

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Honors English 6**

Date: November 2003

Proposed Grade Level(s): 6

Grading: A-F

Prerequisites: Combination of achievement tests and grades consistent with demonstrated above grade level work in English Language Arts

BRIEF COURSE DESCRIPTION:

The curriculum for this course meets the California Standards for English Language Arts in reading, writing, written and oral English language conventions, and listening and speaking for the sixth grade. In addition, students are accelerated to explore standards for subsequent grade levels. They are given opportunities to delve more deeply into literature searching for complex themes and relationships and to support their assertions with textual references. This course requires students to understand and apply in writing and oral discussion the academic language of the discipline.

GENERAL GOALS/PURPOSES:

Honors English Language Arts at the sixth grade level is designed to prepare students with skills and strategies that will allow them to be successful in honors and/or advanced placement classes. This course focuses on active engagement with the text including a firm understanding of the author's purpose. Students are required to analyze, identify, define, explain, and critique fictional and non-fictional text, and primary source documents and to support their assertions in well-organized written and oral presentations.

STUDENT READING COMPONENT:

Word origins:

Explicit instruction will be provided in the understanding of word origins and word relationships, using historical and literary context clues, and interpreting figurative language and shades of meaning.

Reading Comprehension:

Students will be given instruction and guided practice using a host of comprehension strategies including analysis of text structure, organization, and author's purpose to interpret grade level or advanced text.

Literary response and Analysis:

Students will be given instruction and guided practice using the grade level anthology and other grade level or advanced texts to analyze literature to determine the relationships between setting, plot, and character.

STUDENT WRITING COMPONENT:

Writing:

Students will have explicit instruction in the writing applications specifically mentioned in the California Standards for 6th grade. Application of correct written conventions will be assessed and instruction provided for students not currently meeting standards in this area.

STUDENT ORAL COMPONENT:

Listening and Speaking:

Students will be given instruction and numerous opportunities to apply listening and speaking skills in formal and informal presentations and discussions. Instruction, peer and teacher feedback, and opportunities for student reflection will be provided for formal presentations.

DETAILED UNITS OF INSTRUCTION:

See attached appendix with descriptions of the units of instruction including how the CORE curriculum will be differentiated for honors students. Differentiation elements include:

Acceleration:

Students will explore selected standards, representing more complex and in-depth analysis of text, found in subsequent grades.

Enrichment:

Student will be given opportunities to research in-depth topics related to English language arts, such as author or genre studies, or topics related to other curricular areas, and to bring their own novel but well-supported interpretations to their research.

Independent Reading:

Students will be exposed to reading material representing various genres and points of view. Students will be encouraged to read widely and to begin to develop a sense of their own personal reading preferences, and biases. Students will be asked to expand their reading beyond their current personal tastes.

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Writing, Reading, and Language Arts

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Please see Appendix.

DISTRICT ESLRs TO BE ADDRESSED:

Middle school English students will become:

- **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.

CHAPTER 1 (5 weeks)	CHAPTER 2 (4 weeks)
<p><i>Reading Acceleration</i></p> <p>Move students toward the 7th grade Literary Response and Analysis Standard which requires that they identify events that advance the plot and determine how each event explains past or present action(s) and foreshadows future action(s). p.20.</p>	<p>Move students toward the 7th grade standard 3.3 by discussing characterization. Point out that authors bring characters to life through the words, actions, and thoughts of the characters portrayed; through description; and the words or actions of other characters (pp. 52,57,73,93).</p>
<p><i>Adding Depth to Writing</i></p> <p>Create complex characters by fleshing them out beyond the limits of the story. As a class create a survey of favorite foods, activities, and movies, etc. Fill out the survey from the viewpoint of the imaginary character in your story. Use some of these details to provide color in your story.</p>	
<p><i>Enrichment</i></p> <p>Use symbols to understand the link between setting and conflict. P.27</p>	<p>Have students read another folktale and create a cause and effect chain showing how a series of events moves the plot along.</p>
<p><i>Research</i></p> <p>Use the biography of Ray Bradbury and his article “The Small Town Plaza: What Life is All About.” (www.hrw.com). Discuss how Bradbury would view the ideas presented in “What Will our Towns Look Like?”</p>	<p>Have student locate the full text of Executive Order 9066 using www.GoHRW.com and links to PBS online. In groups have students summarize the order for a class presentation. Discuss student reactions to the document.</p>
<p><i>Additional Reading</i></p> <p><u>Children of the Wild West</u> by Russell Friedman</p>	<p><u>Journey to Topaz</u> by Yoshiko Uchida</p>

Use the Academic Language feature found toward the end of each chapter

CHAPTER 3 (5 weeks)	CHAPTER 4 (4 weeks)
<p><i>Reading Acceleration</i></p> <p>Move students toward the 7th grade Literary Response and Analysis standard 3.4 which requires that they identify and analyze recurring themes (pp. 116, 137, and 151)</p>	<p>Move students toward 7th grade Literary Response and Analysis standard 3.1 which asks students to identify the purposes and characteristics of different forms of prose (p 177).</p>
<p><i>Adding Depth to Writing</i></p> <p>Have students include an analysis of the film’s unique elements such as editing, soundtrack, pacing, etc. in their movie reviews (p. 673)</p>	
<p><i>Enrichment</i></p> <p>Have students create an ongoing list of “Labors of Love” that they know about personally, or read or hear about. Do any of these examples also illustrate iron? (p. 159)</p>	<p>Direct students to chart each character’s journey starting by listing how the character responds to the car and continuing with each subsequent event (pp 186 and 231).</p>
<p><i>Research</i></p> <p>Research Hans Christian Anderson’s life (www.GoHRW.com Living a Fair Tale Life) and examine his travel writings. Evaluate comments by a critic of Anderson’s work (pp. 141 and 142).</p>	
<p><i>Additional Reading</i></p> <p><u>The Pigman</u> by Paul Zindel <u>City: A Story of Roman Planning and Construction</u> by David Macaulay</p>	<p><u>African American Folktales for Young Readers</u> by Richard and Judy Dockrey Young <u>Mississippi Challenge</u> by Mildred Pitts Walter <u>Making Sense: Animal Perception and Communication</u> by Bruce Brooks</p>

Use the Academic Language feature found toward the end of each chapter

Grade 6

3rd Quarter

CHAPTER 5 (6 weeks)	CHAPTER 6 (3 weeks)
<p><i>Reading Acceleration</i></p> <p>Move students toward 7th grade Literary Response and Analysis standard 3.5 which asks students to compare and contrast points of view in narrative text and explain how the point of view effects the overall theme of the work (pp. 243, 257, and 289).</p>	<p>Move students toward the 8th grade Literary Response and Analysis standard 3.6 which asks students to identify significant literary devices that define a writer’s style and use those elements to interpret the work (pp. 350 and 365).</p>
<p><i>Adding Depth to Writing</i></p> <p>Provide opportunities to rewrite paragraph or selection from a different point of view. (pp. 265 and 267).</p>	<p>Encourage students to explore the concept of the extended metaphor. Look for examples of extended metaphors in their favorite poems or song lyrics. Write a poem, song lyric, or essay using an extended metaphor (p. 666).</p>
<p><i>Enrichment</i></p> <p>Encourage students to take on the persona of an historical figure fighting for freedom. Have students write diary entries from their figure’s point of view (p. 296).</p>	<p>Have students find out more about homelessness locally. What resources are available? (p. 356).</p>
<p><i>Research</i></p> <p>Find out more about Gary Paulson and the Iditarod by going to www.GoHRW.com</p>	<p>Sandra Cisneros writes vignettes. Define vignettes and have students find other examples from Cisneros and other writers to read aloud to the class (p. 367).</p>
<p><i>Additional Reading</i></p> <p><u>The Watson’s Go to Birmingham</u> by Christopher Paul Curtis <u>Harriet Tubman: The Moses of Her People</u> by Sarah Bradford <u>Shipwreck at the Bottom of the World</u> by Jennifer Armstrong</p>	<p><u>Talking to the Sun</u> by Kenneth Koch and Kate Farrell <u>Lincoln in his Own Words</u> by Milton Meltzer <u>Black Women Leaders of the Civil Rights Movement</u> by Zita Allen</p>

Use the Academic Language feature found toward the end of each chapter

Grade 6

4th Quarter

CHAPTER 7 (4 weeks)	CHAPTER 8 (5 weeks)
<p><i>Reading Acceleration</i></p> <p>Move students toward the 7th grade Reading Comprehension standard 2.6 which asks students to assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions (pp. 413 and 417).</p>	<p>Move students toward 7th grade Literary Response and Analysis standard 3.6 which asks students to analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped the responses. (pp. 429, 433).</p>
<p><i>Adding Depth to Writing</i></p>	<p>Contact an outside source for information and viewpoints on your persuasive topic. Incorporate these viewpoints in your essay. Collect examples of advertisements that show a “call to action”. Display them on a bulletin board (p. 626).</p>
<p><i>Enrichment</i></p> <p>Challenge students to add more verses to the ballad, John Henry, maintaining the rhyme scheme and meter of the original (p. 406).</p>	<p>Create a presentation for the class using a graphic chart, that shows how each event explains a prior event or foreshadows a future event (p. 453)</p>
<p><i>Research</i></p> <p>Encourage students to research the modern haiku and formulate two generalizations about the differences between the classical and contemporary haiku (p. 397).</p>	<p>Have students find out more about singer’s unusual stories. Where did the ideas originate? Where do they take place? (p. 456)</p>
<p>Additional Reading</p> <p><u>It’s a Woman’s World</u> by Neil Phillip <u>Mystery of the Mammoth Bones</u> by James Cross Giblin</p>	<p><u>Outcast</u> by Rosemary Sutcliff <u>Blizzard</u> by Jim Murphy</p>

Use the Academic Language feature found toward the end of each chapter