

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

English 6

Date: April 2016

Course Length: One year

Proposed Grade Level(s): 6

Subject Area: ELA

Grading: A-F

Credits: N/A

CTE Sector/Pathway: NA

Articulation Units: N/A

Prerequisite(s): Placement recommendations include the following: *i-Ready* Scale Score 566+; overall CAASPP Score of 3 or 4

Intent to Pursue 'A-G' College Prep Status: N/A

COURSE DESCRIPTION:

English 6 is a grade-level course designed to provide a comprehensive curriculum in English language arts with integration of the CA ELD Standards that were adopted by the SBE November 2012 (CDE 2014).

This course calls for students to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply) that require the critical thinking, problem solving and collaboration demanded of 21st century living and learning, with emphasis on meaning making, effective expression, content knowledge, and language development.

GENERAL GOALS/ESSENTIAL QUESTIONS:

- Students develop the readiness for college, careers, and civic life.
- Students attain the capacities of literate individuals.
- Students become broadly literate.
- Students acquire the skills for living and learning in the 21st century.

COMMON CORE STATE STANDARD READING COMPONENT:

Reading Anchor Standards (K-12)

Key Ideas & 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 analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & 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 texts, 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 & 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.

Reading Range / Text Complexity

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

COMMON CORE STATE STANDARD WRITING COMPONENT:

Writing Anchor Standards (K-12)

Text Types & 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 & 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.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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 tasks, purposes, and audiences.

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Speaking and Listening Anchor Standards (K-12)

Comprehension & 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 & 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.

COMMON CORE STATE STANDARD LANGUAGE COMPONENTS:

Language Anchor Standards (K-12)

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 understanding 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 an unknown term important to comprehension or expression.

CTE INDUSTRY SECTOR / PATHWAY / STANDARDS:

N/A

DETAILED UNITS OF INSTRUCTION:

Unit 1: Turning Points

Unit Driving Question: What happens when life changes direction?

Unit Overview: In this Grade 6 unit, students will explore life-changing events from a variety of perspectives, as they read fiction, memoirs, non-fiction narratives, articles, autobiographies, and poetry. The unit begins with an excerpt from the Newbery-award-winning novel Hatchet, which gives insight into a 13-year-old boy's state of mind when he is stranded in the wilderness with only a tattered windbreaker and the hatchet his mother had given him as a gift. Other selections include accounts of the struggles real people have faced, including Melba Pattillo Beals' experience as a key figure in the fight for school integration, and Jackie Robinson's rise to baseball fame when he enters the Major Leagues and becomes the first African American player to break through the color barrier. Throughout this unit, students will explore how fictional characters and real people adapt and succeed when life suddenly changes direction.

Featured Genres: fiction, poetry, informational

Key Reading Skills: point of view, central or main idea, Greek and Latin affixes and roots, textual evidence, connotation and denotation, informational text structure, figures of speech, media, story structure, poetic structure, poetic elements

Key Writing Skills: thesis statement, audience and purpose, organize informative writing, supporting details, introductions, body paragraphs & transitions, conclusions, style, sources and citations

Extended Writing Project: As students make their way through the unit, they will compile a number of ideas related to life-changing experiences that people face and the impact the experiences have on people's lives and countries. The extended writing project for this unit helps students share those ideas through a well-constructed informative/explanatory essay on what people do when their life suddenly changes direction. Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing steps of the writing process, while skill lessons offer modeling and instruction on criteria within each step specific to the writing form.

Unit 2: Ancient Realms

Unit Driving Question: How does history inform and inspire us?

Unit Overview: In this Grade 6 unit, students will explore how history informs and inspires us from a variety of perspectives, though fiction, myths, non-fiction narratives, and poetry. The unit begins with an excerpt from Hatshepsut: His Majesty, Herself, which sheds light on what life was like in Ancient Egypt, how society was governed, and what happened when a female pharaoh came to power. Other selections share stories of history, including Phillip Isaacson's critique on the Egyptian pyramids, the Greek myth of Perseus, and morals learned through Aesop's Fables. Throughout this unit, students will explore the different ways that history can inspire and inform people.

