

# Grade 6 Language & Literature - English

## Units of Study

<b>UNIT 1:</b>	<b>COMMUNICATION IS KEY</b>	<b>Start: August</b>	<b>Duration: 8 weeks</b>
<ul style="list-style-type: none"> <li>● <b>Concepts: Creativity, Self-expression, Structure</b></li> <li>● <b>Subject Specific Skills:</b> Using content and presentation strategies to write and present a speech.</li> <li>● <b>Learning Experiences:</b> In this unit, students will be taking a look at effective skills in writing and delivering a speech. They will evaluate the speeches given throughout history and what makes the speech engaging and effective. Students will then have to plan, draft and write and deliver their own speech which will align with the content covered in Individuals and Societies class.</li> </ul>			
<b>UNIT 2:</b>	<b>ANCIENT PERSPECTIVES</b>	<b>Start: November</b>	<b>Duration: 7 weeks</b>
<ul style="list-style-type: none"> <li>● <b>Concepts: Perspective, Audience imperatives, Character, Point of view, Purpose</b></li> <li>● <b>Subject Specific Skills:</b> Understanding of alternative perspectives. Using graphic organizers to outline a story.</li> <li>● <b>Learning Experiences:</b> In this unit, students will be taking a look at well-known fairy tales from alternative perspectives through different characters or cultures throughout the world. Students will then write a fairy tale from the perspective of a culture of study from Individual's and Societies.</li> </ul>			
<b>UNIT 3:</b>	<b>HER STORY HIS STORY</b>	<b>Start: January</b>	<b>Duration: 6 weeks</b>
<ul style="list-style-type: none"> <li>● <b>Concepts: Change, Character, Setting, Theme</b></li> <li>● <b>Subject Specific Skills:</b> Textual analysis. Supporting ideas with evidence using in-text citation.</li> <li>● <b>Learning Experiences:</b> In this unit, students will be divided into reading groups to explore how difficult situations that we are placed in cause us to adapt in order to survive. They will use and develop close reading strategies and skills such as analysis and decoding words.</li> </ul>			
<b>UNIT 4:</b>	<b>OUR GREAT LANDS</b>	<b>Start: April</b>	<b>Duration: 8 weeks</b>
<ul style="list-style-type: none"> <li>● <b>Concepts: Creativity, Self-expression, Structure</b></li> <li>● <b>Subject Specific Skills:</b> Poetic Devices</li> <li>● <b>Learning Experiences:</b> In this unit, students will delve into the wonderful world of poetry. Students will understand poetic devices and be able to create poems while correctly using them. Students will also read and analyze poems for a deeper understanding of what the writer is trying to convey.</li> </ul>			

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## Unit 1: Communication is Key

**Start:** September

**Duration:** 10 weeks

**LEARNING EXPERIENCES:** Students will use their knowledge of sentence structure to express their identity creatively by Making A Statement in the school. They will explain their statement and the thinking behind the meaning they tried to convey. To craft a remarkable product they will need to give and receive meaningful feedback; plan their piece; and take it through the writing process.

### KEY CONCEPT: Creativity

#### Related Concepts / Subject Specific: Creativity, Self-expression, Structure

Students will help build a positive school culture by placing inspirational quotes throughout the school and community. Students will explore the connection between how a message is written and what it communicates. Students will consider how a message can communicate different meanings to different individuals, and develop their ability to clearly communicate their intended message. Students will be asked to be open and willing to discuss their ideas, and brave in defining their beliefs.

**STATEMENT OF INQUIRY:** Our identity can be expressed through the creative use of sentence structure.

### INQUIRY QUESTIONS:

**Factual:** What are the different types of sentences? What is sentence variety? What are the parts of a sentence?

**Conceptual:** What is identity? What is important to me?

**Debatable:** What is good writing? Why does writing matter?

### OBJECTIVES AND ASSESSMENT CRITERIA:

#### A: Analyzing

Analyses the effects of the creator's choices on an audience; justifies opinions and ideas using examples, explanations and terminology.

#### B: Organizing

Displays expertise in paragraph and essay structure including: topic sentence, statement, evidence, explanation and a closing sentence as well as transitions to link all paragraphs. Organizes opinions and ideas in an effective way that makes sense and ideas build on each other. [This criterion is not assessed in this unit].

#### C: Producing Text

Produces texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process. Makes stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Selects relevant details and examples to support ideas. [This criterion is not assessed in this unit].

#### D: Using Language

Uses appropriate and varied vocabulary, sentence structures and forms of expression; uses correct grammar, syntax and punctuation.

### ATLs:

Communication; Self-Management

### RESOURCES / LITERATURE OPTIONS:

- "I Am Eleven" Film
- *Eleven* by Sandra Cisneros
- Various sources of famous quotes

### SUMMATIVE ASSESSMENT TASKS:

1. Compose a quote and showcase it creatively in a way that represents your core values, for example, a poster or a slideshow. Write an accompanying analysis to explain how your statement represents your identity.

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## Unit 2: Ancient Perspectives

**Start:** November

**Duration:** 7 Weeks

**LEARNING EXPERIENCES:** In this unit students will be looking at well known fairy tales from alternative perspectives through different characters or cultures around the world. Students will then choose ideas from well-known fairy tales and utilize good writing practices to write a brand new fairy tale from a different perspective that ties into a society they studied in Individuals & Societies.

**KEY CONCEPT:** Perspective    **Related Concepts / Subject Specific:** Character, Point of View

**STATEMENT OF INQUIRY:** Different perspectives from which stories are told strengthen our understanding of roles within societies.

### INQUIRY QUESTIONS:

#### Factual:

What are the elements of literature?  
What is the writing process?

