

LINCOLN SCHOOL 2019-20
Course Syllabus: **English 6**
Theme: **A More Perfect World**

Teacher:	Ms. Jenny Nam / jnam@lincnet.org / 781-259-9408 ext. 1143
Room:	B-143
Length:	3 Terms

Course Description:

We will use the inquiry-based learning model where asking questions to generate own path of inquiry is at the heart of learning. As much as possible, students will participate in the planning, development, and evaluation of projects and activities. As part of the inquiry process, students will read, write, and analyze a variety of literary genres (fiction, memoir, literary nonfiction, news article, editorial, review/criticism, speech, poetry, drama, mythology/folktales) to learn the different purposes and structures of literature. The reading selections will also serve as models of exemplary writing for students to learn and practice the craft of writing across genres. Students will also study visual literacy (film, video essay, ad) to connect the significance of cultural and historical symbols to our daily lives. Throughout, we will think about how the many visible and invisible worlds within and without us can become “more perfect” – for us, for everyone.

Students will practice and develop skills that will lead to future success as they move up in grades and academic rigor. The following four skills will be emphasized: forming different levels of questions for inquiry, supporting claims and opinions with evidence, speaking/listening for multiple perspectives, and becoming organized and independent learners.

Course Topics, Major Assessments, and Readings:

Term 1 Topic: Heroes/Villains and Violence/Peace

Term 2 Topic: Someone Like Me: The Many Stories of Me

Term 3 Topic: *E pluribus unum* (“Out of the many, one”): “The Whole Is Greater Than the Sum of Its Parts.”

Major Assessments: Each Term, each student will complete their own differentiated “Achievement BINGO” – each letter for one substantial assignment to assess learning in these main domains: reading, writing, speaking/listening, and presenting/collaborating -- plus one “passion project” to further extend individual learning. In addition, there will be routine Reading Tests to assess reading comprehension for all students.

Independent Reading Book (IR book): Students must always be reading and carrying an independent reading book (IR book) in order to participate in and complete all class activities and projects.

CLASS READINGS (to be read in class with the teacher) may include, among others:

- fiction – Arthur C. Clarke, “Feathered Friend”; Myron Levoy, “Aaron’s Gift”; Isaac Bashevis Singer, “Zlateh the Goat”; Gish Jen, “The White Umbrella,” Judith Viorst, “Southpaw,”; O. Henry, “The Gift of the Magi”; Langston Hughes, “Thank You, Ma’am”; excerpts from Sandra Cisneros, *The House on Mango Street*; Paul Fleischman, *Seedfolks*; Lewis Carroll, *Alice’s Adventures in Wonderland*
- memoir & literary nonfiction – Pablo Neruda, Sherman Alexie, Nelson Mandela; excerpts from Ji-li Jiang, *The Red Scarf Girl: A Memoir of the Cultural Revolution*, Walter Dean Myers, *The Greatest: Muhammad Ali*
- speech – Ellen DeGeneres, Robert F. Kennedy, Martin Luther King, Jr.
- poetry – Leslie Marmon Silko, Emily Dickinson, Tishani Doshi, Robert Frost, Nikki Giovanni, Theodore Roethke, Jimmy Santiago Baca
- drama – selected scenes from William Shakespeare
- film – Majid Majidi, *Children of Heaven*; Victor Fleming, *The Wizard of Oz*
- mythology & folktales from around the world
- general nonfiction & news article & editorial – selections TBD for currency and relevancy

Concepts & Terms:

Students will study the following concepts and related terms:

- ☞ Literary Genres & Devices
- ☞ The 6 +1 Traits of Writing
- ☞ Components, structures, and types of the essay
- ☞ RAFT (Role, Audience, Format, Topic)
- ☞ Text Structures and Text Features
- ☞ Figurative Language, Dialect, Idiom
- ☞ Source Evaluation and Citation for Research
- ☞ Vocabulary and Grammar/Usage

Learning Strategies & Skills:

Students will practice the following skills and strategies:

- ☞ 3 Levels of Questions / QAR (Question-Answer Relationship)
- ☞ 7 Habits of Proficient Readers (Use Prior Knowledge, Question, Visualize, Determine Importance, Draw Conclusions, Synthesize, Use Fix-Up Strategies)
- ☞ Writing Process (Brainstorm-Draft-Revise-Edit-Publish)
- ☞ Socratic Seminar
- ☞ Argumentation/Debate
- ☞ Cooperative Partnerships/Groups
- ☞ Presentations and Speech Delivery
- ☞ Reflections on own work and learning process
- ☞ Study skills (note-taking, annotating, reviewing)
- ☞ Organizational skills (agenda, binder, notebook)

System and Materials for Organization:

Students are expected to collect, organize, and maintain their work according to the following system:

English Notebook (composition notebook) and English Binder will stay in the classroom.

Always bring to class (required daily materials for class):

- 1) your independent reading book (IR book)
- 2) agenda
- 3) pencils/eraser
- 4) black/blue pen
- 5) colored (red, purple) pen
- 6) highlighter

Assessment / Grading:

See "Lincoln School 6th Grade Report Card" at www.lincnet.org.

Homework and Classwork Expectations:

Each student demonstrates respect for everyone's learning by:

- ✓ completing assignments **on time** to maximize active class participation
- ✓ coming to class **prepared** with necessary materials
- ✓ asking or accepting **help** when needed

Assignments with due dates posted at www.lincnet.org/Page/5153

Additional Information for Parents:

What parents can do to help students succeed in this class:

- ☞ Check in with your child about current or upcoming projects and deadlines.
- ☞ Help your child learn time management by completing all works on time.
- ☞ Ask your child about what they're reading in class or on their own.
- ☞ If your child has to miss classes due to health issues or extracurricular activities, remind your child to please check in with the teacher.

*** Please sign and return only the next page for the teacher's files. ***

**** PLEASE SIGN AND RETURN THIS PAGE FOR THE TEACHER'S FILES. ****

Student Agreement

I have read and understand the course expectations and requirements for English 6.

PRINT Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Agreement

I have read and understand the course expectations and requirements for my child's English 6 class.

PRINT Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

The best way to contact me:

_____ / _____
(phone) (email)

A goal (academic and/or social) I want for my child this year:

Any additional comments, tips, or questions:

