

SMMUSD English/Humanities 6th Grade--Semester One Curriculum Map, Ends 1/23/09, Version 2.0

HLLA Ch. 3 = Holt Literature and Language Arts text (HLLA) (Reading)








WS 1 = Holt Literature and Language Arts text, Workshop section (Writing, Listening, and Speaking)

HDBK = Holt Handbook (Language Conventions)





SL = Strategy Lesson





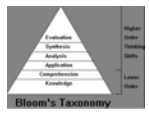


M-WS = Mini-Workshop

Month	September 20 days	October 22 days	November 17 days	December 15 days	January 14 days
 Concepts Introduced: Reading/Literary Analysis	HLLA: Ch. 1 Options Plot and Setting (4) <input type="checkbox"/> All Summer in a Day (17) <input type="checkbox"/> Suit Helps Girl...(28) <input type="checkbox"/> Path Through Cemetery (42)	HLLA: Ch. 2 Options Characters (52) <input type="checkbox"/> Ta-Na-E-Ka (54) <input type="checkbox"/> The Bracelet (69)	HLLA: Ch. 3 Options Theme (116) <input type="checkbox"/> All-American Slurp (118) <input type="checkbox"/> Everybody is Different... (130) <input type="checkbox"/> Little Mangy One (162)	HLLA: Ch. 5 Options <input type="checkbox"/> All Aboard with Thomas Garrett from Harriet Tubman... (229-314) <input type="checkbox"/> Pet Heroes (320)	HLLA: Ch. 4 Options <input type="checkbox"/> Separate But Never Equal (189) <input type="checkbox"/> Goodbye Records, Hello CDs (203) <input type="checkbox"/> Forms of Fiction (172) <input type="checkbox"/> He Lion, Bruh Bear, Bruh Rabbit (224)
 Key Reading/Literary Analysis Standards	R3.3 Influence of setting R2.1 Structural features of media R1.4 Textual clues	R3.2 Character's influence on plot R1.3 Origins; frequently used words	R3.6 Analyzing theme R2.6 Critique of evidence R1.2 Figurative words, multiple meanings	R2.3 Connect/clarify main idea R1.4 Textual clues	R2.2 Analyze compare-contrast R1.4 Textual clues to determine meaning R1.2 Multiple meanings
 Concepts Introduced: Writing/Listening/ Speaking	Summer reading letter Paragraph (WS6)	Narration Options: Story (WS 1) <i>or</i> Personal Narrative (M-WS 5)	Exposition Options: "How to" (WS 2) Compare & Contrast (M-WS 1) Descriptive (M-WS 2) Problem-Solution (M-WS 6)	Response to Literature Options: Response to Literature (WS3) Movie Review (M-WS 4)	Compare-Contrast: Choice of two related topics (M-WS 1)
 Key Writing/ Listening/Speaking Standards	W2.5 Write a Persuasive Composition W1.2 Multi-paragraph Composition W1.3 Organization & focus patterns W1.6 Revising	W2.1 Write a Narrative Composition W1.2, W1.3, W1.6 LS1.4 Select focus & matching evidence LS1.7 Effective volume, rate, pitch	W2.2 Write an Expository Composition W1.2, W1.3, W1.6	W2.4 Write a Response to Literature W1.2, W1.3, W1.6 LS1.4, LS1.5 (Salient pts), LS1.6 (Evidence), LS1.7, LS2.3 (Oral response to lit.)	W2.2, W1.2, W1.3, W1.6

Month	September 20 days	October 22 days	November 17 days	December 15 days	January 14 days
 Concepts Introduced: Language Conventions	HDBK Options: Ch. 1: Sentences/ Fragments Ch. 2: nouns, pronouns, adjectives	HDBK Options: Ch. 3: verbs, adverbs, prepositions, conjunc- tions, interjections Ch. 6: agreement Ch. 7: tenses Ch. 13: punctuating quotations	HDBK Options: Ch. 4: Phrase and Clause (89-100) Ch. 12: End marks, commas, semicolons, colons (268-286)	HDBK Options: <i>(continued)</i>	HDBK Options: Ch. 16: Writing effective sentences (384-392)
 Key Conven- tions Standards	LC1.1 Sentence structure	LC1.2 indefinite pronouns, verb tenses and subject agreement	LC1.1, LC1.3 Punctuation		LC1.1 Sentence structure
 Other Standards		R3.5 pt. of view			R3.1 Forms of fiction
 Cross-Curricular Tie-Ins	SS Ch. 1-2: Early Hominids Investigating Past	SS Ch. 3-6 Hunter-Gatherers- Mesopotamia	SS Ch. 6-9 Mesopotamia- Ancient Egypt	SS Ch. 9-10 Ancient Egypt/Kush	SS Ch. 11-12 Hebrews/Judaism
 Analysis, Synthesis, Evaluation	Strategy Lesson 1 (SWBS p.472)	Strategy Lesson 2 (How Character Affects Plot p. 474)	Strategy Lesson 3 (Identifying Theme p. 476)	Strategy Lesson 5 (Finding the Main Idea p. 481)	Strategy Lesson 4 (Looking at Text Structures p.478)
 Assessment Possibilities	Holt: <i>Entry-Level Assessment (District)</i> Scheduled: 9/17-9/29	Holt: <i>First-Quarter Test</i>			Holt: <i>Midyear Assessment (District)</i> Scheduled: 1/20-1/30
 Lesson Resources and Suggested Texts	<input type="checkbox"/> Hatchet <input type="checkbox"/> Boy of the Painted Cave	<i>(continued)</i> <i>(continued)</i>	<input type="checkbox"/> A Cry in the Wild (DVD based on Hatchet) <input type="checkbox"/> The Golden Goblet <input type="checkbox"/> The Egypt Game	<i>(continued)</i>	

