



ENGLISH LANGUAGE ARTS

COURSE SYLLABUS

GRADE LEVEL: 6

SCHOOL YEAR: 2024-25

TEACHER: Mr. Seth Robinson

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COURSE DESCRIPTION:

The sixth grade Language Arts course provides a balance of reading, writing, speaking, listening, and language skills. Vocabulary, spelling, and grammar assignments will be another important focus area in our class. Students will analyze different types of writing such as poetry, novels, short stories and non-fiction. We will also practice writing argumentative, narrative and descriptive essays. There will be an emphasis on proper grammar and style to produce accurate and colorful speaking and writing.

COURSE OBJECTIVES:

1. To be able to analyze text structure and purpose through attention to the writer's voice and style as well as print and graphic features.
2. To be able to plan, develop, revise, edit and publish a drama script, informative, non-fictional narrative, and explanatory essays.
3. To be able to reflect on central questions or themes throughout the year about courage, perseverance, and empathy.
4. To step out of your comfort zones of grammar and vocabulary in order to grow as English users.
5. To analyze how two or more texts address similar themes or topics to build knowledge or compare the authors' approaches.

PRIMARY TEXTBOOK & OTHER RESOURCES:

- G6 – Into Literature
- G6 - HMH – Grammar Practice
- Quarterly Novels
- Teacher-provided supplementary texts (identified as needed)

REQUIRED MATERIALS:

- Writing materials
- Device for Online Assignments
- 1 Notebook dedicated for ELA

ASSESSMENT:

Throughout the course, various forms of assessments are used. There will be seat work, quizzes, written assignments, in class discussions, projects/presentations and a quarterly exam.

The quarterly grade will be awarded for all student work based on the following criteria:

- Homework, classwork, projects, discussions and other assignments - 30% of quarterly grade
- Quizzes and tests - 30% of quarterly grade
- Quarterly Exams - 30% of quarterly grade
- Student conduct makes up 10% of the overall grade

HOMEWORK RULES:

- Google Classroom code will be shared with the students.
- All assignments must be turned in on the day they are due.
- 1 day late = Minus 10%
- 2 days late = Minus 40%
- 3+ days late = Project-I & Minus 40%

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.

ADDITIONAL INFORMATION:

Please see Google Classroom for more information.

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
2. 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.
3. 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.
4. 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
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 War Horse: Chapters 1-3
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 War Horse: Chapters 4-6
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 War Horse: Chapters 7-9
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 War Horse: Chapters 10-12
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 War Horse: Chapters 13-15
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 War Horse: Chapters 16-18
Week 7 Sep 23 to 27	YSC- RT: 2 Lessons - Script Revise and Hand in <u>Unit 4: Through an Animal's Eyes</u>

