

# Curriculum Map for 6th Grade Mountain Academy of Arts and Sciences at Ute Pass Elementary

September - November

December - February

March - May

Themes	<u><i>Unit 1: Relationships with Self, Others, and the World</i></u>	<u><i>Unit 2: Understanding the Past</i></u>	<u><i>Unit 3: The Present and Beyond</i></u>
Theme description:	During this unit we will focus on the development and understanding of relationships with one's self, others, and the larger community.	Learning and researching the past enables us to understand how we are connected to the past, how life has changed over time and what lessons can be learned.	Taking what we know about ourselves and the past, students synthesize this information with current events, topics of the 21st century, and the implications for the future.
Goal of theme:	When we develop mastery of strong, team, professional & research skills, we understand how individuals working alone and together can maximize learning, their groups contribution to whole, and lead to innovation.	When we apply high level team, professional & research skills to our understanding of the past, we develop collective insight and recognition of human and natural patterns across time. We can apply these insights into our predictions and planning for our own futures.	When we use our historical pattern recognition and newly acquired predictive skills to analyze our hypothesis about the present and future, we become adept at crafting better learning for ourselves and others.

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**By the end of the year Mountain Academy of Arts and Sciences students...**

Community	<p>We will build an understanding of the Ute Pass Community through investigations, mapping, and interviews in order to determine community needs and create an action plan. We will also begin journaling with a community member.</p>	<p>We will finalize and carry out our action plan through research, feedback, and planning. We will also plan and execute an activity to teach for Craft Day. We will also plan a reading lesson and activity to lead for a small group.</p>	<p>We will reflect upon the successes and struggles from our community service project and design individual service projects. We will organize and lead the events for the K-2 field day. We will also design an Earth Day lesson and activity to teach another class.</p>	<p>Can successfully design, plan, and create educational events and activities that build a strong sense of connection to the community and its needs.</p>
	<p>We will research, practice, and implement data collection techniques and submit data to citizen science databases.</p>	<p>We will continue data collection, analyze it in the context of historical data, research potential causes, and present our findings.</p>	<p>We will investigate the implications of data by searching for patterns and asking how our present and future are affected.</p>	<p>Can contribute to the community's growing body of knowledge for the sake of developing curiosity and a personal responsibility to the world around us.</p>
Sense of Self	<p>We will begin building our Personal Learning Portfolio by exploring yourself, our interests, and our needs and desires for school.</p>	<p>We will continue to add personal data and work evidence to Personal Learning Portfolio. We will consider our past and the progress that we've made and look at others' portfolios to help strengthen our own.</p>	<p>Students will complete and present a digital version of their Personal Learning Portfolio that shows who they are as a learner, what they need to be successful as well as aspirations and goals for the future.</p>	<p>By seventh grade, students will have a strong self-awareness when it comes to their learning and can set and successfully carry out goals.</p>

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<p>We will use the citizenship rubric to reflect and then set personal goals for the process of learning (mindset), integrity, and academic responsibility.</p>	<p>We will reflect upon progress towards goals and make adjustments or set new goal through conferencing and journaling.</p>	<p>Demonstrates the progress made towards citizenship goals by providing evidence and a self-reflection in their Personal Learning Portfolio that describes the power that this had over their learning.</p>	<p>Be self-reflective and approach learning as a process to work on over time.</p>
<p>We will plan, organize, and lead Student/Parent/Teacher conferences that shows goals, progress, and achievements.</p>	<p>We will update our families on our academic progress with individually created progress reports.</p>	<p>We will plan, organize, and lead Student/Parent/Teacher conferences that shows goals, progress, achievements, and steps for the future.</p>	<p>Synthesize information and knowledge of self to inform adults of the progress they are making and the areas they are working on improving.</p>
<p>We will provide compliments during class meetings and reflections that are primarily external. With prompting, we can reflect upon personal and academic progress and goals during bi-weekly meetings.</p>	<p>Compliments we give will become focused on character rather than on external descriptions Students come prepared with examples of academic progress and progress towards goals to bi-weekly meetings.</p>	<p>We will offer thoughtful 'character' compliments freely inside and outside of meetings Students will lead bi-weekly meetings with teacher to provide teacher with examples of academic progress and progress towards goals.</p>	<p>Show and provide thoughtful reflection and feedback to peers and adults. Independently reflect upon personal development and how they can benefit from preparation, goal-setting, persistence, and reflection.</p>

