

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Honors Language and Literature 6 MYP

Date: February 2016

Proposed Grade Level(s): 6th Grade

Grading: A-F and (1-7 MYP)

Prerequisite: 6th Grade Standing

Course Length: One Year

Subject Area/Credits: English Language Arts

Articulation Units: N/A

Specialized Program: MYP/IB

Intent to Pursue College Prep Status through the UC System: Not applicable

COURSE DESCRIPTION:

Honors Language and Literature 6 is a student centered, interactive course. The course utilizes a vertically articulated curriculum which is purposefully scaffolded and builds to mastery and successful achievement of complex skills. Students that are placed in honors must have achieved a proficient or advanced status on the California state testing during their fifth grade year and/or an advanced score on a district common assessment. Students are also held to a higher level of achievement than their grade level peers on their performance tasks. This course includes a greater depth of investigation into literary pieces and/or the documents that students are asked to produce. In this course, students also review the eight parts of speech and are asked to demonstrate their knowledge in various application forms. Greek and Latin roots are introduced, studied, and assessed. In these assessments Honors classes are required to have a higher percentage in order to achieve mastery. This course is based on California Content Standards for 6th Grade Language Arts and meets the requirement of the Language and Literature grade 6 course for the International Baccalaureate Middle Years Programme.

GENERAL GOALS/ESSENTIAL QUESTIONS:

This course aims to encourage and enable students to:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction.
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts.
- Develop critical, creative and personal approaches to studying and analyzing literary and nonliterary texts.
- Engage with text from different historical periods and a variety of cultures.
- Explore and analyze aspects of personal, host and other cultures through literary and non-literary texts.
- Explore language through a variety of media and modes.
- Develop a lifelong interest in reading.
- Apply linguistic and literary concepts and skills in a variety of authentic contexts.

Essential Questions:

1. How can change be significant?
2. How do internal and external forces help people grow?
3. Why do we have controversy in society?

4. How is reading a text similar to and different from viewing and performing a text?

CCSS READING COMPONENT:

The Common Core State Standards (CCSS) for reading are equally divided between literary and informational texts. The reading strand asks students to move beyond reading comprehension and analyze both literary and informational texts for content, stylistic technique, and organizational structure. The units of instruction created develop critical thinking, close reading skills and awareness of writing structure.

The CCSS explicitly emphasize the examination of key reading concepts like determining central ideas or themes of a text and analyzing the structure of texts.

The learning activities within this course provide multiple opportunities for students to conduct a comparative analysis of texts to examine integrated knowledge and ideas, organizational structure, theme, and authors' developments of style.

CCSS WRITING COMPONENT:

This course incorporates writing that engages students with written and oral activities specifically geared toward middle high school learners. The writing activities within this course will provide students with multiple opportunities to practice and fine-tune the expectations outlined in the writing strand of the CCSS.

CCSS LISTENING AND SPEAKING COMPONENT:

The communication strand of the CCSS outlines the oral literacy and technology skills pertinent to success in the 21st century. This course will provide students with scaffolded opportunities designed to develop students' ability to speak, listen, and collaborate with others (as they make meaning from, create, and present texts) in a variety of media.

CTE INDUSTRY SECTOR/PATHWAY/STANDARDS:

Not applicable

CCSS LANGUAGE COMPONENT:

This course supports the CCSS for the use of language, conventions, vocabulary acquisition and use. The course ensures that students' grammar and vocabulary use in English are developed through strategic reading and writing practices so that new concepts learned can be employed when students engage in writing and speaking tasks that are based on collaborative learning.

DETAILED UNITS OF INSTRUCTION:

Units have been designed based on the International Baccalaureate Middle Years Programme Unit Planner and incorporate the International Baccalaureate Learner Profile (LP)

IB Learners strive to be:

- Inquirers
- Knowledgeable

- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Unit Title	IB MYP Global Context	Inquiry Questions	Assessment
Stories of Change – Part 1	Identities and relationships	<ul style="list-style-type: none"> • What elements are in a personal narrative? • How can change be significant? • Why do we create personal narratives? 	<ul style="list-style-type: none"> • Personal Narrative • Activating Prior Knowledge • Summarizing • Paraphrasing • Metacognitive Markers
Stories of Change – Part 2	Identities and relationships	<ul style="list-style-type: none"> • What are the elements of a plot? • How can change be significant? • Has change been a positive or negative force in your life? 	<ul style="list-style-type: none"> • Short Story • Collaborative Discussion • Note Taking • Drafting • Skimming/Scanning
The Power to Change – Part 1	Relationships	<ul style="list-style-type: none"> • What are the two types of conflicts that characters can have in a story? • How can talking and working with others help one analyze a novel? • How do internal and external forces help people grow? 	<ul style="list-style-type: none"> • Response to Literature • Re-Reading • Predicting • Visualizing • Discussion Groups • Collaborating
The Power to Change Part 2	Relationships	<ul style="list-style-type: none"> • What are the different genres used on the topic of human and animal 	<ul style="list-style-type: none"> • Expository Essay • Brainstorming • Summarizing • Replacing

		<ul style="list-style-type: none"> interaction • Explain the different viewpoints that are expressed on the topic of human and animal interaction? • How are the author's ideas on human and animal interaction the same and how are they different? 	<ul style="list-style-type: none"> • Marking the text • Chunking and Diffusing
Changing Perspectives Part 1	Fairness and development	<ul style="list-style-type: none"> • Why do we have controversy in society? • How do we communicate in order to convince others? • How do we ensure that we are adequately getting exposure to all sides of an issue? 	<ul style="list-style-type: none"> • Researching and Debating a Controversy • Paraphrasing • Brainstorming • Free Writing • Quick Writing • Marking the Text
Changing Perspectives Part 2	Personal and cultural expression	<ul style="list-style-type: none"> • What are the three elements of an argumentative document? • How will you communicate in order to convince others? • Why do we have controversy in society? 	<ul style="list-style-type: none"> • Writing an Argumentative Letter • Webbing • Writer's Checklist • Metacognitive Markers • Looping • Adding • Replacing • Deleting
The Final Act Part 1	Perspectives	<ul style="list-style-type: none"> • What is the main plot line of the play "The Taming of the Shrew"? • How can research shape one's understanding of a literary text? • How is reading a text similar to and different from 	<ul style="list-style-type: none"> • Researching and Presenting Shakespeare • Paraphrasing • Close Reading • Debating • Shared Reading • Summarizing • Collaborative Discussion • Mapping

		viewing and performing a text?	
The Final Act Part 2	Personal and Cultural	<ul style="list-style-type: none"> • What are the three parts of an argumentative document? • How will you effectively communicate in order to convince others? • Why do we have controversy in society? 	<ul style="list-style-type: none"> • Performing Shakespeare • Summarizing • Chunking • Diffusing • Close Reading • Paraphrasing • Rehearsal • Role Playing

TEXTBOOKS AND RESOURCES MATERIALS:

- *SpringBoard: English Textual Power*. New York: College Board, 2011. Print.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Reading Anchor Standards

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyse their development; summarizing the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing Anchor Standards

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. 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.

Speaking and Listening Anchor Standards

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Anchor Standards

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate meaning of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

MYP Subject Area Objectives:

Objective A: Analyzing

In order to reach the aims of studying language and literature, students should be able to:

- Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts.
- Analyze the effects of the creator's choices on an audience.
- Justify opinions and ideas, using examples, explanations and terminology.
- Evaluate similarities and differences by connecting features across and within genres and texts.

Objective B: Organizing

In order to reach the aims of studying language and literature, students should be able to:

- Employ organizational structures that serve the context and intention.
- Organize opinions and ideas in a sustained, coherent and logical manner. Use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C: Producing text

In order to reach the aims of studying language and literature, students should be able to:

- Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.
- Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.
- Select relevant details and examples to develop ideas.

Objective D: Using language

In order to reach the aims of studying language and literature, students should be able to:

- Use appropriate and varied vocabulary, sentence structures and forms of expression.

- Write and speak in a register and style that serve the context and intention.
- Use correct grammar, syntax and punctuation.
- Spell (alphabetic languages), write (character languages) and pronounce with accuracy.
- Use appropriate non-verbal communication techniques.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners** who will read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be able to use notes and a textbook to assist them in continuing their learning outside of the classroom setting.
- **Effective Communicators** who can clearly articulate their ideas in writing using standard American English and deliver effective oral presentations and arguments in both formal and informal settings. They will be able to analyze appropriate levels of formality in speech and writing and hone active listening skills.
- **Quality Producers/Performers** who understand the importance of neat, organized work (both written and oral) that demonstrates their thinking and understanding. They will take pride in all assignments and realize the value of creating an error-free product.
- **Constructive Thinkers** who are able to complete tasks with organization, logic, reasoning and writing skills that they have developed. They will reflect on their work and/or actions to enhance the outcome and value of their contributions.
- **Collaborative Workers** who can work in a variety of settings in culturally diverse groups. They will be able to form and use collaborative groups to strengthen their own understanding in addition to providing constructive feedback and support for others.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. They will be people who accept the consequences of their actions and who demonstrate their understanding of their role in the learning process.

WORKS CITED (List all IB, state and national publications referenced)

- *Language and Literature Guide*. N.p.: International Baccalaureate Organization, n.d. PDF.

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