

Grade 6: Curriculum Map

Grade 6 Curriculum Map

The curriculum map is broken down by module. The following information is included in each module.

Focus	The “focus” is the same across the Grades 6–8 band and signals the progression of literacy skills across the year.
Title	This signals the topic students will be learning about (often connected to social studies or science) and aligns with the instructional shifts in ELA.
Description	This tells the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text(s).
Texts	These texts are ones that all students either read themselves or hear read aloud. The text(s) in bold are the central texts for a given module: the text(s) with which students spend the most time. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic.
Lexile	This details the quantitative range of complexity for the given grade band—in this case, Grades 6–8.
Assessments	Each Unit includes two assessments, most of which are “on-demand” and designed to show what students know or can do on their own. The Mid-Unit Assessments typically, though not always, are reading assessments: text-based answers. End of Unit assessments typically, though not always, are writing assessments: writing from sources. Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context. Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
Performance Task	This is a culminating project that takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are never “on-demand” assessments; rather, they are scaffolded and almost always include peer critique and revision.

In addition to the information above, each module includes pacing guides for module lessons and a grade level toolkit for easy access to key instructional planning materials.

For more information regarding curriculum structure, refer to [The Structure](#) section of the Curriculum Guide.

Grade 6, Module 1

8-9 weeks - 42 lessons		
Focus	Reading, Writing, and Speaking Grounded in Evidence	
Title	Greek Mythology	
Description	Students meet figures from ancient Greek mythology who are placed in a contemporary setting and evaluate how stories from a different time and place continue to resonate today.	
Texts	<ul style="list-style-type: none">• <i>The Lightning Thief</i>, Rick Riordan (Literature 680L; one per student)• <i>Percy Jackson & The Olympians: The Lightning Thief</i> (DVD), Chris Columbus (director) (Literature film; one per classroom)• “Why Ancient Greek Mythology Is Still Relevant Today,” Geri Mlleff (Informational; included in the module materials)• Greek Myths: “Theseus and the Minotaur” (RL 870L; included in the module materials), “Cronus” (Literature 990L; included in the module materials), “Medusa” (Literature 1000L; included in the module materials) “Hestia” (Literature 870L; included in the module materials), “Prometheus” (Literature 1030L; included in the module materials), and “Helios” (Literature 1170L; included in the module materials)	
Unit 1 - Building Background Knowledge: Greek Mythology - 16 lessons		
Assessments	Mid-Unit 1 Assessment - Analyze Language and Point of View: <i>The Lightning Thief</i> , Chapter 9	End of Unit 1 Assessment - Text-Based Discussion: <i>The Lightning Thief</i> , Chapters 1–12
	Format: Selected response and constructed response	Format: Text-based discussion
Unit 2 - Write to Inform: Compare and Contrast Text and Film of <i>The Lightning Thief</i> - 14 lessons		

Assessments	Mid-Unit 2 Assessment - Compare and Contrast Themes in Literature Format: Selected response and constructed response	End of Unit 2 Assessment - Compare and Contrast Essay Format: Informative essay Format: Informative essay
Unit 3 - Research to Create a New Character and Write a Narrative - 12 lessons		
Assessments	Mid-Unit 3 Assessment - "Helios" Format: Selected response and constructed response	End of Unit 3 Assessment - Write a Narrative Format: Narrative essay
Performance Task	Product: Revised Scene of <i>The Lightning Thief</i> Format: multimedia presentation to a live audience	



Grade 6, Module 1 - Pacing Guide

 EL EDUCATION LANGUAGE ARTS
 Link: <https://iroquoissd.ilclassroom.com/wikis/13377012-grade-6-module-1-pacing-guide>

Grade 6, Module 2

8-9 weeks - 42 lessons		
Focus	Researching to Build and Present Knowledge (Science)	
Title	Critical Problems and Design Solutions	
Description	Students read the true story of William Kamkwamba in <i>The Boy Who Harnessed the Wind</i> and about how he used design thinking to confront the devastating effects of famine on his country, Malawi.	
Texts	<ul style="list-style-type: none">• <i>The Boy Who Harnessed the Wind</i> (Young Readers Edition), William Kamkwamba and Bryan Mealer (Informational 850L; one per student)• TED Talk Transcript: William Kamkwamba, "How I Built a Windmill" (Informational; included in the module materials)• "William Kamkwamba's Electric Wind," Cynthia Levinson (Informational 940L; included in the module materials)• "The Hippo Roller," EL Education (Informational 1100L; included in the module materials)	
Unit 1 - Build Background: William Kamkwamba and Design Thinking - 15 lessons		
Assessments	Mid-Unit 1 Assessment - Analyze Central Idea and Development of an Individual: <i>The Boy Who Harnessed the Wind</i> , Chapter 4 Format: Selected response	End of Unit 1 Assessment - Analyze Figurative Language, Central Idea, and Structure: <i>The Boy Who Harnessed the Wind</i> , Chapter 8 Format: Selected response and constructed response
Unit 2 - Research to Discover Innovative Designers - 12 lessons		
Assessments	Mid-Unit 2 Assessment - Analyze Figurative Language and Central Idea: "The Hippo Roller" Format: Selected response and constructed response	End of Unit 2 Assessment - Research Process Format: Selected response and constructed response
Unit 3 - Write to Inform: Problem-Solution Essay - 15 lessons		

Assessments	Mid-Unit 3 Assessment - Write a Problem-Solution Essay	End of Unit 3 Assessment - Fishbowl Discussion: Habits of Character to Solve Critical Problems
	Format: Informative essay	Format: Collaborative discussion
Performance Task	Product: Solution Symposium Task: interactive presentation	



Grade 6, Module 2 - Pacing Guide

 EL EDUCATION LANGUAGE ARTS
 Link: <https://iroquoissd.ilclassroom.com/wikis/13377019-grade-6-module-2-pacing-guide>

Grade 6, Module 3

8-9 weeks - 41 lessons

Focus	Analyzing, Interpreting, and Evaluating Text	
Title	American Indian Boarding Schools	
Description	Through their reading of the historical fictional narrative <i>Two Roads</i> by Joseph Bruchac and several supplemental primary texts, students uncover an unacknowledged aspect of US history—the forced acculturation of American Indians through boarding schools.	
Texts	<ul style="list-style-type: none">• <i>Two Roads</i>, Joseph Bruchac (Literature 740L; one per student)• <i>The Problem of Indian Administration: Report of a Survey Made at the Request of Honorable Hubert Work, Secretary of the Interior, and Submitted to Him</i>, February 21, 1928, Lewis Meriam (Informational; included in the module materials)• “The Land of Red Apples” (RI 1040L; included in the module materials) and “The Cutting of My Long Hair” (Informational 900L; included in the module materials), from <i>American Indian Stories</i>, Zitkala-Sa• “The Advantage of Mingling Indians with Whites,” <i>Proceedings of the National Conference of Charities and Correction at the Nineteenth Annual Session Held in Denver, Col., June 23–29, 1892</i> (Informational; included in the module materials)	
Unit 1 - Build Background Knowledge: Analyze Points of View toward American Indian Boarding Schools - 15 lessons		
Assessments	Mid-Unit 1 Assessment - Analyze Point of View and Integrate Information: “The Cutting of My Long Hair” and Photographs	End of Unit 1 Assessment - Analyze Point of View, Structure, and Language: <i>Two Roads</i> , Chapter 18
	Format: Selected response	Format: Selected response and short constructed responses
Unit 2 - Confront Challenges: Characters’ Responses and Emerging Themes - 13 lessons		
Assessments	Mid-Unit 2 Assessment - Analyze Character, Point of View, and Theme: <i>Two Roads</i> , Chapter 27	End of Unit 2 Assessment - Revise Narrative Writing for Pronoun Use and Sentence Variety
	Format: Selected response and constructed response	Format: Two options: revise narrative writing for pronoun use and/or selected response and constructed response questions based on passages from <i>Two Roads</i>
Unit 3 - Literary Argument Writing: Gather Evidence and Reflect on Multiple Perspectives - 13 lessons		
Assessments	Mid-Unit 3 Assessment - Write a Literary Argument Essay	End of Unit 3 Assessment - Rehearse and Refine Performance Task Recording
	Format: Argument essay	Format: Audio recording and written reflection on SL standards used for recording

