

(Name of Course and grade level) EX: CURRICULUM BLUEPRINT - LANGUAGE ARTS – GRADE 6

BIG IDEA

Reading: Ex: The ability to read a variety of texts requires independence, comprehension, and fluency.
Writing:
Speaking:
Listening:

TIMELINE	UNIT TOPICS	NJCCCS, Cumulative Progress Indicators, Enduring Understandings <i>What students will know.</i>	Instructional Objectives <i>What students will be able to do.</i>	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
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<p align="center">MP1</p> <p align="center">UNIT I</p> <p align="center">TOPIC I Three weeks</p>	<p align="center">UNIT I:</p> <p align="center">Origins and Traditions: Ancient Worlds c. 3000B.C.-A.D. 1400</p> <p align="center">Theme: <i>The Quest for Immortality</i> (p. 145)</p> <p align="center">TOPIC I:</p> <p align="center">ANCIENT EGYPT</p>	<p>Reading: 3.1 – All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.</p> <ul style="list-style-type: none"> ▶ Strand D – Fluency ▶ Strand E – Reading Strategies ▶ Strand G – Comprehension Skills and Response to Text <p>Reading 3.5 All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.</p> <ul style="list-style-type: none"> ▶ .Strand A – Construct Meaning ▶ Strand B – Visual and Verbal Messages ▶ Strand C – Living with Media 	<p>Skill Reinforcement</p> <ul style="list-style-type: none"> • Identifying themes • Identifying persuasive vocabulary • Identifying context clues • Reading for purpose <p>Reading Fluency</p> <ul style="list-style-type: none"> ▶ Comprehension ▶ Social and cultural reality within the Literature ▶ Interpretation <p>Critical Viewing</p> <ul style="list-style-type: none"> ▶ Infer ▶ Speculate ▶ Connect ▶ Analyze ▶ Interpret <p>Reading Strategies Understanding contextual clues Making Generalizations Rereading for clarification 129 Adjusting reading rate 144 Identifying chronological order Set purpose for reading Summarizing Break down long sentences</p> <p>Writing Persuasive Expository</p> <p>Speaking Knowing the audience Power packing your words with substantive vocabulary</p>	<p align="center">Activities for Unit I</p> <p>GENERAL SKILLS:</p> <ul style="list-style-type: none"> ▶ Note taking from informational text “Critical Viewing” tasks in textbook ▶ Reading Informational Materials Visualizing - Create a timeline <p>DO NOW: Pick a question of the day and have it written on the board when students enter the room. Ex: What traditions of immortality are you familiar with? Have them create a journal with each day's entry.</p> <p>PROJECT-BASED TASKS</p> <ul style="list-style-type: none"> ▶ Illustrate the story ▶ Create a diorama of favorite scene ▶ Create a model of Humbaba out of clay/plaster or some other medium. ▶ Write skit based on story ▶ Perform the skit ▶ Write and deliver “Humbaba’s Last Address
		ESSENTIAL QUESTIONS		VOCABULARY
		<ul style="list-style-type: none"> • How does the choice of words affect the message? • How does creating and performing in the arts differ from viewing the arts? • What do readers do when they don't understand everything in a text? • How do readers construct meaning from text? • How do I figure out a word I don't know? • How can discussion increase our knowledge and understanding of an idea? 		<p>Vocabulary in Context: immolation, succor, somber, teemed, incantation, ecstasy, subsided, void, expanse, shrewdest, enmity, duped, corrupt, covenant comprised, glean, reapers, redeem, avenger, precepts, lucid, steadfast, compassionate, incurred, affliction, recompense, abhor, chide, renown, fervor, inverted, blasphemous, adjured, indignantly, resolutely, enraptured, munificence, ominous, repentance, pomp, myriads, piety, beneficent, extortions, competence, conduits, malice, solitude, fathom, taciturn, malicious, infirmity, innuendo, diabolical, estranged, fathom, taciturn, malicious, infirmity, innuendo, diabolical</p> <p>Extra Words: strategy, migration, tenacity</p>

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TOPIC II				
MP I UNIT I TOPIC II Two weeks	TOPIC II: ANCIENT SUMERIA From "The Epic of Gilgamesh"	Reading 3.5 <i>All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.</i> <ul style="list-style-type: none">▶ .Strand A – Construct Meaning▶ Strand B – Visual and Verbal Messages▶ Strand C – Living with Media Speaking: 3.3. <ul style="list-style-type: none">▶ Strand C – Word Choice Theater Arts 1.2. <i>Creation and Performance</i> <i>All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theatre and visual art.</i>	Reading Strategies Making Generalizations Rereading for clarification Adjusting reading rate Identifying chronological order Set purpose for reading Summarizing Break down long sentences	<ul style="list-style-type: none">▶ Create and perform a song: put one of the psalms to music, and have students perform/record the psalm▶ Create posters of Five Pillars of Faith▶ Write a folktale: Compare how values and morals are expressed in Qur'an/ Bible/ Gilgamesh/ Thousand and one Nights/ Rubaiyat/ Manners of Kings▶ Write a poem Modeled after style and content of Rumi's work p 127.▶ Write a proverb▶ Write an epic
		ESSENTIAL QUESTIONS		VOCABULARY
	TOPIC III BEGINS BELOW			