

Dominican International School



LANGUAGE ARTS COURSE SYLLABUS

GRADE LEVEL: 6

SCHOOL YEAR: 2022 - 2023

TEACHER: Mr. Sanders

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COURSE DESCRIPTION:

The Grade 6 Language Arts course will develop the students' knowledge, confidence and skills in all areas of language: reading, writing, speaking, grammar and vocabulary. Students will gain experience in reading and writing many different kinds of text, both fiction and non-fiction, and will develop their technical knowledge of English through a series of graded grammar and vocabulary activities. Students will also be encouraged to improve their oral communications skills through classroom discussions, readings, presentations, and other activities. At-home reading and writing is expected and is a component of this course.

AREAS OF STUDY:

Reading Literature (RL)	Folk tale, Novel, Myth, Graphic Story, Poetry, Short Story
Reading Informational Text (RI)	Articles, Autobiography, Biography, Book Review, Editorial, Historical Writing, Science Writing, Speech
Writing (W)	Writing Process, Narrative, Poetry and Description, Exposition, Persuasion, Response to Literature, Research
Language (L)	<u>Vocabulary</u> : Critical Reading Vocabulary, Academic Vocabulary, <u>Grammar</u> : 8 Parts of Speech, Sentence Structure, Usage, Capitalization and Punctuation
Speaking and Listening (SL)	Oral Reading, Discussions, Presentations, Skits/Acting

COURSE OBJECTIVES:

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ASSESSMENT:

Grades will be computed following the school wide policy of Homework, Seatwork and Projects (30%), Tests and Quizzes (30%), Quarter Exam (30%) and Department (10%). There will be opportunities for students to show their learning through a variety of individual and group assignments/activities. The following assessment tools will be used to evaluate performance:

- Various writing rubrics
- Presentation/oral rubric
- Quizzes and Quarter Tests/Exams
- Peer evaluations

PRIMARY TEXTBOOK & OTHER RESOURCES:

G6 - Collections (Houghton Mifflin Harcourt) ~ Literature Textbook

G6 - Prentice Hall – Writing Coach ~ Writing & Grammar

Q1 - *Love That Dog* by Sharon Creech

Q2 – *A Wrinkle in Time* by Madeleine L'Engle

Q3 – *Divergent* by Veronica Roth

Q4 - Students own choice of 1 or more novels from the school library

- Dictionary and thesaurus
- Notebook dedicated for writing notes for ELA
- Ream of extra notebook paper
- Binder (large, with plastic pockets and 8 dividers) or folder for storing all classwork, homework, and other assignments
- Writing materials

ADDITIONAL INFORMATION: Please see Google Classroom for more information.

HOMEWORK RULES

- All assignments must be turned in on the day they are due **at the beginning of class.**
- 1 day late = Minus 10%
- 2 days late = 60% maximum (if work is all correct)
- 3+ days late = Project I & 60% maximum (if work is all correct)
- **If a student has been absent,** it is his/her duty to find out what work is due, and hand it in a day later.

Schedule of Instruction

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
Week 1 Aug 10th to 12th 3 Days of Class <i>10~ First Day / Orientation Day</i>	Orientation (4): Classroom rules, protocols, expectations, textbooks, software, supplies, theme for the year and basic skills (e.g close reader, Open Ended Response format, etc.) Grammar (1): Benchmark test
Week 2 Aug 15th to 19th <i>Opening Mass</i>	Orientation (1): Google Classroom tutorial Reading (2): Benchmark test Writing(2): Introduction to narrative: plot diagram Writing (2) – Figurative Language vs Literal Language
Week 3 Aug 22nd to 26th	Reading & Vocab(2): Benchmark test Grammar (1) – Parts of Speech: Nouns (p294-301) Literature (2) <i>The Ravine</i> + Plot Diagram Writing (1) Imagery Young Shakespeare Playwriting Competition (1) – Storyboards
Week 4 Aug 29th to Sep 2nd	1st S Novel (1) <i>Love That Dog</i> by Sharon Creech INTRO Grammar (2) – Pronouns (p302-313) Writing (1)- Connotation Literature (3) – <i>The Ravine</i> + Characterization Young Shakespeare Playwriting Competition (1) – Storyboards
Week 5 Sep 5th to 9th 4 Days of Class <i>8~ Mass & Birthday Mother Mary</i> <i>9th – Moon Festival</i>	Literature (1) – <i>Love That Dog</i> Grammar (2) – Using Pronouns (p.500-510) Writing (2) – Complete vs Simple subjects & Predicates (p375-377) Young Shakespeare Playwriting Competition (1) – Choose writers
Week 6 Sep 12th to 16th FYI – Pre-Exam Days	Literature (2) – <i>Love That Dog</i> TEST (1) – <i>The Ravine</i> & Nouns & Pronouns Grammar (3) – Parts of Speech: Action Verbs (p316-318) Linking Verbs (p319-322) Young Shakespeare Playwriting Competition (2) – Young Shakespeare Playwriting Competition – Writers work on script.
Week 7 Sep 19th to 23rd	Literature (2) – <i>A Teen and a Trolley Reveal Society's Dark Side</i> by Bethany Brookshire Writing (2) – Compound Subjects & Compound Verbs (p378-380) Writing Genres (pT8-25) Writing (1) – Young Shakespeare Playwriting Competition – Writers work on script. Writing (1) – Hard-to-find Subjects (p381-386)
Week 8 Sep 26th to 30th 2 Days of Class <i>28-30 ~Teacher's Conference</i>	TEST (1) – Verbs & Subjects and Predicates Writing (1): Narrative revision Young Shakespeare Playwriting Competition (1)
Week 9 Oct 3rd to 7th 3 Days of Class <i>6-7 ~Q1 Exams</i>	Literature (2) – Review Literature for Q1 Exam Grammar (2) – Review Grammar for Q1 Exam MAJOR SUBJECT 1st QUARTER EXAMS