#### Conceptual:

How do stories entertain and engage the audience?  
How do the author's choices affect the reader's experience?

#### Debatable:

What are the characteristics of a good story?  
How do you write a unique and engaging story?  
How do you tell/perform a story so that it is engaging and entertaining?

### OBJECTIVES AND ASSESSMENT CRITERIA:

#### A: Analyzing

Analyses different perspectives of a well-known fairy tale and the creator's choices on an audience; justifies opinions on these perspectives using examples, explanations and terminology that focuses on comparing and contrasting.

#### B: Organizing

Using dialogue and description to organize a story. Organizing elements of a story to build upon ideas.

#### C: Producing Text

Alternative perspectives are narrated and developed in the story adaptations. Stylistic choices are used in regards to word choice and literary expression.

#### D: Using Language

Appropriate vocabulary and use of varied sentence structures are employed in their writing. Grammar, syntax, and punctuation are used effectively. Style of writing and voice for the perspective of the story is appropriate.

### ATLs:

Self-management, Thinking

### RESOURCES / LITERATURE OPTIONS:

- Various fairy tales
  - Classics
  - Fairy Tales from around the world
  - Fairy Tales from alternative perspectives

### SUMMATIVE ASSESSMENT TASKS:

1. To assess student understanding of stories told from different perspectives. Students must explain similarities and differences, as well as the perspective they believe. They must support their ideas with evidence from the text. Text Purpose- To explain

2. To assess student understanding of how stories engage and entertain an audience, students will write a story based on a fairy/folk tale we read in class. They must tell the story from a different perspective while incorporating ideas from a society they studied in Individuals & Societies. They will be writing for a specific audience of their choosing. Text Purpose- Entertain

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## Unit 3: Her Story, His Story

**Start:** January

**Duration:** 8 Weeks

**LEARNING EXPERIENCES:** In this unit students will be divided into reading groups to explore how difficult situations that we are placed in cause us to adapt in order to survive. They will use and develop close reading strategies and skills such as analysis and decoding words.

**KEY CONCEPT:** Change

**Related Concepts / Subject Specific:** Character, Setting, Theme

**STATEMENT OF INQUIRY:**

Adversity causes us to reshape ourselves.

**INQUIRY QUESTIONS:**

**Factual:**

What are the causes of adversity?  
What is a refugee?  
What is a community?

**Conceptual:**

What does it mean to reshape one's life?  
What makes people resilient in the face of adversity?

**Debatable:**

Is adversity good or bad for us?

**OBJECTIVES AND ASSESSMENT CRITERIA:**

**A: Analyzing**

Identifies and clearly explains in detail the adversity that character(s) face and how this affects their development. Gives detailed justification and reasoning of opinions with a variety of evidence and full explanation.

**B: Organizing**

Displays expertise in letter writing structure and paragraph formation, including: using detailed memories (from the text), emotional connections, and character voice to create a text that authentically connects to a character and their experiences. Organizes thoughts and feelings in an effective way that makes sense and builds meaning.

**C: Producing Text**

[This criterion is not assessed in this unit].

**D: Using Language**

Uses a variety of appropriate vocabulary, sentence structures and forms of expression. Writes with proper tone or formality. Uses correct grammar, sentence formation and punctuation; Paragraphs are easy to understand.

**ATLs:**

Communication

### RESOURCES / LITERATURE OPTIONS:

- *The Clay Marble* by: Minfong Ho
- *Esperanza Rising* by: Pam Munoz Ryan
- *Home of the Brave* by: Katherine Applegate

### SUMMATIVE ASSESSMENT TASKS:

1. Character letter- Students will take on a character's perspective to write a letter from one character to a next. Text Purpose- To Explain
2. Refugee Talk Show- Students will work together in groups to research a refugee's journey and describe how the journey affected them. Text Purpose- To recount

# Grade 6 Language & Literature - English

## Unit 4: Our Great Lands

**Start:** April

**Duration:** 8 Weeks

**LEARNING EXPERIENCES:** In this unit, students will delve into the wonderful world of poetry. Students will understand poetic devices and be able to create poems while correctly using them. Students will also read and analyze poems for a deeper understanding of what the writer is trying to convey.

**KEY CONCEPT:** Global Interaction

**Related Concepts / Subject Specific:**  
Personal and Cultural Expression/Structure and Style

**STATEMENT OF INQUIRY:** Structure and style are used to convey beauty in poetic expression.

**INQUIRY QUESTIONS:**

**Factual:**

What are poetic techniques?  
What are some various poetic structures?  
What is the difference between poetry and prose?

**Conceptual:**

How is poetry beautiful?  
How do authors use language to convey meaning?

**Debatable:**

Is poetry a better way to convey beauty than prose?

**OBJECTIVES AND ASSESSMENT CRITERIA:**

**A: Analyzing**

i. Provides a significant and detailed amount of ideas related to identification and comments about aspects of text  
ii. Provides a significant and detailed amount of ideas identification and comments about choices the author made when writing  
iii. Explained their thoughts and ideas with evidence from the text and connecting with prior knowledge.  
iv. Gave reasons why the differences between the texts exist with detailed critical thinking providing strong evidence from the text to support their ideas.

**B: Organizing**

This criterion is not assessed.

**C: Producing Text**

iii. Selected substantial details to support their ideas, and gave a critical explanation that fully supports their ideas.

**D: Using Language**

This criterion is not assessed.

**ATLs:**

Self-Management, Critical Thinking, Creative Thinking

### RESOURCES / LITERATURE OPTIONS:

- Various Poems
- Articles

### SUMMATIVE ASSESSMENT TASKS:

1. Analyzing a Poem- Students will be critically analyzing two poems for understanding the meaning, author's choice, and poetic devices used within the poems. Text Purpose- To analyze