



Gr.6 ENGLISH LANGUAGE ARTS (EAL) COURSE SYLLABUS

GRADE LEVEL: 6

SCHOOL YEAR: 2024-25

TEACHER: Mr. Lewis

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COURSE DESCRIPTION:

The grade 6 EAL course will develop the students' knowledge, confidence, and communication skills in all areas of language: reading, writing, speaking, listening, grammar and vocabulary. The primary focus in language arts class will be on literature, different writing styles, demonstration of the rules of grammar, and the ability to express yourself orally.

Students can expect to read a variety of literary genres, and what the students read will model the different writing styles we will be working on in class. Writing assignments will include timed responses, journal writing, essays, critiques, and creative pieces. Vocabulary, spelling, and grammar assignments will also be an important part of this class. Because we are a community of learners, students will work periodically in group situations and present information to their peers in groups or individually.

Please understand that independent at-home reading and writing are a component of this course.

AREA OF STUDY:

Reading Literature (RL)	Short Story, Drama, Historical Fiction, Memoir, Folklore, Poetry, Novel
Reading Informational Text (RI)	Autobiography, Biography, Essays, Scientific and historical articles, Speeches
Writing (W)	Writing Process, Narrative, Persuasion, Exposition, Conducting Research, Response to Literature, Poetry
Language (L)	<u>Vocabulary:</u> Critical Reading Vocabulary, Academic Vocabulary, Word Parts <u>Grammar:</u> 8 Parts of Speech, Usage, Capitalization, and Punctuation
Speaking and Listening (SL)	Oral Reading, Presentations, Discussions, Skits/Acting

COURSE STANDARDS:

The English department has adopted the Common Core State Standards (CCSS) in K-12 English Language Arts, which were released by the National Governors Association Center for Best Practices and the Council of Chief State School Officers in the United States.

The Common Core standards for English Language Arts are based on research and evidence that describe the competencies necessary for all students to become college and career-ready by the end of high school. The CCSS outline a vision of what it means to be a literate person in the 21st Century.

The CCSS are organized into four strands:

- Reading (Informational and Literary)
- Includes Reading Foundational Skills
- Writing
- Speaking and Listening
- Language

LIFELONG LEARNING STANDARDS:

- Knowledgeable person
- Effective communicator
- Quality producer
- Complex thinker
- Self-directed learner
- Contributing citizen

KEY CCSS 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 various individual and group assignments/activities. The following assessment tools will be used to evaluate performance:

- Specific writing rubrics; Presentation/oral rubrics; Quizzes and Quarter Tests/Exams; Peer evaluation

TEXTS:

G7 - HMH Into Literature & Writable
Class Novels

REFERENCE / LINKS:

School website: <http://www.dishs.tp.edu.tw>

Online Dictionaries: <http://dictionary.cambridge.org> <http://www.oxfordlearnersdictionaries.com/>

Publisher websites: <https://www.hmhco.com/ui/login/>

REQUIRED MATERIALS:

- Writing materials + Pocket English dictionary
- 1 - Notebook (*B4/A4 - Ensure it is unique and easy to identify in your locker.*)

HOMEWORK RULES:

- Google Classroom Code
- All assignments must be turned in on the day they are due.
- 1 day late = Minus 10%
- 2 days late = Only 60%
- 3+ days late = Project-I & Only 60%
- **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.

CLASSROOM RULES:

All students are expected to follow the school and classroom rules. Consequences will follow if rules are broken.

Below are the five golden rules:

1. Come to class on time and be prepared.
2. Have a positive attitude and be willing to learn.
3. Respect yourself, others, and our school.
4. Always complete your work and try your best.
5. Actively participate, listen carefully, but don't speak out of turn.

DISCIPLINE:

Please refer to the student handbook.

ACADEMIC DISHONESTY means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment

SUBJECT: Gr. 6 English Language Arts (EAL)
1st 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 Aug 12 to 16 <i>12 - First Day / Orientation Day</i> <i>15 - Opening Mass</i>	Orientation: Class Rules, Classroom Decoration Letter to Future Self YSC- RT: 2 Lessons - Assign Groups, Choose Stories <u>Unit 4: Through an Animal's Eyes</u> -Essential Question: "What can you learn from seeing the world through an animal's eyes?" -Spark Your Learning (p. 304-305) <u>Grammar Practice</u> -Sentence or Sentence Fragment? -Run-On Sentences
Week 2 Aug 19 to 23	YSC- RT: 1 Lesson - Brainstorm <u>Unit 4: Through an Animal's Eyes</u> -from Animal Snoops: the Wondrous World of Wildlife Spies (p. 328-341) <u>Grammar Practice</u> -The Subject -Complete Subjects and Simple Subjects
Week 3 Aug 26 to 30 <i>26 - Mass</i>	YSC- RT: 2 Lessons - Brainstorm and Script Write <u>Unit 4: Through an Animal's Eyes</u> -from Animal Snoops: the Wondrous World of Wildlife Spies (p. 328-341) <u>Grammar Practice</u> -The Predicate -Complete Predicates and Simple Predicates
Week 4 Sep 2 to 6	YSC- RT: 1 Lesson - Script Write <u>Unit 4: Through an Animal's Eyes</u> -Wild Animals Aren't Pets (p. 356-362) -Let People Own Exotic Animals (p. 363-369) <u>Grammar Practice</u> -The Verb Phrase -Review Exercise
Week 5 Sep 9 to 13 <i>9 - Mass</i>	YSC- RT: 1 Lesson - Script Write 1 st Lesson = <u>Everyone</u> : Finish the planning and get it approved. 2 nd Lesson = <u>Writers</u> : Start writing scenes 1-3. <u>Others</u> : Read Novel <u>Unit 4: Through an Animal's Eyes</u> -Wild Animals Aren't Pets (p. 356-362) -Let People Own Exotic Animals (p. 363-369) -Evaluate and Compare Arguments (p. 370-371) <u>Grammar Practice</u> -Compound Subjects and Compound Verbs
Week 6 Sep 16 to 20 1 Day of Class <i>17 – Moon Festival Holiday</i> <i>18-20 - Teacher's Conference</i>	<u>Grammar Practice</u> -Simple Sentences and Compound Sentences
Week 7 Sep 23 to 27 <i>24-26 - Pre-Exam Days</i>	YSC- RT: 2 Lessons - Script Revise and Hand in <u>Unit 4: Through an Animal's Eyes</u> -Animal Wisdom (p. 342-348)) -The Last Wolf (p. 349-353) <u>Grammar Practice</u> -Kinds of Sentences -Module Review

<p>Week 8 Sep 30 to Oct 4</p>	<p>YSC- RT: 2 Lessons - Assign Roles and Responsibilities <u>Unit 4: Through an Animal's Eyes</u> <i>-Animal Wisdom (p. 342-348)</i> <i>-The Last Wolf (p. 349-353)</i> <i>-Compare Themes (p. 354-355)</i> <u>Grammar Practice</u> -Module 1 Assessment</p>
<p>Week 9 Oct 7 to 11 <u>1 Day of Class</u> <i>7 - Mass</i> <i>8-9 Q1 Exams</i> <i>10 - Double Tenth Day</i> <i>11 - Record Day</i></p>	<p>EXAM REVIEW AND EXAM</p>

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
<p>Week 1 (10) Oct 14 to 18 3 Days of Class <i>9-10 – Double 10 Holiday</i></p>	<p>Review Q1 Exam YSC- RT: 2 Lessons - Practice, Construction Unit 3: Finding Courage -Essential Question: “How do you find courage in the face of fear?” -Spark Your Learning (p. 304-305) Unit 2: Never Give Up Essential Question: “What keeps people from giving up?” Spark Your Learning Reading – “A Schoolgirl’s Diary” (p. 96-113) Grammar Practice Module 1 Review Writing Short Poem</p>
<p>Week 2 (11) Oct 21 to 25</p>	<p>YSC- RT: 2 Lessons - Practice, Construction Unit 2: Never Give Up Reading – “A Schoolgirl’s Diary” (p. 96-113) Reading - “A Wrinkle in Time” Chapters 1&2 Grammar Practice Nouns Writing Choices (p. 111)</p>
<p>Week 3 (12) Oct 28 to Nov 1</p>	<p>YSC- RT: 2 Lessons - Practice, Construction Unit 2: Never Give Up Reading – “Speech to the Young...” (p. 114-121) Reading - “A Wrinkle in Time” Chapters 3&4 Grammar Practice Pronouns Writing Choices (p. 121)</p>
<p>Week 4 (13) Nov 4 to Nov 8 <i>1-All Saint’s Day Mass</i></p>	<p>YSC- RT: 2 Lessons - Rehearsal Unit 2: Never Give Up Reading – “The First Day of School” (p. 122-137) Reading - “A Wrinkle in Time” Chapters 5&6 Grammar Practice Demonstrative and Relative Pronouns Writing Nonfiction Narrative (p. 162-170)</p>
<p>Week 5 (14) Nov 11 to 15</p>	<p>YSC- RT: 2 Lessons - Dress Rehearsal Unit 2: Never Give Up Reading – “The First Day of School” (p. 122-137) Reading - “New Kid” (p. 138-159) Reading - “A Wrinkle in Time” Chapters 7&8 Grammar Practice Adjectives, Proper and Demonstrative Adjectives Writing Nonfiction Narrative (p. 162-170)</p>
<p>Week 6 (15) Nov 18 to 22</p>	<p>YSC- RT: Dress Rehearsal, Final Performance Unit 2: Never Give Up Reading – “New Kid” (p. 138-159) Reading - “A Wrinkle in Time” Chapters 9&10</p>

