


SCOPE & SEQUENCE
GR. 6 - LANGUAGE ARTS

Student Task

GRADE 6: English Language Arts, Plan #2





TASK: Poetry Unit

PRODUCTIVITY TOOL: Word Processor

TIMELINE: 3-4 Weeks

LEVEL OF DIFFICULTY: ~~~~ Project

The students will study various types of poetry:

-  simple rhyming patterns,
-  limerick,
-  haiku,
-  acrostic,

creating a collection of their own work, writing one poem from each genre. Using a word processor, they will compile them into a “book” with a title page, table of contents, appropriate font and graphics and “About the Author” page.



ICT Outcomes

The learner will:

- C4** 2.1 design and follow a plan, including a schedule to be used during an inquiry process, and make revisions to the plan as necessary
- 2.3 reflect on and describe the processes involved in completing a project
- F1** 2.1 apply terminology appropriate to the technologies being used at this division level
- 2.2 identify and apply techniques and tools for communicating, storing, retrieving and selecting information
- F4** 2.1 recognize that graphics, video and sound enhance communication
- 2.2 describe how the use of various texts and graphics can alter perception
- 2.3 discuss how technology can be used to create special effects and/or to manipulate intent through the use of images and sound
- F6** 2.2 use and organize files and directories
- P1** 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques
- 2.2 edit and format text to clarify and enhance meaning, using such word-processing features as thesaurus, find/change, text alignment, font size and style
- P4** 2.2 vary font size and font style, and placement of text graphics, in order to create a certain visual effect







Curriculum Outcomes


GRADE 6: English Language Arts, Plan #2

TASK: Poetry Unit


GO 1.1 Discover and Explore, Bullets 3 and 5

-  engage in exploratory communication to share personal responses and develop own interpretations
-  assess a variety of oral, print and other media texts, and discuss preferences for particular forms


GO 1.2 Clarify and Extend, Bullet 2

-  use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding



GO 2.2 Respond to Texts, Bullet 12

-  experiment with sentence patterns, imagery and exaggeration to create mood and mental images


GO 2.3 Understand Forms, Elements and Techniques, Bullets 7

-  alter words, forms and sentence patterns to create new versions of texts for a variety of purposes; explain how imagery and figurative language, such as personification and alliteration, clarify and enhance meaning


GO 2.4 Create Original Text, Bullets 1 and 2

-  choose life themes encountered in reading, listening and viewing activities and in own experiences for creating oral, print and other media texts
-  use literary devices, such as imagery and figurative language, to create particular effects


GO 3.4, Share and Review, Bullet 2

-  select appropriate visuals, print and/or other media to inform and engage the audience


GO 4.1 Enhance and Improve, Bullet 7

-  experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts

GO 4.3 Present and Share, Bullet 3

-  demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication

GO 5.1 Respect Others and Strengthen Community, Bullet 2

-  share and discuss ideas and experiences that contribute to different responses to oral and print

