**Curriculum and Design**

**6th Grade Language Arts**

**By: Michelle Felkey Boyed**

**Statement of Purpose**

 Language Arts is the study of communication through listening, speaking, and writing. It encourages an understanding of all aspects of communicating in order to live successfully. The Language Arts course of study is designed to develop an understanding of the relationship among all areas of communication and the importance of communicating in daily life. Through mastery of the learning outcomes, students will be able to use formal and informal communication in order to express idea. It is designed to help students achieve an understanding of sentence structure, parts of speech and to organize, edit, and revise at an intermediate level. The mastery of these concepts should allow the students to become successful communicators in the future as they prepare for secondary education.

Chiarelott states, “Given the even greater pressure today to ensure that students have acquired essential concepts, teachers today must be more preoccupied with content decisions than they were 30 years ago.” (Chiarelott, 2006). According to the Ohio Department of Education and the Ohio Graduation Test results as of March 2010, approximately 84% of high school students were proficient or above proficient in writing. With the technological strides that are being taken in America on a daily basis, writing formally is becoming obsolete. Students are using less formal means of communicating and relying on the informal methods. Email, text messaging, and web logs are replacing traditional writing and our students are lacking the skills they need in which to progress into the future. The writing curriculum needs to be designed to integrate writing and technology since the purpose for writing has changed over the last 20 years. In 2007, the NAEP reported that 87% of seniors reported using some type of technology to help them compose writing. In 2011, the NAEP will offer its national writing assessment digitally. This strategic move enforces that it is obvious it is time for writing and technology to be integrated.

 The time has arrived to progress our writing standards and outcomes into the digital age. Traditional standards of the writing process and writing conventions will remain the same. Students needs have evolved from the paper-pencil standards to the modern technological world of wikis, blogs, and web quests. The writing curriculum should reflect the student’s opportunity to apply the standard skills to new technology (Chiarelotte, 2006 ). The purpose of this curriculum design is to integrate the traditional standards with digital technology.

**Resources**

Chiarelott, L. (2006). Curriculum in Context: Designing Curriculum for Teaching and

 Learning in Context. Wadsworth: Belmont, CA. Garrision, C., &

Garrison, C., & Ehringhaus, M, Ph.D. (2010). *Formative and Summative Assessment*

In the Classroom. Retrieved from National Middle School Association website: Garrison, C., & Ehringhaus, M. (2010). Formative and Summative Assessment in the Classroom

.

NAEP Data Explorer. (2007). *National Center for Educational Statistics. Retrieved 2010,*

 *From* [*http://nces.ed.gov/nationsreportcard/naepdata/viewresults.aspxpid=4*](http://nces.ed.gov/nationsreportcard/naepdata/viewresults.aspxpid%3D4)

 NCTE/IRA Standards for the English Language Arts. (2010). Standards for

 the English Language Arts. Retrieved from National Council of

 Teachers of English website: http://www.ncte.org/standards.

Ohio Department of Education OGT Test Results. (2010, March). *Ohio*

 *Department of Education [OGT Test Results}. Retrieved from Ohio*

 *Department of Education website:* http://www.ode.state.oh.us/GD/Templates/Pages/ODE