	<p><u>Grammar Practice</u> Module 2 Review <u>Writing</u> Nonfiction Narrative (p. 162-170)</p>
<p>Week 7 (16) Nov 25 to 29</p>	<p><u>Unit 2: Never Give Up</u> Reading – “A Schoolgirl’s Diary” (p. 96-113) Reading - “A Wrinkle in Time” Chapters 11&12 <u>Grammar Practice</u> The Verb <u>Writing</u> Nonfiction Narrative (p. 162-170)</p>
<p>Week 8 (17) Dec 2 to 6</p>	<p><u>Unit 2: Never Give Up</u> Reading – <i>Reader’s Choice</i> (p. 160) Reading - “A Wrinkle in Time” Chapters 13&14 <u>Grammar Practice</u> Transitive and Intransitive Verbs, Linking Verbs <u>Writing</u> Nonfiction Narrative (p. 162-170)</p>
<p>Week 9 (18) Dec 9 to 13 8 - Foundation Day Celebrations</p>	<p><u>Unit 2: Never Give Up</u> Produce and Present a Podcast <u>Grammar Practice</u> Helping Verbs, The Adverb <u>Writing</u> A Wrinkle in Time - Reflection</p>
<p>Dec 14 to Jan 5</p>	<p>Christmas Break</p>

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 10 (19) Dec 11 th to 15 th <u>3 Days of Class</u> 14-15 ~Q2 Exams	Exam Preparation & Exam <u>Grammar Practice</u> The Preposition, The Prepositional Phrase
Week 1 (20) Jan 3 rd to 5 th <u>3 Days of Class</u> 4 ~ New Year Mass	<u>Review Q2 Exam</u> <u>Unit 2: Never Give Up</u> -Essential Question: "What keeps people from giving up?" -Spark Your Learning (p. 304-305) <u>Grammar Practice</u> Review Exercise, Conjunctions and Interjections <u>Writing</u> Freewrite: Hopes and Goals for 2024
Week 2 (21) Jan 8 th to 12 th	<u>Unit 4: Through an Animal's Eyes</u> Reading – "Pax" (p. 306-317) Reading - "Divergent" Chapters 4-6 <u>Grammar Practice</u> Determining Parts of Speech, Module 3 Review <u>Writing</u> Choices (p. 315)
Week 3 (22) Jan 15 th to 19 th	<u>Unit 4: Through an Animal's Eyes</u> Reading – "Zoo" (p. 318-327) Reading - "Divergent" Chapters 7-9 <u>Grammar Practice</u> Number, Subject-Verb Agreement <u>Writing</u> Choices (p. 325)
Week 4 (23) Jan 22 nd to 26 th	<u>Unit 4: Through an Animal's Eyes</u> Reading – "Animal Wisdom, The Last Wolf" (p. 342-355) Reading - "Divergent" Chapters 10-12 <u>Grammar Practice</u> Phrases Between Subject and Verb, Agreement with Indefinite Pronouns <u>Writing</u> Informative Essay (p. 290-298)
Week 5 (24) Jan 29 th to Feb 2 nd	<u>Unit 4: Through an Animal's Eyes</u> Reading – "Animal Wisdom, The Last Wolf" (p. 342-355) Reading – "Wild Animals Aren't Pets/Let People... Exotic Animals" (p. 356-371) Reading - "Divergent" Chapters 13-15 <u>Grammar Practice</u> Other Problems in Agreement, Agreement with Don't and Doesn't <u>Writing</u> Informative Essay (p. 290-298)
Week 6 (25) Feb 5 th to 9 th <u>3 Days of Class</u> 8-9 ~ CNY	<u>Unit 4: Through an Animal's Eyes</u> Reading – "Wild Animals Aren't Pets/Let People... Exotic Animals" (p. 356-371) Reading - "Divergent" Chapters 16-18 <u>Grammar Practice</u> Module 6 Review <u>Writing</u> Informative Essay (p. 290-298)
Feb 8 th to 16 th	<h3>CNY Holiday</h3>

<p>Week 7 (26) Feb 19th to 23rd <i>19 ~ Lenten Mass</i> <i>21-23 ~ Pre-Exam Days</i></p>	<p><u>Unit 4: Through an Animal's Eyes</u> Reading – <i>Reader's Choice</i> (p. 372) Reading - <i>"Divergent"</i> Chapters 19-21 <u>Grammar Practice</u> Principal Parts of Verbs, Regular Verbs <u>Writing</u> Informative Essay (p. 290-298)</p>
<p>Week 8 (27) Feb 26th to March 1st <u>4 Days of Class</u> <i>28 ~ 228 Memorial Day Holiday</i></p>	<p><u>Unit 4: Through an Animal's Eyes</u> Create a Song Reading - <i>"Divergent"</i> Chapters 22-24 <u>Grammar Practice</u> Irregular Verbs, Tense <u>Writing</u> Divergent - Reflection</p>
<p>Week 9 (28) March 4th to 8th <u>4 Days of Class</u> <i>8 ~ Q3 Exams</i></p>	<p style="text-align: center;">Exam Preparation & Exam</p> <p><u>Grammar Practice</u> Review Exercise</p>