Featured Genres: fiction, poetry, informational

Key Reading Skills: informational text structure, central or main idea, theme, textual evidence, point of view, tone, word meaning, plot, compare and contrast, story structure, media, author's purpose and point of view, figurative language

Key Writing Skills: thesis statement, audience and purpose, organize argument writing, supporting details, introductions, body paragraphs and transitions, conclusions, style, sources and citations

Extended Writing Project: As students make their way through the unit, they will compile a number of ideas related to ancient realms and how they have inspired those who came after them. The extended writing project for this unit helps students focus on claims made within some of the texts that put forward the idea that from the time of the ancient Greeks, if people don't act with deliberation and thought, negative consequences will result. Students will learn how to write their own literary analysis by drawing on a theme, idea, or lesson expressed in selections from this unit that explains how ancient cultures continue to shape the modern world. Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing steps of the writing process, while skill lessons offer modeling and instruction on criteria within each step specific to the writing form.

Unit 3: Facing Challenges

Unit Driving Question: When should we stand up for others and ourselves?

Unit Overview: In this Grade 6 unit, students will explore through a variety of texts what motivates people to stand up for others and themselves, how they take a stand, and the outcomes of their actions. The unit begins with an excerpt from the novel A Wrinkle in Time, which showcases the bravery of two siblings who set out on a dangerous journey to find their father. Other selections share stories, past and present, of people who take a stance against injustice, including a selection that focuses on educator Leo Hart who stood up for "Okie" children during the Great Depression, an account of the efforts of Japanese Americans to prove their loyalty to the United States during World War II, and two sides of an argument about whether schools are doing enough to prevent bullying. Throughout this unit, students will explore the different reasons and ways in which people take a stance and, despite challenges, work hard to make a change for the better.

Featured Genres: fiction, poetry, informational

Key Reading Skills: plot, media, compare and contrast, informational text elements, connotation and denotation, author’s purpose and point of view, story structure, central or main idea, theme, tone, arguments and claims

Key Writing Skills: audience and purpose, organize narrative writing, descriptive details, introduction/story beginning, narrative techniques and sequencing, conclusion/story ending, style

Extended Writing Project: As students make their way through the unit, they will read about characters and real people who have chosen to stand up against an injustice in order to make a difference and will learn about the effects the action had on the person, on others, or on a community. The extended writing project for this unit helps students showcase their knowledge through a well-constructed fictional narrative about a person who chooses to stand up to help someone else or to make a bad situation better. Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing steps of the writing process, while skill lessons offer modeling and instruction related to the specific mode of writing.

Unit 4: Our Heroes

Unit Driving Question: What does it mean to be a hero?

Unit Overview: In this Grade 6 unit, students will explore a variety of texts that celebrate real-life heroes. The unit begins with an excerpt from Rosa Parks: My Story in which Parks recalls the courage and strength it took for her to defy the laws of segregation and take a stand against injustice. Other selections tell more stories of courageous individuals—both ordinary citizens and historical figures. These include Freedom Walkers: The Story of the Montgomery Bus Boycott, an informational text profiling teenage African Americans who also took a brave stand against segregation laws; Eleanor Roosevelt and Marian Anderson, an article about Eleanor Roosevelt’s fight for social justice; and “My Father is a Simple Man,” a poem in which the speaker honors the life led by his one true hero, his father. Finally, throughout this unit, students will read the stories of heroes like Doctor Benjamin Rush and Baron von Steuben, whose bravery, fearlessness, and dedication inspired others.

Featured Genres: fiction, poetry, informational, autobiography, biography

Key Reading Skills: informational text elements, connotation and denotation, compare and contrast, poetic structure, word relationships, informational text structure, point of view, tone, central or main idea, arguments and claims, figurative language: personification, author’s purpose and point of view, media, theme

Key Writing Skills: audience, purpose, and style, research and note-taking, thesis statement, organize argumentative writing, supporting details, introductions and conclusions, body paragraphs and transitions, sources and citations

Extended Writing Project: As students make their way through the unit, they will learn the stories of courageous individuals who people regard as true heroes. The extended writing project for this unit helps students showcase their knowledge through a well-constructed argumentative essay in which they select an individual from the unit who they feel is a hero and form an argument, based on their research, the qualities of a hero that person best exemplifies. Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing steps of the writing process, while skill lessons offer modeling and instruction on criteria within each step specific to the writing form.