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Teamwork/ Culture	<p>During group challenges and tasks we all participate at varying levels. We will reflect upon our role using a rubric and provide feedback for others in the group.</p>	<p>We will work in groups and seek input from a variety of group members and the ideas, work, and effort of many are evident. We work together to discover how Greek Myths and Epics helped humans understand how to work together and be productive and positive in an unpredictable world.</p>	<p>We will adjust our actions and approaches in group situations based on self-reflection, our rubric, and feedback from group members. Each member of the group take initiative and leadership at different points and members are inclusive and considerate of others.</p>	<p>Work efficiently and effectively to complete group tasks. The team brings out the best in each student.</p>
	<p>Groups of students can successfully complete group projects with varying levels of participation.</p>	<p>Groups of students can plan and delegate tasks for all in group projects.</p>	<p>Each member of the group take initiative and leadership at different points and members are inclusive and considerate of others.</p>	<p>Work efficiently and effectively to complete long-term group projects. The team brings out the best in each student, delegates, and plans effectively.</p>
	<p>We will effectively implement the response protocol during most classroom discussions: how to agree, disagree, or build upon what others say.</p>	<p>We will use the response protocol during all classroom discussions and follow the guidelines of text protocols during classroom discussions.</p>	<p>We will integrate the protocols into discussions and conversations without prompting.</p>	<p>Effectively communicate and express thoughts and ideas in a variety of ways.</p>
	<p>We will participate civilly and productively in group discussions and begin to develop a sense of our audience.</p>	<p>Give a short speech to the class that is well-organized and well-supported and be receptive to feedback about strengths and areas for improvement.</p>	<p>We will have developed a sense of audience and their own strengths as demonstrated through self-reflection and implementation of others' feedback.</p>	<p>Can speak and listen for a wide range of purposes and in a variety of situations.</p>

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Math	<p>We will create visual displays and summaries to condense the information in data sets into usable knowledge with teacher guidance</p> <p>We can use rates and ratios to describe situations and solve real world problems.</p>	<p>We will create and analyze visual displays to condense the information in data sets into usable knowledge independently</p> <p>We will use algebraic expressions to describe and generalize properties of arithmetic and apply these skills real world situations.</p>	<p>We will independently collect data for analysis and display information into readable formats</p> <p>We will learn to recognize, measure, and analyze geometric concepts within works of art and architecture from the earliest known periods to modern times. Various art forms will be included to further broaden understanding of the connections between geometry and art.</p>	<p>Can analyze and interpret large and complex sets of information to build a better understanding of systems in our world.</p>
	<p>Fluently add, subtract, multiply, and divide with whole numbers, decimals, and fractions and interpret answers to solve problems.</p>	<p>Use variables to represent unknown quantities within equations and inequalities and use these skills to describe real-world situations.</p>	<p>Develop and apply formulas and procedures to measure and analyze a variety of objects and investigate the relationship between geometry and design in the past and today.</p>	
	<p>Express and compare positive and negative numbers in coordinate planes, number lines, inequalities, and word problems.</p>			

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<p>Reading, Writing, and Communicating</p>	<p>Narrative Writing: We will establish the context, use narrative techniques, provide relevant descriptive details, event sequences, sensory language and vocabulary.</p>	<p>Research/Expository: We will develop research questions, gather information through literary sources and field research, quote, paraphrase, and cite sources through a bibliography.</p>	<p>Persuasive Writing: We will define viewpoints, support theses with examples and evidence, and anticipate and respond to counter-arguments.</p>	<p>Write with a clear focus, coherent organization, sufficient elaboration, and detail for a variety of purposes and audiences. We learn about how language has influenced the perspective people have of their roles and purposes with a community over time.</p>
	<p><i>Role Reversal: The Prince and the Pauper and more: We learn how our perspective dictates our behavior. Being able to consider others' perspective gives us power to influence others.</i></p>	<p><i>Science, Invention, and Growth: Influential Scientists and Their Publications.</i> We will research, take notes, paraphrase, and summarize information learned and synthesize information in a presentation.</p>	<p><i>Costs vs. Benefits:</i> Read closely by citing evidence and drawing inferences as you begin to think about the interactions between people and the natural world. Use learning to research and write a position paper.</p>	<p>Understand and apply the meaning within different types of literature.</p>
	<p>We learn about how language has influenced the perspective people have of their roles and purposes with a community over time. We apply our understanding of how this has changed from Greek Times to today. We will learn and use the structure and literary devices in a variety of poetry types.</p>	<p>We will learn use discussion protocols to analyze classic poetry to discover meaning, the power of language and its purposes.</p>	<p>The Coffee House- We will read, analyze, and build an understanding of poetry and the human experience. We will also perform self-authored poems in front of an audience.</p>	<p>Relate personally to poetry and the discovery that there are always new details and clue to be found within texts.</p>

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<p>We will investigate the origin and meaning of commonly used non-literal phrases or proverbs.</p>	<p>We can explain non-literal phrases or proverbs by applying them to situations in their lives or the world around them.</p>	<p>We will show a depth of understanding of non-literal phrases or proverbs by explaining them through situations in their lives or the world around them.</p>	<p>Understand the meaning, background, and application of non-literal phrases and proverbs.</p>
<p>Investigate the meanings of Latin and Greek words that form common word roots in the English language.</p>	<p>Be able to give examples of English word and the Latin or Greek roots that they are based upon.</p>	<p>Determine the meaning of unknown words using knowledge of Latin and Greek roots.</p>	<p>Apply the knowledge of the Latin and Greek roots and commonalities in the English language to determine the meaning of unknown words and discover "hidden meanings" between words we use everyday.</p>

Science

*Global Footprint:* We will investigate how human activities impact natural resources by gathering data about our use and learning more about the world's biocapacity.