SMMUSD English/Humanities 6th Grade--Semester Two Curriculum Map, Ends 6/19/09, Version 2.0

Month	Jan/February 24 days	March 15 days	March/April 19 days	May 20 days	June 15 days
 Concepts Introduced: Reading/Literary Analysis	HLLA: Ch. 6 Options Literary devices (328) <ul style="list-style-type: none"> ❑ What Do Fish Have to Do with Anything? (347) ❑ Getting Leftovers back on the Table (359) ❑ Connotations and denotations (362) ❑ Eleven (363) ❑ His Gift to Girls (370) 	HLLA: Ch. 7 Options Poetry: Sound Effects (378) Poetry: Seeing Likeness (387) <ul style="list-style-type: none"> ❑ The Sneetches (380) ❑ Ode to Mi Gato (389) ❑ Haiku (395) ❑ Forty-one Seconds...(420) 	HLLA: Ch 3, 4, 7 Options <ul style="list-style-type: none"> ❑ Baucis and Philemon (150) ❑ Medusa's Head & Perseus...Gorgon's Head (208) ❑ Becoming a Critical Reader (412) 	HLLA: Ch. 8 Options Literary Criticism (428) <ul style="list-style-type: none"> ❑ The Dog of Pompeii and Pompeii (432) 	
 Key Reading/Literary Analysis Standards	R1.5 Shades of meaning R2.7 Reasonable Assertions R3.7 Literary Devices	R3.4 Tone & meaning in poetry R1.2 Figurative language	R2.8 Unsupported assertions R3.6 Analyze themes R1.2 Figurative language/multiple meanings R1.4 Textual clues	R3.2, R3.3	
 Concepts Introduced: Writing/Listening/ Speaking	<i>(continue Compare-Contrast)</i> Expository <u>or</u> Response to Literature <i>(see Nov-Dec for options)</i>	<i>(continue Response to Literature or Expository)</i>	Research Options (WS 4)	<i>(continue Research)</i>	Persuasive Writing Options: (WS 5) Letter to editor
 Key Writing/Listening/ Speaking Standards	<i>(See Nov.- Dec.)</i>	<i>(See Nov.-Dec.)</i>	W2.3 Write research report, W1.1, W1.2, W1.3, W1.4, W1.6, W2.3, LS1.4, LS1.5, LS1.6, LS1.7, LS2.2		W2.5 Write a persuasive essay, W1.2, W1.3, W1.6, LS1.4, LS1.5, LS1.6, LS1.7

Month	Jan/February 24 days	March 15 days	March/April 19 days	May 20 days	June 15 days
 Concepts Introduced: Language Conventions	HDBK Options: Ch. 4: adjective & adverb phrases Ch. 9: comparison & usage of modifiers Ch. 12: commas to separate 2+ adjectives; colons with a list; commas as interrupters	HDBK Options: Ch.5: complements Ch. 9: comp. of modifiers, double negatives Ch. 6: pronoun-antecedent agreement Ch. 8: pronoun case Ch. 13: apostrophes w/contractions & possessives	HDBK Options: Ch. 4: Independent & subordinate clauses, sentence structure Ch. 10: formal, standard usage	HDBK Options: Ch. 12: punctuating compound and complex sentences; spelling Ch. 11-13: Capitalization of titles and punctuating sources	HDBK Options: Ch. 3: transitive & intransitive verbs Ch. 5: direct & indirect objects, subject complements Ch. 8: pronouns as objects (whom) Ch.13: apostrophes with contractions Ch. 14: words confused
 Key Conventions Stndrds	LC1.2, LC1.3	LC1.2	LC1.2, LC1.3, LC1.5--spelling	LC1.3, LC1.4--Capitalization	LC1.1, LC1.5
 Other Standards	LC1.0 Grade-level usage of conventions	LC1.0 Grade-level usage of conventions	R3.1 forms of fiction	R3.8 Credibility of characterization LC1.0 Grade-level usage of conventions	LC1.0 Grade-level usage of conventions
 Cross-Curricular Tie-Ins	Jan. SS finish Ch. 11-12 Feb. SS Ch. 13-18: Ancient India	SS Ch. 19-24: Ancient China	SS Ch. 25-31: Ancient Greece	SS Ch. 32-37: Ancient Rome	
 Analysis, Synthesis Evaluation	Strategy Lesson 6 (Shades of Meaning p. 483)		Strategy Lesson 7 (Faulty Reasoning p. 486)		
 Assessment Possibilities	Holt: Midyear Assessment Scheduled: 1/20-1/30 No DWA		STAR testing begins 4/29	STAR testing ends 5/15	Holt: End-of-the-Year Assessment
 Lesson Resources and Suggested Texts				<input type="checkbox"/> Detectives in Togas <input type="checkbox"/> The Bronze Bow	