<p>24-26 - Pre-Exam Days</p>	<p>-<i>Animal Wisdom</i> (p. 342-348)) -<i>The Last Wolf</i> (p. 349-353) <u>Grammar Practice</u> -Kinds of Sentences -Module Review War Horse: Chapters 19-21</p>
<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</i> (p. 342-348)) -<i>The Last Wolf</i> (p. 349-353) -<i>Compare Themes</i> (p. 354-355) <u>Grammar Practice</u> -Module 1 Assessment</p>
<p>Week 9 Oct 7 to 11 <u>1 Day of Class</u> 7 - Mass 8-9 Q1 Exams 10 - Double Tenth Day 11 - Record Day</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
Week 1 (10) Oct 14 to 18	<p>Review Q1 Exam</p> <p>YSC- RT: 2 Lessons - Practice, Construction</p> <p>Unit 3: Finding Courage</p> <ul style="list-style-type: none"> -Essential Question: “How do you find courage in the face of fear?” -Spark Your Learning (p. 176-177) -Fears and Phobias (p. 205-216) <p>Grammar Practice</p> <ul style="list-style-type: none"> -End Marks and Abbreviations -Commas in a Series <p>Writing</p> <ul style="list-style-type: none"> -Unit 3-1 Quick Write <p>Number the Stars: Introduction, Chapters 1-2</p>
Week 2 (11) Oct 21 to 25	<p>YSC- RT: 2 Lessons - Practice, Construction</p> <p>Unit 3: Finding Courage</p> <ul style="list-style-type: none"> -Fears and Phobias (p. 205-216) <p>Grammar Practice</p> <ul style="list-style-type: none"> -Commas with Compound Sentences -Commas with Sentence Interruptors <p>Writing</p> <ul style="list-style-type: none"> -Unit 3-2 Fears and Phobias Mentor Text Analysis <p>Number the Stars: Chapters 3-4</p>
Week 3 (12) Oct 28 to Nov 1 <i>1 - Mass</i>	<p>YSC- RT: 2 Lessons - Practice, Construction</p> <p>Unit 3: Finding Courage</p> <ul style="list-style-type: none"> -Embarrassed? Blame Your Brain/The Ravine (p. 224-257) <p>Grammar Practice</p> <ul style="list-style-type: none"> -Commas in Dates and Addresses -Review Exercise <p>Writing</p> <ul style="list-style-type: none"> -Unit 3-5 Fears and Phobias Compare and Contrast <p>Number the Stars: Chapters 5-7</p>
Week 4 (13) Nov 4 to Nov 8	<p>YSC- RT: 2 Lessons - Rehearsal</p> <p>Unit 3: Finding Courage</p> <ul style="list-style-type: none"> -Embarrassed? Blame Your Brain/The Ravine (p. 224-257) <p>Grammar Practice</p> <ul style="list-style-type: none"> -Semicolons -Colons -Module Review <p>Writing</p> <ul style="list-style-type: none"> -Unit 3-7 Embarrassed? Blame Your Brain - Advice Column <p>Number the Stars: Chapters 8-9</p>
Week 5 (14) Nov 11 to 15	<p>YSC- RT: 2 Lessons - Dress Rehearsal</p> <p>Unit 3: Finding Courage</p> <ul style="list-style-type: none"> -Embarrassed? Blame Your Brain/The Ravine (p. 224-257) -from Into the Air/from The Wright Brothers... (p. 258-287) <p>Grammar Practice</p> <ul style="list-style-type: none"> -Module 12 Assessment -Italics (underlining) <p>Number the Stars: Chapters 10-11</p>
Week 6 (15) Nov 18 to 22	<p>YSC- RT: Dress Rehearsal, Final Performance</p> <p>Unit 3: Finding Courage</p>

