



# Gateway School District Curriculum Map

## Middle Schools (5-8)

Moss Side Middle School (5-6)  
9000 Gateway Campus Blvd.  
Monroeville, PA 15146  
412-373-5830

Gateway Middle School  
4450 Old William Penn Highway  
Monroeville, PA 15146  
412-373-5780

## **Curriculum Map: Moss Side Middle School - 6 English Language Arts**

Course: Language Arts: 6

### **Unit 1: How Point of View Influences Perceptions**

Subject: Language Arts

#### **Brief Summary of Unit**

Students' reading, writing, speaking and listening are constructed around the big idea of point of view while they consider how point of view influences perspective. Students read from and write to informational text as well as classic and contemporary literature. They engage in class discussions involving the informational text and literature to analyze how point of view influences a reader's perception. Students apply a broad range of reading, writing, speaking, and listening skills to determine and analyze main idea, cite evidence that strongly supports an analysis of text, determine an author's point of view and purpose in text, analyze the influence and use of words and phrases in text, and compare and contrast narrators' points of view.

#### **Stage One - Desired Results**

**Established Goals:**(Standards of Learning, content standards)

1. Provide a summary of the text distinct from personal opinions or judgements.
2. Organize ideas to comparison to contrast and use appropriate transitions to clarify the relationships among ideas and concepts.
3. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
4. Determine an author's point of view.
5. Use clear reasons and relevant evidence to support claims.
6. Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
7. Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
8. Informational: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. Narrative: Organize an event sequence that unfolds naturally

and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

9. Write with an awareness of the stylistic aspects of composition.

**Understandings:** What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
4. Effective speakers prepare and communicate messages to address the audience and purpose.
5. Effective research requires the use of varied resources to gain or expand knowledge.
6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
8. An expanded vocabulary enhances one's ability to express ideas and information.

**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

1. How do strategic readers create meaning from informational and literary text?
2. What is this text really about?
3. How do readers know what to believe?
4. How does what readers read influence how they should read it?
5. How does a reader's purpose influence how text should be read?
6. How do readers know what to believe in what they read, hear, and view?
7. How does interaction with text provoke thinking and response?
8. What do good listeners do?
9. How do active listeners make meaning?
10. How do active listeners know what to believe in what they hear?
11. How do task, purpose, and audience influence how speakers craft and deliver a message?
12. How do speakers employ language and utilize resources to effectively communicate a message?
13. What does a reader look for and how can s/he find it?
14. How does a reader know a source can be trusted?
15. How does one organize and synthesize information from various sources?
16. How does one best present findings?
17. What makes clear and effective writing?
18. Why do writers write?
19. What is the purpose?
20. Who is the audience?
21. What will work best for the audience?
22. How do learners make decisions concerning formal and informal language in social and academic settings?
23. How do grammar and the conventions of language influence spoken and written communication?
24. Why learn new words?

- 25.What strategies and resources does the learner use to figure out unknown vocabulary?
- 26.How does one develop and refine vocabulary?

### Stage Two - Assessment Evidence

**Performance Tasks:** What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

**Other Evidence:**(quizzes, tests and so on)

### Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

## Unit 2: How Words Have the Power to Shape Our World

Subject: Language Arts

### Brief Summary of Unit

Students' reading, writing, speaking, and listening are constructed around the big idea of the power of word choice and how words have the power to shape our world. They delve further into author's purpose and point of view, with respect to the style and vocabulary an author chooses. Students read a variety of informational text and literature, focusing on details. In addition, students use their knowledge of author's purpose to speak and write consistently toward an intended audience, using domain-specific vocabulary, and paying close attention to the organization of ideas. Students identify the intended audience through examining an author's word and structure choice, organization of ideas in a clear and concise manner, and utilization of language, style, and voice consistent with the intended audience.

### Stage One - Desired Results

**Established Goals:**(Standards of Learning, content standards)

- 1.Determine the author's purpose and point of view and how it is conveyed in a text through word choice.
- 2.Identify intended audience and use precise language, style, and voice consistently in writing and speaking, as it pertains to intended audience.
- 3.Use domain-specific vocabulary when transitioning.
- 4.Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- 5.Informational: Identify and introduce the topic for the intended audience. Opinion: Introduce and state an opinion on a topic. Narrative: Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
- 6.Write with an awareness of the stylistic aspects of composition.