Performance Task	Product: Voices of American Indian Boarding Schools Audio Museum Format: audio recording presentation
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Grade 6, Module 3 - Pacing Guide

 EL EDUCATION LANGUAGE ARTS
 Link: <https://iroquoissd.ilclassroom.com/wikis/13377020-grade-6-module-3-pacing-guide>

Grade 6, Module 4

8-9 weeks - 41 lessons		
Focus	Researching to Write and Present Arguments	
Title	Remarkable Accomplishments in Space Science	
Description	Students learn about remarkable accomplishments in space science, specifically the accomplishments and people that may have gone overlooked. <i>Hidden Figures</i> by Margot Lee Shetterly tells the story of the “West Computers,” the first black women hired by NASA whose talents helped land human beings on the moon.	
Texts	<ul style="list-style-type: none">• <i>Hidden Figures (Young Readers' Edition)</i>, Margot Lee Shetterly (Informational 1120L; one per student)• <i>Hidden Figures: The True Story of Four Black Women and the Space Race</i>, Margot Lee Shetterly and Laura Freeman (Informational 980L; six per class)• “Special Message to the Congress on Urgent National Needs,” President John F. Kennedy (Informational 1370L; included in the module materials)• “This Is How the Space Race Changed the Great Power Rivalry Forever,” Martand Jha (Informational 1310L; included in the module materials)• “Moon Dust and Black Disgust,” Booker Griffin (Informational 1190L; included in the module materials)	
Unit 1 - Remarkable Accomplishments of the Space Race - 8 lessons		
Assessments	Mid-Unit 1 Assessment - Analyze Point of View: “An Account of the Moon Landing”	End of Unit 1 Assessment - Analyze Argument and Point of View: “An Argument against the Moon Mission”
	Format: Constructed response	Format: Constructed response
Unit 2 - Remarkable Accomplishments of the Hidden Figures - 16 lessons		
Assessments	Mid-Unit 2 Assessment - Analyze Dorothy Vaughan: <i>Hidden Figures</i> , Chapter 9	End of Unit 2 Assessment - Compare and Contrast Presentations of Events: <i>Hidden Figures</i> and “Katherine Johnson: A Lifetime of STEM”
	Format: Selected response and constructed response	Format: Selected response and constructed response
Unit 3 - Remarkable Accomplishments in Space Science - 17 lessons		
Assessments	Mid-Unit 3 Assessment - Write an Argument Essay	End of Unit 3 Assessment - Part I: Present and Delineate Argument: Picture Book Presentation
	Format: Constructed response	Format: Constructed response
		End of Unit 3 Assessment - Part II: Collaborative Discussion
		Format: Collaborative discussion

Performance Task

Product: Hidden Figures in Space Science Picture Book
Format: children's picture book



Grade 6, Module 4 - Pacing Guide

EL EDUCATION LANGUAGE ARTS
Link: <https://iroquoissd.ilclassroom.com/wikis/13377021-grade-6-module-4-pacing-guide>

Grade 6 Toolkit



Grade 6 Toolkit

Streamlined access to key instructional planning resources.

EL EDUCATION LANGUAGE ARTS
Link: <https://iroquoissd.ilclassroom.com/wikis/483542-grade-6-toolkit>