

# CURRICULUM UNIT MAP

## 1<sup>ST</sup> QUARTER

COURSE TITLE: Communication Arts

GRADE: 6

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<b>Unit: Literary Techniques/Figurative Language</b> <b>WEEKS 1—2 OBJECTIVES</b>  To identify and explain literary techniques in various works.	I can define onomatopoeia, idiom, metaphor, simile, alliteration, and personification.	Worksheets over each literary device will be collected from each student.	Students will take a pencil/paper benchmark to make sure that they understand how and why literary techniques are used.
	I can identify the literary techniques in various works.		
	I can explain the use of literary techniques		
<b>Unit: Main Idea</b> <b>WEEK 3--4 OBJECTIVES</b>  To differentiate between main idea and supporting details.	I can define main idea.	Graphic organizers will be completed over several stories/passages and collected.	Main idea will be assessed on benchmark assessments the rest of the year with at least two questions per benchmark.
	I can read a story and identify the main idea and supporting details.	Students will work in partners to read a story in our <u>Wild Side</u> books to determine if an idea is too broad or too narrow for the main idea. Those papers will be collected.	
	I can create a main idea and supporting detail graphic organizer for a story.		
	I can discuss if a main idea is too broad, or too narrow.		
	I can read several short stories, passages, and/or poems and identify the main idea.	Students will take a Main Idea clicker quiz.	
	I can read a short passage or chapter and give it a title based on the “big idea” of it.		
<b>Unit: Black Water</b> <b>WEEKS 5—9 OBJECTIVES</b> To make connections: text to text, text to self, text to world  To identify plot (problem/conflict), setting, characters, climax, resolution  To sequence events in the order that they happened in the story	I can make connections about other stories that deal with friendship, death, and making hard choices.	Students will create a connection graphic organizer.	
	I can make connections about any close friendships I have, deaths I have dealt with, and bad choices I have made.	As students read the novel <u>Blackwater</u> , they will complete a plot diagram. (Students will practice this with several short stories/passages.)	
	I know what a plot diagram looks like and what it consists of.	After reading each chapter students will complete either a “Domino Effect” worksheet or a timeline worksheet. These worksheets will identify the main events in each chapter and the sequence of them.	
	I can create a plot diagram for <u>Blackwater</u> and other various stories.		
	I can identify and sequence the main events of each chapter using various methods.		

**CURRICULUM UNIT MAP**  
**1<sup>ST</sup> QUARTER (Cont'd)**

**COURSE TITLE:** Communication Arts

**GRADE:** 6

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<b>Unit: Black Water (Cont’d)</b> <b>WEEKS 5—9 OBJECTIVES</b>  To identify and analyze the problem-solving process that the characters use and explain the effectiveness of the solutions  To develop vocabulary through text using context clues, a dictionary, and roots and affixes  To summarize each chapter of the story        To make predictions	I can analyze the main character’s actions and the choices that he makes.	As we read through the book students will create a list of character “ingredients” (character traits) of Brody and Alex (main characters) to help with the understanding of the characters ‘ actions and words.	
	I know that a character’s actions and words affect the plot of the story.		
	I can use my context clues to help me develop new vocabulary.		
	I can use a dictionary to look up new vocabulary words.		
	I can use the main ideas in each chapter to summarize the story <u>Blackwater</u> .	For every 3 or 4 chapters in the novel the students will have a vocabulary list to define. They will be required to do a four square sheet on at least two of the unknown words.	
	I can write up a chapter summary for each chapter in the book, using my graphic organizers.		
	I can make predictions about the plot based on information I know and details the author gives me.		
		Students will make a prediction on how they think Brody’s decision will unfold. This will be an exit slip.	Students will take a pencil/paper test at the end of the novel.

**CURRICULUM UNIT MAP**  
**2nd QUARTER**

**COURSE TITLE:** Communication Arts

**GRADE:** 6

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<b>Unit: Six Traits of Writing</b> <b>WEEKS 2-4 OBJECTIVES</b> To develop strong ideas in a writing piece  To incorporate organization into my writing to make it more effective  To use good voice in various writing pieces  To demonstrate strong visual imagery using good word choice  To use various sentence lengths and structures to compose texts  To follow a writing process to compose their StudentTale	I can determine what a high-level “idea” paragraph is and what a low-level looks like.  I can create a story based on a real-life event.	Students will complete an “I Have a Topic; Now What?!” worksheet to develop ideas that they may want to use for the topic of their StudentTale book.	Students will create a StudentTale book using the 6 Traits of Writing. A scoring guide will be used to assess each trait.
	I can discuss leads and create a good lead for my StudentTale book to “hook” my readers.  I can use a graphic organizer to help organize my thoughts and ideas for my book.	Students will create a sequence of events for a natural disaster.	
	I can use good sequencing and transitional words and/or phrases as I develop my StudentTale story so that it can be more effective.	Students will complete an “I Feel It Too!” worksheet. This will allow the students to practice using voice	
	I can identify the elements of voice that the author uses in a story.  I know who my audience is and will direct my writing accordingly.		
	I can choose words that are accurate and precise to convey a specific meaning.		
	I can identify whether or not a passage is fluent or not.	Students will complete a word graphics lesson to practice using synonyms and antonyms to help enhance their word choice.	
	I can edit several writing pieces and identify run-ons and fragments.	Students will edit a passage, looking for fragments and run-ons. This passage will be turned in.	
	I will follow a writing process to develop a rough draft.		