**Understandings:** What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

### Stage Two - Assessment Evidence

**Performance Tasks:** What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

**Other Evidence:**(quizzes, tests and so on)

### Stage Three - Learning Plan

1. **Literary Text** (Must Teach)

2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

# Unit 3: The Way Individuals Change Over Time

Subject: Language Arts

## Brief Summary of Unit

Students' reading, writing, speaking, and listening are constructed around the big idea of structure and sequencing while they grapple with the way individuals change over time. Through informational text and literature, students compare and contrast texts, examining not only how different texts and media are similar and different, but also how main characters in these texts have fundamental similarities and differences. They engage in class discussions involving selected texts to analyze how different authors show the idea of change in key individuals throughout a text or media format. Students also employ a variety of reading and writing skills to determine how the organization of ideas can shape change in a piece of writing. They develop the ability to compare and contrast the key players in two different works, compare and contrast the experience of reading and listening and/or viewing a different version of the same work, and produce a work (i.e., writing, speech, multimedia presentation) derived from an original, all the while keeping in mind that a work or a key player may change, but certain elements must remain the same.

## Stage One - Desired Results

**Established Goals:**(Standards of Learning, content standards)

- 1.Examine how two authors present similar information in different types of text and compare and contrast the way these authors approach the subject through use of literary elements.
- 2.Compare and contrast the experience of reading a story, drama, or poem to listening or viewing an audio, video, or live version of the text.
- 3.Use narrative techniques to organize an event sequence that unfolds naturally and logically, using appropriate transitions.
- 4.Interpret information presented in diverse media and formats and explain how the formats contribute to a topic, text, or issue.
- 5.Informational: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. Narrative: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.
- 6.Write with an awareness of the stylistic aspects of composition.

**Understandings:** What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

## Stage Two - Assessment Evidence

**Performance Tasks:** What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

**Other Evidence:**(quizzes, tests and so on)

### **Stage Three - Learning Plan**

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

# Unit 4: How Perceptions of Others Shape Our Choices

Subject: Language Arts

## Brief Summary of Unit

Students' reading, writing, speaking, and listening are constructed around the big idea of actively and skillfully interpreting, analyzing, evaluating, and synthesizing text while they grapple with how perceptions of others shape our choices. Through a variety of literature, students will explore plot events and setting, analyzing how they shape the text. They engage in discussions and assignments through which they will cite specific textual evidence in order to support analysis of what the text says, as well as generalizations drawn from the text, in order to delve deeper into how authors use their own point of view to "steer" the reader to conclusions. In addition, students examine the structure and details in literary works to determine how these elements contribute to the development of theme, setting, and plot. Students determine and analyze plot events, setting, and theme, and organization of an event sequence that unfolds naturally and logically.

## Stage One - Desired Results

**Established Goals:**(Standards of Learning, content standards)

1. Analyze plot events and setting and how they shape text.
2. Cite textual evidence to support analysis of what text says explicitly, as well as generalizations drawn from the text.
3. Determine theme or central idea in a passage and how it is conveyed through details in the passage.
4. Analyze how the structure of a text contributes to the development of theme, setting, and plot.
5. Organize an event sequence that unfolds naturally and logically, using a variety of transitions and a conclusion that makes sense.
6. Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
7. Analyze the author's structure through the use of paragraphs, chapters, or sections.
8. Informational: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. Narrative: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

**Understandings:** What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?



## Stage Two - Assessment Evidence

**Performance Tasks:** What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

**Other Evidence:**(quizzes, tests and so on)

## Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

# Unit 6: Determining What is Trustworthy

Subject: Language Arts

## Brief Summary of Unit

Students' reading, writing, speaking, and listening are constructed around the big idea of effective research and determining trustworthiness. They read a variety of informational and literary texts, analyzing the central idea of a text, paying close attention to the author's purpose, point of view, and credibility. Students become aware of potential bias, and become critical readers in order to discern what is credible and supported by evidence, and what is not. They develop the ability to assess the credibility of sources, cite textual evidence to support what a text says, analyze in detail how an author presents information and how that format may or may not change the reader's point of view, and to demonstrate the understanding of a topic by gathering relevant and credible information while avoiding plagiarism.

## Stage One - Desired Results

**Established Goals:**(Standards of Learning, content standards)

1. Analyze in detail how individuals, events, or ideas are introduced, illustrated, and elaborated in a text and how the structure of that text contributes to these elements.
2. Determine the central idea in a text and how it is conveyed through details.
3. Cite textual evidence to support what a text says or infers.
4. Assess the credibility of sources.
5. Demonstrate understanding of a topic by gathering relevant information from multiple print and digital sources, using clear reasons and relevant evidence (i.e. facts, details, quotes, or information) while avoiding plagiarism and providing basic bibliographic information for sources.
6. Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
7. Analyze the author's structure through the use of paragraphs, chapters, or sections.
8. Informational: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. Opinion: Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. Narrative: Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**Understandings:** What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

## Stage Two - Assessment Evidence

**Performance Tasks:** What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards

met?

**Other Evidence:**(quizzes, tests and so on)

### Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
  
2. **Informational Text** (Must Teach)
  
3. **Language Conventions** (Must Teach)
  
4. **Vocabulary Acquisition** (Must Teach)
  
5. **Speaking & Listening** (Must Teach)
  
6. **Writing Process** (Must Teach)