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| **UNIT ONE** | **UNIT TWO** |
| **Growing Up (suggested)****Other Possible Units:*** **Into the Spotlight (Self and Relationships)**
* **Your Choices**

**Themes*** Personal and Philosophical
* Self-image and self-esteem
* Beliefs and values (self, society)
 | **Messages (suggested)****Other Possible Units:*** **Scripts to Act Out**
* **Off the Page**
* **Biographies**
* **Science Fiction**

**Themes*** Communicative
* Role of communication in life
* Effective communication
* Ideas and technologies
 |
| **Questions for Deeper Understanding*** What are some of the changes and challenges that you are facing?
* How have others dealt with these changes and challenges?
* When do you feel most confident about yourself and your place in the world?
* What can difficult situations teach you about yourself?
* What are the challenges that you will have to deal with in the future?
 | **Questions for Deeper Understanding*** What forms of technology are used to communicate with others and to gain information?
* What is your most effective way of telling your story or getting your message across?
* What role do media such as photographs, the Internet, and person-to-person contact play in your communication?
* How do artists communicate their messages through the arts?
* What role does advertising play in communicating and persuading?
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| **UNIT THREE** | **UNIT FOUR** |
| **Tales- Heroes, Deeds, and Wonders (suggested)****Other Possible Units:*** **Suspense**
* **Marvels Then and Now**
* **Fantastic Fiction**

**Themes*** Imaginative and Literary
* Imaginary worlds and possibilities
* Range of genres and authors
 | **Taking Flight (suggested)****Other Possible Units:*** **Space, Stars, and Quasars**
* **Systems for Living**
* **Biodiversity**
* **Electricity**

**Themes*** Environmental and Technological
* Elements of natural and constructed world
* Role of technology in society
 |
| **Questions for Deeper Understanding*** What are the qualities of a good or well-told story?
* What do these tales teach us about other people, times, and places?
* What do these tales teach us about ourselves?
* How do these tales help us see our own gifts and potential, and inspire us to fight for our own causes?
 | **Questions for Deeper Understanding*** How can birds, insects, bats, kites, planes, and rockets fly? Can people fly? (How do living things and flying devices achieve lift, movement, and control? Why can we not fly an airplane to the moon?)
* How can we explore and learn about space? (What technologies have been developed to find out about space? How do people on Earth gather information about space? What have we learned about space?)
* What have we accomplished through space exploration? (What is needed to travel and to live in space? How has the exploration of space changed people’s lives on Earth? How will space be used in the future?)
 |
| **UNIT FIVE** | **UNIT SIX (optional)** |
| **Peace and Conflict (suggested)****Other Possible Units:*** **Going the Distance**
* **Looking for Answers**
* **Canada’s Links to the World**

**Themes*** Social, cultural, and historical
* Relationships with others, community, world
* Historical context
 | **Going the Distance (optional unit)****Other Possible Units:*** **Peace and Conflict**
* **Looking for Answers**
* **Canada’s Links to the World**

**Themes*** Social, cultural, and historical
* Relationships with others, community, world
* Historical context
 |
| **Questions for Deeper Understanding*** What role does peace play in your life? What brings peace and happiness in our lives?
* What skills are needed to resolve conflicts and disputes peacefully?
* What is the role of the peacemaker?
* What are our rights and our responsibilities in supporting peace?
* What can people learn by resolving conflicts?
 | **Questions for Deeper Understanding*** What are some things that you have achieved so far in your life, and why do you consider them achievements?
* What personal goals would you like to attain? How will you share your successes with your family and the larger community?
* How have others met personal challenges, set goals, and tried to achieve their “personal best”?
* What can you learn about yourself when you try to do your personal best?
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| MUST DO WRITING/REPRESENTING | MUST DO READING | POPULAR READING CHOICES |
| * Speech CC6.1
* Personal narrative CC6.1
* Responses/reactions to reports CC6.1
* Articles CC6.1
* Instructions CC6.1
* Explanations CC6.1
* Letters CC6.1
* Illustrations CC6.1
* Diagrams CC6.1
* Leaflets CC6.1
* Stories CC6.1
* Poems CC6.1 (read aloud CC6.6)
* Storyboards CC6.1
* Cartoons CC6.1
* Skits CC6.1
* Short video scripts CC6.1
* Poster CC6.4, CC6.8
* Tableau CC6.4, CC6.8
* Physical movement CC6.4
* Graphic organizer CC6.4, CC6.8
* Chart CC6.4
* Graph CC6.4
* Table CC6.4
* Mime CC6.4
* Pictures/photographs CC6.4
* Visual aids in presentations CC6.4
* Models CC6.4
* Collages CC6.4
* Oral presentations CC6.6
* Role play/dramatization CC6.6
* 3-5 paragraph texts CC6.7
* Narrative texts CC6.7
* Friendly letter CC6.7
* Multi-step directions CC6.7
* Short report CC6.7
* Persuasive text CC6.7
* Peer interview CC6.8
* Presentation at assembly CC6.8
* Letter to parents CC6.8
* Short review CC6.8
* Inquiry report CC6.9
 | **Literary**Oral fluency 120-160wcpmSilent fluency 160-210wcpm | **Short Stories*** *See Anthologies below*

