in a Day Thank You Ma'am Seventh Grade

	<p>Figurative language</p>	<p><i>How can story elements help us understand a story?</i></p> <p>How does figurative language contribute to a story: the author's purpose,</p>	<ul style="list-style-type: none"> ii. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1) iii. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3) iv. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5) v. Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6) <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (CCSS.ELA-Literacy.CCRA.R.4)</p>	<p>Assessment: Quiz and writing: choose a genre to write a short story</p>	
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4-5 weeks	Dystopia/Utopia The Giver	<i>What is a dystopia and utopia? How can story elements help us understand a story?</i>	<ul style="list-style-type: none"> i. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3) ii. 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. (CCSS: RL.6.4) iii. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5) iv. Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6) v. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10) 	Skills: Character development Compare/contrast Self-reflect through journals Setting Assessment: Test and 5-paragraph essay	The Giver

4 Weeks	Greek Mythology	<i>What is mythology? How did myths teach lessons to those who passed them down?</i>	<ul style="list-style-type: none"> i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10) ii. Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3) 	<p>Skills: Define myth and mythology Theme Historical context</p> <p>Assessment: Myth reader's theatre, myth retell story</p>	<p>Apollo & Daphne Echo & Narcissus Orpheus & Eurydice Pygmalion & Galatea Pandora's Box</p>
4 Weeks	Julius Caesar	<i>What is a drama? How can you use context clues to identify unknown words? How do specific words help readers visualize a scene? How does understanding the author's word choice contribute to imagery?</i>	<ul style="list-style-type: none"> i. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3) ii. 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. (CCSS: RL.6.4) iii. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5) iv. Explain how an author develops the point of view of the narrator 	<p>Skills: Historical Context Identifying unknown words by using context clues</p> <p>Assessment: Act Comprehension Questions, Quizzes, Exam (final)</p>	<p>Julius Caesar</p>

			<p>or speaker in a text. (CCSS: RL.6.6)</p> <p>v. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)</p> <p>vi. Identify how the author uses dialogue and specific word choice to achieve an effect</p>		
4 Weeks	<p>Grammar: Parts of Speech, Parts of a sentence</p> <p>Author's Purpose</p> <p>Text Structures</p> <p>Inferences</p>	<p><i>What are the common text structures used in nonfiction?</i></p> <p><i>How can you identify a text structure within a text?</i></p> <p><i>How can identifying the author's purpose help us understand the text?</i></p>	<p>i. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RL.6.6)</p> <p>ii. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.6.10)</p> <p>iii. Generate questions, make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures</p> <p>iv. Use information from the text and text features (such as timeline, diagram, and captions) to answer questions or perform specific tasks</p> <p>v. Cite textual evidence to support analysis of what the text says explicitly as well as</p>	<p>Skills:</p> <p>Identify PIE (persuade, inform, entertain)</p> <p>Identify text features, text structures</p> <p>Assessment:</p> <p>PIE quiz, text structure identification stations</p>	<p>Nonfiction children's books from the library that show different text structures, Animated Shorts</p>

			inferences drawn from the text. (CCSS: RI.6.1) vi.		
2 Weeks	Grammar: Commas Plagiarism/MLA Basics	<i>How do we use commas to create clear sentences?</i> <i>What is plagiarism?</i> <i>What are the basics of MLA?</i>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)	Skills: How to use commas conjunctions/ clauses How to cite MLA Assessment: Comma rules mini-book Comma quiz Citation Stations	Nonfiction articles online
3 Weeks	MLA Research Essay	<i>How do we research and write a paper using MLA?</i> <i>How do you know if a source is credible?</i> <i>How can you avoid plagiarism?</i> How can you cite a source?	a. Use evidence to develop credibility (such as citing textual evidence to support opinions) b. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8) c. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.6.10) d. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content. (CCSS: W.6.2)	Skills: Research skills Quoting Argumentation Paraphrasing Paragraph structure Thesis statement MLA Revision steps Assessment: Research paper	MLA Citation quick guide

			<ul style="list-style-type: none"> e. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure f. Organize information into a coherent essay or report with a thesis statement in the introduction and transition sentences to link paragraphs g. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7) <ul style="list-style-type: none"> a. Identify a topic for research, developing the central idea or focus and potential research question(s) h. Gather relevant information from multiple print and digital sources; assesses the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8) 		
4 Weeks	Holes	<i>How does the author's use of parallel stories help</i>	<ul style="list-style-type: none"> i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in 	Skills: Character development	Holes

		<p><i>develop the theme? How do different characters represent different points of view?</i></p>	<p>the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)</p> <p>ii. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)</p> <p>iii. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)</p> <p>iv. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)</p> <p>v. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)</p> <p>vi.</p>	<p>Parallel plots Setting Theme</p> <p>Compare/contrast book and movie Assessment: Partner presentation, Lit. Circle groups</p>	
4 Weeks	Poetry	<p><i>What are the different types of poetry?</i></p>	<p>a. Adapt speech to a variety of contexts and tasks, demonstrating command of</p>	<p>Skills: theme Tone</p>	Poems:

		<p><i>What are the elements of a poem?</i></p>	<p>formal English when indicated or appropriate. (CCSS: SL.6.6)</p> <p>b. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)</p> <p>c. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)</p> <p>d. Include multimedia components (for example graphics, images, music, and sound) and visual displays in presentations to clarify information. (CCSS: SL.6.5)</p> <p>e. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)</p> <p>f. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the</p>	<p>Elements of a poem</p> <p>Figurative language</p> <p>Assessment: Coffeehouse- Pick a poem to analyze and present (final)</p>	<p>All the world's a stage (William Shakespeare)</p> <p>2. Apostrophe to the Ocean (George Gordon Byron)</p> <p>3. I Wandered Lonely as a Cloud (William Wordsworth)</p> <p>4. If (Rudyard Kipling)</p> <p>5. Mother to Son (Langston Hughes)</p> <p>6. Lift Ev'ry Voice and Sing (James Weldon Johnson)</p> <p>7. A narrow fellow in the grass (Emily Dickenson)</p> <p>8. A Psalm of Life (Henry Wadsworth Longfellow)</p> <p>9. The Raven (Edgar Allen Poe)</p> <p>10. A Song of Greatness (a Chippewa song, trans. Mary Austin)</p> <p>11. Stopping by Woods on a Snowy Evening (Robert Frost)</p>
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			<p>development of the theme, setting, or plot. (CCSS: RL.6.5)</p> <p>g. Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)</p> <p>h. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (CCSS: RL.6.7)</p> <p>i.</p>		<p>12. Sympathy (Paul Laurence Dunbar)</p> <p>13. There is no frigate like a book (Emily Dickenson)</p> <p>14. The Walloping Window-blind (Charles E. Carryl)</p> <p>15. Woman Work (Maya Angelou)</p>
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