

**Scholars Academy**  
**6th Grade Honors Language Arts**  
**IB Course Syllabus / Mrs. Hunnewell**  
**2014 – 2015**

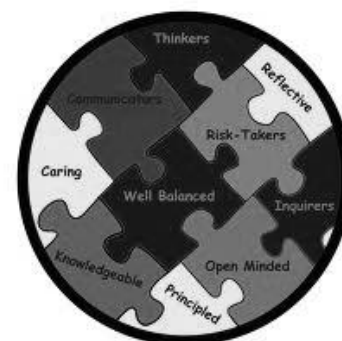
## **Middle Years Program (MYP) Language A**

The objectives for Language A deal with skills, knowledge, understanding and attitudes associated with both language and literature. In particular, the language skills of speaking, listening, reading, and writing are all included in the objectives. Teaching and learning language and literature are guided through the lens of the MYP areas of interaction: environments, community and service, human ingenuity, health and social education, and approaches to learning.

## **Course Description**

Sixth Grade Language Arts is an honors course. Its focus will be on reading comprehension, literary criticism (analysis and interpretation), grammar and usage, writing genres, techniques and structures, processes, research and documentation, media analysis, reading aloud, and organizational methods. Our study of English will not only focus on communication skills, but it will also emphasize holistic teaching in order to develop internationally minded people who recognize our common humanity. Students will be encouraged to relate learning to their daily lives, as well as to other cultures.

## **Learner Profile**



## **Course Content**

This course will include work on the following areas:

- **Literature:** mythology, tales, legends, novels, short stories, poetry, drama, nonfiction (essay, biography, and autobiography), informational materials, elements of literature, themes, allusions (historical, religious, and mythological), literary criticism (analysis and interpretation)
- **Grammar, Usage, and Mechanics:** a thorough study of all areas
- **Writing:** voice, diction, detail, figurative language, imagery, tone, syntax, including basic sentence patterns, basic sentence types, phrases, clauses, sentence combining (coordination and subordination), note-taking, outlining, summarizing, journaling, chunk writing (topic sentence, paragraph development, thesis statement and essay development) for narrative, comparison-contrast, analytical, argumentative, and persuasive essays.
- **Research:** using Internet, print resources, and MLA documentation
- **Vocabulary:** Latin and Greek roots and derivatives, synonyms and antonyms, literary terminology, often confused words. Words and terms will come from a variety of sources, including the textbook, novels, and SAT prep lists.
- **Speaking and Listening:** discussions, oral presentations, speeches, reading aloud, and project presentations.

**Email:** Parents are encouraged to email me with any questions at [hunnewell@tcity.org](mailto:hunnewell@tcity.org)

[elaclassnotes.wikispaces.com](http://elaclassnotes.wikispaces.com) provides access to handouts and class notes.

## **Textbook**

Beers, Kylene, et.al. *Holt Elements of Literature Introductory Course*. New York: Holt, Rinehart and Winston, 2007. Print.

Warriner, John E. *Holt Handbook, Introductory Course*. Austin, TX: Holt, Rinehart and Winston, 2006. Print.

## Major Works and Units

1. A Wrinkle in Time
2. Redwall
3. Black Ships before Troy
4. City of the Beasts
5. The Wednesday Wars
6. The Call of the Wild
7. Poetry Unit
8. Short Story Unit
9. Informational Text/Non-fiction Unit
10. Inside Out and Back Again

## Materials Needed

- Flash drive
- 3 ring 1”binder with lined notebook paper and 4 dividers (literature/grammar/vocabulary/writing)
- Mead composition book
- Index cards
- pencil - #2 lead or mechanical
- colored pencils
- highlighters of various colors
- pen - black or blue ink **only**

## Grading System

<b>Daily Grades</b>	<b>40%</b>
<b>Tests, Projects, Essays</b>	<b>40%</b>
<b>Final Exam</b>	<b>20%</b>

## Homework Policy

Place your first and last name, the date, class code, and the assignment title at the top of each paper.