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
<p>Week 1 (29) March 11th to 15th 4 Days of Class <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i></p>	<p>Review Q3 Exam Unit 5: Surviving the Unthinkable -Essential Question: "What does it take to be a survivor?" -Spark Your Learning (p. 304-305)</p> <p>Grammar Practice End Marks and Abbreviations, Commas in a Series</p> <p>Writing A Short Story - Writing Prompt</p>
<p>Week 2 (30) March 18th to 22nd <i>18-21 ~ Fire Drill</i></p>	<p>Unit 6 : Hidden Truths Reading – "Storytelling" (p. 466-477) Reading – "The Prince and the Pauper" (p. 478-501) Reading - "Divergent" Chapters 28-30</p> <p>Grammar Practice Commas with Compound Sentences, Commas with Sentence Interruptors</p> <p>Writing A Short Story - Plan Your Short Story (Theme)</p>
<p>March 25th to Apr 5th</p>	<p>Easter Holiday</p>
<p>Week 3 (31) Apr 8th to 12th <i>10 ~ Easter Mass</i></p>	<p>Unit 6 : Hidden Truths Reading – "The Prince and the Pauper" (p. 478-501) Reading - "Divergent" Chapters 31-33</p> <p>Grammar Practice Commas in Conventional Situations, Review Exercise</p> <p>Writing A Short Story - Plan Your Short Story (Characters, Setting and Narrator)</p>
<p>Week 4 (33) Apr 15th to 19th</p>	<p>Unit 6 : Hidden Truths Reading – "The Boatman's Flute" (p. 516-531) Reading - "Divergent" Chapters 34-36</p> <p>Grammar Practice Semicolons, Colons</p> <p>Writing A Short Story - Plan Your Short Story (Sequence Plot Events)</p>
<p>Week 5 (34) Apr 22th to 26th <i>22-26 ~ AP Mock Exams</i></p>	<p>Unit 6 : Hidden Truths Reading – "The Boatman's Flute" (p. 516-531) Reading – "The Mouse Bride" (p. 532-549) Reading - "Divergent" Chapters 37-39</p> <p>Grammar Practice Module 12 Review, Italics</p> <p>Writing A Short Story - Develop a Draft</p>
<p>Week 6 (35) Apr 29th to May 3rd <i>1-2 ~ Pre-Exam</i> <i>1-10 ~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i></p>	<p>Unit 6 : Hidden Truths Reading – "A Schoolgirl's Diary" (p. 96-113) Reading - Reader's Choice</p> <p>Grammar Practice Quotations marks, Apostrophes</p> <p>Writing A Short Story - Revise, Edit, Publish and Present</p>
<p>Week 7 (36) May 6th to 10th</p>	<p>REVISION FOR FINAL EXAM</p>

<p><i>1-10 ~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i></p>	<p><u>Grammar Practice</u> Other Uses of Apostrophes, Module 13 Review</p>
<p>Week 8 (37) May 13th to 17th <u>2 Days of Class</u> <i>15-16 ~ Q4 Exams</i> <i>17 ~ Record Day</i></p>	<p style="text-align: center;">REVISION FOR FINAL EXAM FINAL EXAM</p>
<p>Week 9 (38) May 20th to 24th <u>ACTIVITIES:</u> <i>Double check the school calendar and emails from the administration.</i></p>	<p><u>Review Q4 Exam</u></p> <p style="text-align: center;">Record Day</p> <p>-----</p> <p><i>20-24 ~ Student Clearance Days</i> <i>21 ~ Baccalaureate Mass for Graduating classes</i> <i>22 & 23 ~ Middle & High School Sports Day</i> <i>23 ~ Pre-Kindergarten & Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion</i> <i>24 ~ Gr. 6 – 7 Recognition and Gr. 8 Graduation</i> <i>24 ~ Lower School Sports Day</i></p>
<p>Week 10 (39) May 27th to 31st <u>ACTIVITIES:</u> <i>Double check the school calendar and emails from the administration.</i></p>	<p>-----</p> <p><i>27 ~ House Culminating Activity</i> <i>28 ~ Gr. 9-11 Recognition and Gr. 12 Graduation</i> <i>29 ~ Class Party</i> <i>30 ~ Last Day of School & Report Card Distribution (half day)</i> <i>31 ~ Teachers/Staff Meeting</i></p>