LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT
COURSE SYLLABUS

Course Name: Grade 6 English Language Arts
Semester: Full Year
Teacher: Kristie Morris

Course Description: This course focuses on five areas of study: vocabulary, grammar, literature, writing, and speaking. Much of the students' writings is based upon their reading of novels, texts, and ancillary materials. Students will continue building their foundation of the writing process, including narrative, expository (informational), and argumentative/analytical genres. Independent reading is a course requirement. Core novels include: *Tuck Everlasting, Crash, Chasing Vermeer, and a Revolutionary War Historical Novel of choice from a selected list.* All learning will build a foundation for success in future English Courses.

Competencies or Standards Assessed:

Competency: Reading

Literature: Demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print literary texts.

Informational: Demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts.

Competency: Writing

Argumentative: Demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for the intended purpose and audience.

Explanatory: Demonstrate the ability to effectively write informative texts to examine and convey complex ideas for various purposes and audiences.

Narrative: Demonstrate the ability to apply narrative strategies for various purposes and audiences effectively.

Competency: Speaking and Listening

Speaking and Listening: Initiate and participate effectively in various discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.

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Competency: Research

Research: Engage in research and inquiry to investigate topics, and to analyze, integrate, and present information

Competency: Conventions and Mechanics

Conventions and Mechanics: Demonstrate the ability to use English language conventions as appropriate to grade level. Specifically the proper use of grammar, mechanics, and usage. Also, the ability to apply proper formatting, including MLA citations and Works Cited.

Anchor Texts or Major Curriculum: *Tuck Everlasting, Crash, Chasing Vermeer, and one of these Revolutionary War Historical Fiction novels:*
My Brother Sam is Dead
The Fighting Ground
The Keeping Room
Chains
George Washington's Socks
Loyalty

Course Outline (major units of study):

Unit Title	Essential Question or Overarching Understanding
Friendship and Identity	How do our choices and relationships shape who we are and who we become?
The Meaning of Immortality	What makes life meaningful, and how do choices about life and death shape our values and actions?
Revolutionary Perspectives: The Complexity of War	How does historical fiction reveal the complexities and human stories behind war and revolution?
Unraveling Mysteries: Art, Logic and Perception.	How can puzzles, patterns, and perspectives shape our understanding of truth and art?

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Portrait of a Learner

Independent Learner
I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator
I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker
I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator
I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen
I show that I care and take responsibility by helping in my community and the world around me.

Additional Classroom Expectations:

Students also have choice books, journal regularly, participate in Poetry Out Loud, write demonstration speeches, and read for a variety of genres, including nonfiction, fiction, and poetry