**Novels*** Bridge to Terabithia
* Broken Circle
* Broken Memory: A Novel of Rwanda
* Cougar Cove
* Crow Call
* Donuthead (Health 6)
* Dragon Rider
* East
* Finding Sophie
* Flood
* Hatchet
* The Lion, the Witch and the Wardrobe
* The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup and a Spool of Thread

**Plays*** *See Anthologies below*

**Poetry*** For the Children (FNMI)
* *See Anthologies below*

**Non-Fiction/ Informational*** Canada in Space: The People & Stories Behind Canada's Role in the Exploration of Space
* Discovering the Arctic: The Story of John Rae
* On Canadian Wings: A Century of Flight
* Spectacular Women in Space

**Anthologies*** Crossroads 6
* Sightlines 6
* Collections 6 *Tales – Heroes, Deeds, and Wonders*
* Collections 6 *Space, Stars, and Quasars*
* Collections 6 *Off the Page*
* Collections 6 *Looking for Answers*
* Cornerstones 6 (A and B)
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| COMPREHEND & RESPOND |
| OUTCOME | **I CAN STATEMENTS** |

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| CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful). | * I can view, listen to, read, comprehend, and respond to a variety of texts
 |
| CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading. | * I can select and use appropriate strategies to construct meaning before during and after viewing, listening and reading
 |
| CR6.3 Use pragmatic (e.g., function and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/ morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's non-verbal cues) to construct and confirm meaning. | * I can use language cues and conventions to help me understand when viewing, listening, and reading.
 |
| CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising). | * I can view, respond, and demonstrate a comprehension of visual and multimedia texts (including modern and traditional First Nation, Metis and other cultural texts).
 |
| CR6.5 Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions. | * I can view, respond, and demonstrate a comprehension of visual and multimedia texts (including modern and traditional First Nation, Metis and other cultural texts).
 |
| CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures. | * I can read and show my comprehension and interpretation of different types of text.
 |
| CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions. | * I can read independently and show that I understand different types of informational texts.
 |
| CR6.8 Read grade 6 appropriate texts to increase fluency (120-160 wcpm orally; 160-210 silently) and expression. | * I can read grade 6 appropriate texts to increase fluency, both orally and silently. I can read with expression.
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|  COMPOSE & CREATE  |
| OUTCOME | **I CAN STATEMENTS** |
| CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living). | * I can create various visual, oral, written, and multimedia (including digital) texts.
 |
| CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities. | * I can select and use the appropriate strategies to communicate meaning before, during and after speaking, writing and other representing activities.
 |
| CC6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning. | * I can use language cues and conventions (grammar) to help me communicate.
 |
| CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons. | * I can create and present different types of representations (Persuade, Inform and Entertain)
 |
| CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success). | * I can use oral language appropriately as I work with others in pairs, small groups, and large group situations.
 |
| CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization. | * I can effectively use oral language to express information and ideas in both formation and informal situations.
 |
| CC6.7 Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand. | * I can write to: describe a place, narrate an experience, friendly letter, multi-step directions, and problem and solution report, persuade.
 |
| CC6.8 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending). | * I can try using different text forms and techniques.
 |
| CC6.9 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts. | * I can create a teacher guided inquiry project (Identity, Social Responsibility, Efficacy)
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| ASSESS & REFLECT |
| OUTCOME | **I CAN STATEMENTS** |
| AR6.1 Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation. | * I can decide which viewing, listening, reading, representing, speaking, and writing strategies works best for my tasks and situations.
 |
| AR6.2 Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies, and set goals for improvement. | * I can set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.
 |
| AR6.3 Appraise own and others' work for clarity. | * I can appraise own and others’ work for clearness
 |