*Weather and Climate of Colorado:* We will study and research Colorado's climate) and weather patterns and build and deep understanding of how weather develops, is predicted, and monitored.

*Construction and Destruction:* We will first investigate the relationship between climate and forest ecology in our community. Then, we will use our knowledge and experience about earth's surface, water, climate, and weather, students will gather, analyze, and communicate information about Earth's destructive and constructive events (Floods, fires tornados, and more).

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## *Geology of the Pikes Peak*

*Region:* We will build evidence-based understanding of earth's resources and how humans are dependent upon them through an investigation of the formation of Ute Pass, Colorado geology, and the history of Colorado mining.

*Oceans and Water:* We will use our knowledge of the water cycle and its distribution and circulation throughout the world, to identify problems and propose solutions for situations both in the Ute Pass region and worldwide.

*Astronomy: Gravity, Stars, and Galaxies:* We will build an understanding of what makes our world unique we will learn what lays beyond our world. We will then investigate key missions, discoveries, astronomers, and the laws of the universe.

*Plate Tectonics:* We will describe and interpret how Earth's geologic history and changing crust have shaped our planet.

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Engineering	<p><i>Engineering as a Field:</i> We will investigate what engineers do, key principles, and work in groups to learn and experiment with the engineering process</p>	<p><i>Engineering in History:</i> We will discover how engineers have influenced our history and lives and use principles to design and improve upon inventions through look at engineering in Ancient Greece and other societies of our past</p>	<p>We will use and explore the engineering design and creation process through brainstorming, researching, prototypes, and testing.</p>	<p>Apply the engineering process of brainstorming, researching, designing, testing, and redesigning to projects and real-life situations.</p>
Social Studies	<p>We will read and understand maps and their components (climate zones, time zones, imaginary lines, and boundaries) in order to discover more about a mapped region and use what we have learned to create maps of our own.</p> <p>The Allure of the Pikes Peak Region: We will investigate how Pikes Peak has drawn various peoples to this region over a long period of time. We will learn about how the natural and geological resources of the region shaped the history of the Ute Indians, mining, sanatoriums, and more.</p>	<p>We will build a spatial and cultural understanding of Colorado and the world by exploring modern and historic maps and then creating our own maps.</p> <p>We will analyze and interpret historical (primary) sources and events to ask and research historical questions. (Bent's Fort, The Sand Creek Massacre, the relationship between Cripple Creek and the California Gold rush)</p>	<p>Great Deserts of the World: What are the characteristics of a desert, it's ecology and what can they provide for the world? What are some of the major deserts in the world?</p>	<p>Have a strong spatial sense of the world by being able to locate key places and effectively use maps and other geographic tools.</p>

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Lasting Ideas from Ancient Civilizations: We will learn about figures, architecture, events, and philosophies from both Ancient Greece and Rome.

Industrialism, Capitalism, and Socialism: A discovery of events that have shaped our society and the world around us.

Reform in the United States: We explore key historical events including the Emancipation Proclamation, Women's Suffrage, and Muckraking and the affects these events have on use today.

Technology

We will explore and explain how decisions made in their digital lives can impact their relationships and future. Evaluate digital sources based on credibility, perspective, and audience.

We will use technology to research and create innovative and informative projects that relay factual information and including citation of sources.

We will choose and integrate a variety of technology and applications to effectively convey viewpoints, opinions, and research.

Are responsible digital citizens and can effectively and appropriately use technology for a wide variety of purposes.

We will begin building a digital Personal Learning Portfolio that includes key information.

We will add evidence to our digital Personal Learning Portfolio in order to construct a clearer picture of self as a learner.

We will complete and present digital Personal Learning Portfolio that shows who we are as a learner and provide supporting evidence.

Have a digital portfolio that demonstrates their learning and progress and holds some of their proudest pieces.

Genius Days

We will use templates and teacher guidance to plan for and execute an independent study project.

We will create and submit independent study projects for review and carry out independent studies.

We will independently design and carry out high-quality projects with focus, design, and rigor.

Are empowered to explore their passions and be able to carry out independent research and design projects.