	<p>-from Into the Air/from The Wright Brothers... (p. 258-287)</p> <p><u>Grammar Practice</u></p> <p>-Quotation Marks</p> <p>-Apostrophes</p> <p><u>Writing</u></p> <p>-Unit 3-9 from Into the Air - Informative Email</p> <p>Number the Stars: Chapters 12-13</p>
<p>Week 7 (16)</p> <p>Nov 25 to 29</p> <p>25 - Mass</p> <p>26-28 - Pre-Exam Days</p>	<p><u>Unit 3: Finding Courage</u></p> <p>-from Into the Air/from The Wright Brothers... (p. 258-287)</p> <p><u>Grammar Practice</u></p> <p>-Other Uses of Apostrophes</p> <p>-Module Review</p> <p><u>Writing</u></p> <p>-Write an Informative Essay (p. 290-298)</p> <p>Number the Stars: Chapters 14-16</p>
<p>Week 8 (17)</p> <p>Dec 2 to 6</p> <p>6 - Mass</p>	<p><u>Grammar Practice</u></p> <p>-Module 13 Assessment</p> <p><u>Writing</u></p> <p>-Write an Informative Essay (p. 290-298)</p> <p>Number the Stars: Chapter 17, Afterword</p>
<p>Week 9 (18)</p> <p>Dec 9 to 13</p> <p><u>3 Days of Class</u></p> <p>12-13 Q1 Exams</p>	<p><u>Writing</u></p> <p>-Write an Informative Essay (p. 290-298)</p> <p>EXAM REVIEW AND EXAM</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
<p>Week 1 (19) Jan 7 to 10 <u>4 Days of Class</u> <i>10 - Mass</i></p>	<p>Review Q2 Exam <u>Unit 2: Never Give Up</u> -Essential Question: “What keeps people from giving up?” -Spark Your Learning (p. 94-95) -A Schoolgirl’s Diary <i>from</i> I am Malala (p. 99-116) <u>Grammar Practice</u> -Nouns -Pronouns -Demonstrative and Relative Pronouns <u>Writing</u> -Freewrite: Hopes and Goals for 2024 <u>Coraline: Chapters 1-2</u></p>
<p>Week 2 (20) Jan 13 to 17 <u>3 Days of Class</u> <i>4 ~ New Year Mass</i></p>	<p><u>Unit 2: Never Give Up</u> -A Schoolgirl’s Diary <i>from</i> I am Malala (p. 99-116) <u>Grammar Practice</u> -Adjectives -Proper and Demonstrative Adjectives <u>Writing</u> -Unit 2-1 Quick Write <u>Coraline: Chapters 3-4</u></p>
<p>Week 3 (21) Jan 20 to 24 <i>20 - Mass</i></p>	<p><u>Unit 2: Never Give Up</u> -A Schoolgirl’s Diary <i>from</i> I am Malala (p. 99-116) <u>Grammar Practice</u> -Module Review -Module 2 Assessment <u>Writing</u> -Unit 2-3 A Schoolgirl’s Diary - Journal Entry <u>Coraline: Chapters 5-8</u></p>
<p>Jan 27 to 31</p>	<p>CNY Holiday</p>
<p>Week 4 (22) Feb 3 to 7</p>	<p><u>Unit 2: Never Give Up</u> -The First Day of School/<i>from</i> New Kid (p. 126-159) <u>Grammar Practice</u> -The Verb -Transitive and Intransitive Verbs <u>Writing</u> -Unit 2-2 A Schoolgirl’s Diary - Mentor Text Analysis <u>Coraline: Chapters 9-10</u></p>
<p>Week 5 (23) Feb 10 to 14</p>	<p><u>Unit 2: Never Give Up</u> -The First Day of School/<i>from</i> New Kid (p. 126-159) <u>Grammar Practice</u> -Linking Verbs -Helping Verbs <u>Writing</u> -Unit 2-6 <i>from</i> New Kid - Narrative Letter <u>Coraline: Chapters 11-12</u></p>
<p>Week 6 (24) Feb 17 to 21</p>	<p><u>Unit 2: Never Give Up</u> -Speech to the Young: Speech to the Progress-Toward (p. 117-125) <u>Grammar Practice</u> -The Adverb -The Preposition</p>