Criteria for receiving full credit on an assignment:

- Incompletes will not be given. If a student has missed an assignment due to an absence, a grade of 0 will be averaged in the place of that grade **until the student makes up the work within 5 days.**
- All pre-assigned work will be due on the day of a student's return from an absence.
- If you know you will be absent, inform me as soon as possible in order to submit work on schedule.

## Discipline Policy

Students who do not follow the discipline policies outlined in the student handbook will face the following consequences:

- Minor infractions will result in detention.
- Serious infractions will result in a referral to an administrator for disciplinary action.

## English Department Policies

- Assignments are due at the beginning of class. Assignments will be accepted later that day, but 10 points will be subtracted. Then, 10 points will be subtracted for each additional day until the assignment is turned in. (This does not mean each scheduled day of class, but each day, including weekends.)
- This course is designed to challenge the student's ability to think critically, to analyze literature, and to write effectively using chunk format. The course requires a commitment to reading great works in literature. These works are read outside of class, and class time is reserved for discussion and analysis. Short reading quizzes will be given prior to discussions of reading assignments.
- **Warning:** Merely reading Cliffs Notes, Spark Notes, or similar summaries will not adequately prepare you for analyzing the literature studied this year.
- A student who plagiarizes will receive a zero on the assignment, and a referral will be sent to the office for disciplinary measures.

## Content Alignment

### MYP Objectives and Common Core Standards; (R) Reading, (W) Writing, (S) Speaking

<p style="text-align: center;"><b>MYP Objectives</b></p> <p>At the end of the given year, students should be able to:</p>	<p style="text-align: center;"><b>Common Core Standards</b></p>
<ul style="list-style-type: none"> <li>- use language to narrate, describe, explain, argue, persuade, inform, entertain, express feelings and begin to analyze.</li> <li>- compose pieces that apply age appropriate literary and/or non-literary features to serve the context and intention.</li> </ul>	<p><b>L.6.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>R.6.7:</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>
<ul style="list-style-type: none"> <li>-appreciate and comment on the language, content, structure, meaning and significance of both familiar and previously unseen age-appropriate oral, written and visual texts.</li> </ul>	<p><b>RL.6.2:</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RI.6.6:</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>
<ul style="list-style-type: none"> <li>-organize ideas and arguments in a sustained, coherent and logical manner.</li> <li>-use language accurately.</li> </ul>	<p><b>SL.6.4:</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>L.6.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<ul style="list-style-type: none"> <li>- employ appropriate critical apparatus.</li> <li>- begin to express an informed and independent response to literary and non-literary texts.</li> </ul>	<p><b>RI.6.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>W.6.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
<ul style="list-style-type: none"> <li>- compare and contrast age-appropriate texts, and connect themes across and within genres.</li> <li>-understand and apply language A terminology in context.</li> <li>-understand many of the effects of the author's choices on an audience.</li> </ul>	<p><b>W.6.6:</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><b>S.6.2:</b> Interpret information presented in diverse formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
<ul style="list-style-type: none"> <li>-create work that employs organizational structures and language-specific conventions throughout a variety of text types.</li> <li>-use appropriate and varied register, vocabulary and idiom.</li> <li>-use correct grammar and syntax.</li> <li>-use appropriate and varied sentence structure.</li> <li>-use appropriate and varied sentence structure.</li> </ul>	<p><b>R.6.6:</b> Explain how an author develops the point of view of the narrator in a text.</p> <p><b>R.6.3:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>W.6.5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>



### **Why do we read classic literature?**

Literature guides us, influences our decisions, and pervades our culture. It is in literature that we find our heroes; we find the record of our pasts and a hope for our future. It is literature that transcends time and speaks to the truth of our existence. Literature is the key that unlocks our understanding of our existence and ourselves. Let the journey begin!