**CURRICULUM UNIT MAP**  
**2<sup>nd</sup> QUARTER (Cont'd)**

**COURSE TITLE:** Communication Arts

**GRADE:** 6

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or
<b>Unit: Active Reading Skills (Fiction &amp; Nonfiction)</b> <b>WEEKS 5-9 OBJECTIVES</b> To utilize active reading strategies to <ul style="list-style-type: none"> <li>self-question</li> <li>making predictions</li> <li>making connections</li> <li>identify cause and effect</li> <li>making inferences</li> <li>compare/contrast</li> </ul>	I can read a passage and answer Who? What? When? Where? and Why?	Students will complete a worksheet over each active reading strategy that will be turned in. (Buckle Down materials will be used to cover all of these skills.)  Each skill will be discussed one at a time and students will participate in a very short clicker quiz over each one.	Students will take a benchmark test by using clickers.
	I can make predictions in a story about the plot and/or the character.		
	I can make connections: text to text, text to self, text to world, to stories/passages that I read to help clarify the meaning and aid in comprehension.		
	I know that cause and effect go together.		
	I can use clue words in the text (so, because, since, and as a result) to identify what events are related.		
	I can use my prior knowledge and details that the author gives me to make a "guess" (inference).		
	I can identify similarities and differences between texts and characters.		

**CURRICULUM UNIT MAP**  
**3rd QUARTER**

**COURSE TITLE:** COMMUNICATION ARTS

**GRADE:** 6

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<b>Unit: Conventions</b> <b>WEEKS 1-2 OBJECTIVES</b>  To compose well-developed text	I can use apostrophes in irregular and plural possessives.	Students will complete several apostrophe worksheets to turn in.	Students will fix a DOL sentence every Friday on their spelling test.  Benchmark Assessment
	I can use quotation marks correctly in dialogue, and put capital letters, commas, and ending marks where they belong.	Students will participate on the SmartBoard with some hands-on activities, placing apostrophes in sentences with irregular and plural possessives.	
	I can punctuate appositives correctly in a sentence.	Students will add quotation marks in sentences on the SmartBoard.	
<b>Unit: Point of View</b> <b>WEEK 3—OBJECTIVES</b>  To identify author's point of view  To identify author's perspective	I can identify the author's purpose as being: persuasive, informative, or entertaining.	Students will participate in a "live student sentence."	
	I can identify how the purpose has an effect on what is written in the text and how it is written.	Students will complete several quotation mark worksheets to turn in.	
		Students will complete a clicker quiz over quotation marks.	
		Students will complete DOL (daily oral language) sentences on the board and on paper every single day	
		Students will complete a clicker quiz	

**CURRICULUM UNIT MAP**  
**3<sup>rd</sup> QUARTER (Cont'd)**

**COURSE TITLE:** Communication Arts

**GRADE:** 6

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<b>Unit: Non-Fiction Text Features</b> <b>WEEKS 4-5 OBJECTIVES</b>  To develop and apply skills to comprehend, analyze, and evaluate non-fiction	I can identify and explain text features in non-fiction.	Students will read several non-fiction texts and label the various features.	Students will take a clicker quiz over non-fiction text features (multiple choice).
	I can analyze the text features and how they are used to aid in comprehension.	Students will bring in a newspaper article and label the text features.	
	I can use text features to find specific parts in newspapers and/or articles.		
<b>Unit: Poetry Café (Poetry and Figurative Language)</b> <b>WEEKS 6-7 OBJECTIVES</b>  To compose a variety of poems using writing techniques, such as figurative language and sensory detail	I know that poems are usually written in lines or stanzas.	Students will create various poems to put in their “Cup of Poetry” folder.	Performance Event  Benchmark Assessment
	I can write a poem using my senses and figurative language to make it more descriptive.	Students will read aloud some poems.	
	I know that rhythm and rhyme are just two ways poets use sound.		
	I can create a variety of poems to read aloud to my class.		
<b>Unit: Persuasive Essay</b> <b>WEEKS 8-9</b>  To use author’s viewpoint and tone to compose a persuasive text.	I can define persuasive writing.	Students will divide into teams and try to persuade the rest of the class to vote for their candy bar.	Performance Event Persuasive Essay to be scored by rubric
	I can take a side of an argument and provide reasons to back up my side.	Students will create a list of reasons their candy bar is the best.  Students will write a 5 paragraph essay.	
	I can compose a 5 paragraph persuasive essay.		

**CURRICULUM UNIT MAP**  
**4<sup>th</sup> QUARTER**

**COURSE TITLE:** Communication Arts

**GRADE:** 6

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<b>Unit: MAP REVIEW</b> <b>WEEKS 1—2</b>			
<b>MAP TESTING</b> <b>WEEK 3</b>			
<b>Unit: Research Paper/Project</b> <b>WEEKS 4-8 OBJECTIVES</b>  To develop and apply effective research process skills to gather, analyze, and evaluate information  To develop and apply effective speaking and listening skills	I can define “plagiarism.”	Students will take notes as they research.	Performance Event Two page research paper with bibliography page  Poster of important historian with information and pictures
	I can develop questions to guide my research.		
	I can use various resources to find my information.		
	I can site my sources using <a href="http://www.easybib.org">www.easybib.org</a>		
	I can use a variety of note-taking skills to record my information.		
	I can create a poster of my important historian with facts and pictures		
	I can present my paper and poster using appropriate tone, voice, eye contact, and volume.		
<b>WEEK 9</b> <b>END OF YEAR FIELD TRIP AND ACTIVITIES</b>			