	<p>-The Prepositional Phrase</p> <p>Writing</p> <p>-Write a Nonfiction Narrative (p. 162-170)</p> <p>Coraline: Chapters 13-14</p>
<p>Week 7 (25) Feb 24 to 28 4 Days of Class <i>25-27 - Pre-Exam Days</i> <i>28 - 228 Day</i></p>	<p>Grammar Practice</p> <p>-Review Exercise</p> <p>-Conjunctions and Interjections</p> <p>-Determining Parts of Speech</p> <p>Writing</p> <p>-Write a Nonfiction Narrative (p. 162-170)</p> <p>Coraline: Chapters 15-17</p>
<p>Week 8 (26) Mar 3 to 7 <i>5 - Mass</i></p>	<p>Grammar Practice</p> <p>-Module Review</p> <p>-Module 3 Assessment</p> <p>Writing</p> <p>-Write a Nonfiction Narrative (p. 162-170)</p> <p>Coraline: Chapters 18-20</p>
<p>Week 9 (27) Mar 10 to 14 4 Days of Class <i>14 - Q3 Exams</i></p>	<p>Writing</p> <p>-Write a Nonfiction Narrative (p. 162-170)</p> <p>EXAM REVIEW AND EXAM</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 (28) Mar 17 to 21 4 Days of Class <i>17 - Q3 Exams</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. 388-389) -Into the Lifeboat <i>from</i> Titanic Survivor (p. 411-425) Grammar Practice -Principal Parts of Verbs My Side of the Mountain: Chapters 1-2</p>
<p>Week 2 (29) Mar 24 to 28</p>	<p>Unit 5: Surviving the Unthinkable -Into the Lifeboat <i>from</i> Titanic Survivor (p. 411-425) Grammar Practice -Regular Verbs -Irregular Verbs Writing -Unit 5-1 Quick Write My Side of the Mountain: Chapters 3-4</p>
<p>Week 3 (30) Mar 31 to Apr 4 3 Days of Class <i>3 - Tomb Sweeping Day</i> <i>4 - Children's Day</i></p>	<p>Unit 5: Surviving the Unthinkable -Into the Lifeboat <i>from</i> Titanic Survivor (p. 411-425) -Salva's Story (p. 405-410) Grammar Practice -Tense -Review Exercise Writing -Unit 5-2 Into the Lifeboat - Mentor Text Analysis My Side of the Mountain: Chapters 5-6</p>
<p>Week 4 (31) Apr 7 to 11</p>	<p>Unit 5: Surviving the Unthinkable -Salva's Story (p. 405-410) Grammar Practice -<i>Sit and Set</i> Writing -Unit 5-4 Salva's Story - Biographical Summary My Side of the Mountain: Chapters 7-10</p>
<p>Apr 14 to 18</p>	<p>Easter Holiday</p>
<p>Week 5 (33) Apr 21 to 25 <i>23 - Mass</i></p>	<p>Unit 5: Surviving the Unthinkable -<i>from</i> After the Hurricane/<i>from</i> Ninth Ward (p. 426-449) Grammar Practice -<i>Rise and Raise</i> Writing -Write and Explanatory Essay (p. 452-460) My Side of the Mountain: Chapters 11-13</p>
<p>Week 6 (34) Apr 28 to May 2 <i>4/29-5/1 - Pre-Exam Days</i></p>	<p>Unit 5: Surviving the Unthinkable -<i>from</i> After the Hurricane/<i>from</i> Ninth Ward (p. 426-449) Grammar Practice -<i>Lie and Lay</i> -Module Review Writing -Write and Explanatory Essay (p. 452-460) My Side of the Mountain: Chapters 14-16</p>

<p>Week 7 (35) May 5 to 9 5 - Mother's Day Celebration</p>	<p><u>Unit 5: Surviving the Unthinkable</u> -from After the Hurricane/from Ninth Ward (p. 426-449) <u>Grammar Practice</u> -Module 7 Assessment <u>Writing</u> -Write and Explanatory Essay (p. 452-460) <u>My Side of the Mountain: Chapters 17-19</u></p>
<p>Week 8 (36) May 12 to 16 <u>2 Days of Class</u> 14-15 - Q4 Exams 16 - Record Day</p>	<p>EXAM REVIEW AND EXAM <u>My Side of the Mountain: Chapters 20-22</u></p>
<p>Week 9 (37) May 19 to 23 19 - Mass</p>	<p><u>Review Q4 Exam</u> 19-23 - Student Clearance Days 19 - Baccalaureate Mass for Graduating classes 22 - Middle & High School Sports Day 22 - Pre-Kindergarten & Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion 23 - Gr. 6 – 7 Recognition and Gr. 8 Graduation 23 - Lower School Sports Day</p>
<p>Week 10 (38) May 26 to 30 <u>ACTIVITIES:</u> Double check the school calendar and emails from the administration.</p>	<p>26 - House Culminating Activity 27 - Gr. 9-11 Recognition and Gr. 12 Graduation 28 - Class Party 29 - Last Day of School & Report Card Distribution (half day) 30 - Teachers/Staff Meeting</p>