TEXTBOOKS AND RESOURCE MATERIALS:

Text: StudySync Grade 6 BookheadEd Learning, LLC 2015

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Reading: Literature

1. Cite textual evidence (Units 1-4)
2. Determine theme or central idea (Units 2-4)
3. Analyze how dialogue or incident propel plot (Units 2-3)
4. Determine the meaning of words and phrases in text (Units 1-4)
5. Compare and contrast text structures (Units 1-4)

6. Analyze how differences in point-of-view creates effects (Units 1-4)
7. Analyze the extent a media version stays faithful to a text (Units 1,2,4)
8. N/A
9. Analyze how modern fiction draws on past works (Units 2-4)
10. Read and comprehend literature independently and proficiently (Units 2-4)

Reading: Informational Text

1. Cite textual evidence (Units 1-4)
2. Determine theme or central idea (Units 1-4)
3. Analyze connections and distinctions between texts (Units 2-4)
4. Determine the meaning of words and phrases in text (Units 2-4)
5. Analyze paragraph structure (Units 1,3,4)
6. Determine and analyze author's point of view (Units 2-4)
7. Evaluate advantages and disadvantages of different mediums (Units 1,3,4)
8. Delineate and evaluate claims and arguments (Units 2-4)
9. Analyze texts with conflicting opinions (Unit 4)
10. Read and comprehend literary nonfiction independently and proficiently (Units 2-4)

Writing

1. Write arguments to support claims (Units 2, 4)
2. Write informative/explanatory texts (Units 1,3, 4)
3. Write narratives on real or imagined events (Units 3-4)
4. Produce clear and coherent writing (Units 1-4)
5. Develop and strengthen writing (Units 1-4)
6. Use technology to produce and publish writing (Units 2-4)
7. Conduct short research projects (Units 1-4)
8. Gather relevant information from multiple sources (Units 1-4)
9. Draw evidence from literary or informational text (Units 2-4)
10. Write routinely over both extended and shorter time frames (Units 1-4)

Speaking & Listening

1. Engage in a range of collaborative discussions (Units 1-4)
2. Analyze information presented in diverse media (Units 1-4)
3. Delineate a speaker's argument and claims (Units 3-4)
4. Present claims and findings (Units 1-4)
5. Integrate multimedia and visual displays into presentations (Units 1-4)
6. Adapt speech to contexts and tasks (Units 1-4)

Language

1. Demonstrate command of standard English grammar and usage (Units 1-4)
2. Demonstrate command of standard English capitalization, punctuation, and spelling (Units 1-4)
3. Use knowledge of language when writing, speaking, reading, or listening (Units 2 and 4)
4. Determine meaning of unknown words (Units 1-4)
5. Demonstrate understanding of figurative language (Units 1-4)
6. Acquire and use grade-appropriate vocabulary (Units 1-4)

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** who read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be guided toward independent learning as a life-long tool for success in the classroom and beyond.
- **Effective Communicators:** who are able to read clearly and project their voices; read with the appropriate inflection and emphasis; and participate appropriately in small group and class discussions.
- **Collaborative Workers:** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products such as group presentations on topics that are raised in reading. Students will demonstrate a respect of the varying viewpoints offered from different members of a group and work produced by groups will demonstrate effort by all students.
- **Constructive Thinkers:** who reflect on their reading and writing to enhance the outcomes of their work. Students will practice metacognitive strategies to improve their reading comprehension.
- **Quality Producers/Performers:** who take pride in all assignments and realize the value of creating a product that is original in substance and an example of a personal best effort.
- **Responsible Citizens:** who are prepared to contribute to our democracy in positive ways. Through their reading experiences students will gain an understanding of the responsibility, honor, and integrity that is essential to become a functioning member of our society.

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