2nd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 (10) Oct 10th to 14th 4 Days of Class <i>10 – Double 10 Holiday</i>	Exam Review (2) – 1Q quarter exam paper Young Shakespeare Playwriting Competition (2) Literature (1) – Intro to Poetry (lyric): <i>Life Doesn't Frighten Me</i> (p37-40) Structure
Week 2 (11) Oct 17th to 21st	Literature (4) – Intro to Poetry; <i>The Road Less Traveled</i> Writing (2): Imagery and Poetic Phrases Young Shakespeare Playwriting Competition (2)
Week 3 (12) Oct 24th to 28th <i>25-27 – Book Fair</i> <i>28- Masquerade Night</i> <i>TBA-Holy Rosary Mass</i>	Literature (4) – Figurative Language VS Literal Language: metaphors/similes, allusion, irony, Hyperbole; <i>Eating Poetry</i> Writing (2) – Basic Free Verse Writing Young Shakespeare Playwriting Competition (2)
Week 4 (13) Oct 31st to Nov 4th <i>1-All Saint's Day Mass</i>	Young Shakespeare Playwriting Competition (2) Literature (2) <i>After Katrina</i> Grammar (2) – Parts of Speech: Adjectives (p328-338) Writing (1) – Poetry and Description (p120-138)
Week 5 (14) Nov 7th to 11th	Grammar (2) – Properly Placing Modifiers (p457-458) Grammar (2) – Adverbs (p339-342) Young Shakespeare Playwriting Competition (4) Young Shakespeare Playwriting Competition – Choose Roles, Discuss Script
Week 6 (15) Nov 14th to 18th	YSC (6-7) – Young Shakespeare Playwriting Competition – Practice
Week 7 (16) Nov 21st to 25th <i>25 - YSC Contest</i> <i>25-Gr.12 Q2 Exam</i>	Writing (3) – Young Shakespeare Playwriting Competition – Practice ~ Dress Rehearsal Writing (3) – Young Shakespeare Playwriting Competition – Reflection
Week 8 (17) Nov 28th to Dec 2nd FYI – Pre-Exam Days <i>28-Gr.12 Q2 Exam</i>	Literature (3) – <i>The Poison Tree</i> Grammar (1) – Avoiding Double Negatives (p.459-460) Novel (2) <i>A Wrinkle in Time</i> by Madeleine L'Engle Speaking (2) – Read/Recite poem written in native language
Week 9 (18) Dec 5th to 9th <i>8 - Foundation Day Celebrations</i>	TEST (1) – Adjectives & Adverbs & (<i>A Road Not Taken, After Katrina, Life Doesn't Scare me</i>) Writing (2) – Sonnet Writing Grammar (2) – Common Usage Problems (p.461-465)
Week 10 (19) Dec 12th to 16th 3 Days of Class <i>15-16 ~Q2 Exams</i>	Grammar (2) – Capitalization (p.607-627) TEST (1) – Literature (<i>A Road Not Taken, Hurricane Katrina</i>) Writing (2) – 2nd QUARTER EXAM MINOR SUBJECT 2nd QUARTER EXAMS

Dec 19th to Jan 2nd

Christmas Break

3rd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 (20) Jan 5 to 6th <u>2 Days of Class</u>	Review Exam (2) – 2Q quarter exam paper Literature (1) – 3 rd Q Novel – <i>Divergent</i> by Veronica Roth Grammar (1) – Benchmark
Week 2 (21) Jan 9th to 13th	Literature (3) – 3 rd Q Novel – <i>Divergent</i> by Veronica Roth Grammar (3) – Conjunctions (p.358-365) – Interjections (p.367-368) Writing (2) – Response to Literature – Book/Movie/Restaurant Review (p.196-216)
Week 3 (22) Jan 16th to 20th	Literature (2) – 3 rd Q Novel – <i>Divergent</i> by Veronica Roth Grammar (2) – Verb Agreement with Pronouns (p.526-528) – Principal Parts of Verbs (p.470-477) Writing (3) – Response to Literature – Book/Movie/Restaurant Review (p.196-216) TEST (1) – Grammar (Conjunctions & Interjections)
Jan 23rd to 27th	Chinese New Year
Week 4 (23) Jan 30th to Feb 3rd	Literature (3) – Informational Text: <i>Mammoth Shakes and Monster Waves</i> (p139-156) Grammar (3) – Principal Parts of Verbs (p.470-477) Literature (2) – 3 rd Q Novel – <i>Divergent</i> by Veronica Roth
Week 5 (24) Feb 6th to 10th	Literature (2) – Informational Text: <i>Mammoth Shakes and Monster Waves</i> (p.139-156) Literature (3) – Media Analysis: from <i>Titanic at 100: Mystery Solved</i> (p.197-200a) Grammar (3) – Six Verb Tenses (p.478-485)
Week 6 (25) Feb 13th to 17th	Literature (2) – Informational Text: <i>Mammoth Shakes and Monster Waves</i> (p139-156) Grammar (3) – Verb Agreement with Pronouns (p.526-528) – Subject-Verb Agreement (p.512-525) Writing (2) – Procedure (p.257) TEST (1) – Grammar (Subj-Verb Agreement, Verb Agreement with Pronouns, Principal Parts of Verbs)
Week 7 (26) Feb 20th to 24th <i>20-24 ~IOWA</i> <i>22 ~ Ash Wednesday Mass</i> <i>21-23 ~ Pre-Exam Days</i>	Grammar (2) – Active and Passive Voice (p.486-490) – Verb Moods (p.492-493) Literature (2) – Biography: <i>Community Hero: Chief Wilma Mankiller</i> (CR p.87-94), – Autobiography: from <i>Every Day is a New Day</i> (CR p.95-96) Iowa Testing
Week 8 (27) Feb 27th to March 3rd <u>3 Days of Class</u> <i>27-28 ~ 228 Memorial Day Holiday</i>	Review (2) TEST (1) – Grammar (Combining Sentences, Varying Sentences, Avoiding Sentence Problems, Run-ons) TEST (1) – Literature (<i>Mammoth Shakes and Monster Waves, Divergent</i>)
Week 9 (28) March 6th to 10th <u>4 Days of Class</u> <i>11 – Q3 Exams</i>	Writing (2) – Sentence Parts ~ Phrases (p.402-416) Speaking(4) – Presentations (Research Project) Exam

4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 (29) March 13th to 17th <u>4 Days of Class</u> <i>13 – Q3 Exams</i> <i>14~ Q4 Begins</i>	Writing (2)//Grammar(2) – Sentence Parts ~ Phrases (p.402-416) – Run-on Sentences (p.451-455) Literature (4): Introduction to Rhetoric
Week 2 (30) March 20th to 24th <i>20 ~ Fire Drill</i>	Grammar (2) – Sentence Parts ~ Phrases (p.402-416) & Literature (2) – Editorial: <i>Wild Animals Aren't Pets</i> , Commentary: <i>Let People Own Exotic Animals</i> (p.223-232a) COMPARE Writing (2): Fallacies
Week 3 (31) March 27th to 31st	Grammar (3) –Sentence Parts ~ Clauses (p.417-425) & Troublesome Verbs (p.494-498) Writing (2) – Exposition: Compare & Contrast Essay (p.144-164) TEST (1) –Rhetoric, <i>Wild Animals Aren't Pets</i> , <i>Let People Own Exotic Animals</i>)
Apr 3rd to 14th	<h3 style="margin: 0;">Easter Break</h3>
Week 4 (33) Apr 17th to 21st	Grammar (3) – Simple & Compound Sentences (p.426-431) Writing (2) The Writing Process (p26-47) Writing (3): Persuasive Essay: Audience, Hook, Call to Action
Week 5 (34) Apr 24th to 28th <i>24-28 ~ AP Mock Exams</i>	Grammar (3) – Combining Sentences (p.438-442) –Varying Sentences (p.443-445) – Avoiding Sentence Problems (p.446-450) Writing (3) – Persuasive Essay (p170-190) TEST (1) – Grammar (Simple & Compound Sentences, Combining Sentences)
Week 6 (35) May 1st to 5th <i>2-4~ Pre-Exam</i> <i>1-5~ Final Exams (K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	Literature/Speaking (3) – Debate Grammar (2) – Prepositions (p348-355) Writing (3) Workshop for final versions of Persuasive Writing Project
Week 7 (36) May 8th to 12th <i>8-12~ Final Exams(K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	Writing(3) Workshop for final versions of Persuasive Writing Project Speaking(3) Mock presentations for Persuasive Writing Project Review (2)
Week 8 (37) May 15th to 19th <u>3 Days of Class</u> <i>18-19~ Q4 Exams</i>	Review(2) EXAM(4) Presentations MAJOR SUBJECT 4th QUARTER EXAMS
Week 9 (38) May 22nd to 26th <u>4 Days of Class</u> <i>22~ Record Day</i> <i>23-26 ~ Student Clearance</i>	Benchmark Tests MAJOR SUBJECT 4th QUARTER EXAMS
Week 10 (39) May 29th to June 2nd <u>4 Days of Class</u> <i>1 ~ Students Last Day</i> <i>2~ Teachers/Staff Meeting</i>	SPORTS DAY FIELD TRIP YEAR END MASS LAST DAY of SCHOOL – RECOGNITION DAY

