

# Course Description

## Sixth Grade

### English/Literature

**Philosophy Statement:** The beliefs and practices underlying the teaching of language at Bethesda Christian Academy are guided by current educational research on best practices in literacy and writing. At Bethesda Christian Academy, we believe that Language Arts endeavors to help students find their God-given voice to communicate with clarity, confidence, and commitment. Language Arts will teach students how to speak effectively, write skillfully, listen attentively, and read with discernment in all mandatory and elective courses.

**Course Objective:** This language arts class is designed to increase your communications skills through reading, writing, speaking, and the study of the English language. Our primary focus in language arts class will be demonstrating the rules of grammar including the ability to express yourself effectively through various mediums of communication. In this class, one can expect to read a variety of fiction and non-fiction text including novels, short stories, and poetry. These writing pieces will model the different writing styles we will be working on ourselves. Writing assignments will include journal writing, essays, critiques, and creative pieces. Vocabulary and spelling will also be an important part of this class. Students will be instructed on how to use, create and evaluate parts of speech, paragraphs, types of writing and specific words.

#### **Materials/ Resources:**

- Teacher Made Materials
- *English 6: Grammar and Composition* (Bob Jones)
- *Perspectives in Literature* (Bob Jones)
- One Novel

**Time Allotment:** 80 minutes per 2 days per week

50 minutes per 1 day per week

**Biblical Integration:** John believed that by writing he was able to preserve a testimony of Christ and the Christian faith for future generations.

1 John 5:13 “ These things I have written to you who believe in the name of the Son of God, so that you may know that you have eternal life.”

John 20:30-31 “Therefore many other signs Jesus also performed in the presence of the disciples, which are not written in this book; but these have been written so that you may believe that Jesus is the Christ, the son of God; and that believing you may have life in his name.”

## **Writing Course Content**

Writing a Personal Narrative

Chapter 2 - *English Writing and Grammar*

Weeks 2-5

- I can write an original narrative/short story.
  - I can develop the plot and execute the plot through the narrative.
  - I can summarize my short story/narrative into an original comic strip (20 pictures/slides with dialogue).
  - I can use correct grammar and mechanics.
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- I can produce clear and coherent written paragraphs.
  - I can introduce a topic, organize ideas, concepts and information using various types of strategies.
  - I can introduce claims and organize evidence and reasons clearly.

Writing a Newspaper Editorial

Chapter 4 - *English Writing and Grammar*

Weeks 5-9

- I can identify persuasive writing techniques.
- I can analyze a student editorial.
- I can identify facts and examples that support reasons.
- I can recognize propaganda tactics.
- I can rewrite dishonest persuasion in an honest way.
- I can plan, draft, revise, proofread, and publish an editorial.
- I can recognize errors using a checklist.

How to Write Small Moments

Weeks 10-18

- I can write a narrative using small moment strategies to develop real or imagined experiences using relevant descriptive details, sensory elements, and well-structured sequences to convey a single moment in time.

Weeks 19-24

Chapter 10: *English Writing and Grammar*

- I can define historical fiction.
- I can analyze a student model.
- I can choose a story idea.
- I can plan the setting, characters, conflict, resolution, and plot of a historical fiction story.
- I can revise, proofread, and publish historical fiction.

Weeks 26-32

Chapter 14: *English Writing and Grammar*

- I can identify characteristics of a limerick and free verse poem.
- I can recognize the importance of a thesaurus in writing poetry.
- I can write rhymed, metered lines for a limerick.
- I can plan, draft, revise, proofread, and publish a limerick.
- I can choose an experience to write about in a free verse poem.
- I can draft, revise, proofread, and publish free verse.

## **Grammar Course Content**

Chapter 1: Sentences

Weeks 1-4

- I can recognize complete sentences and sentence fragments.
- I can identify declarative, imperative, interrogative and exclamatory sentences.
- I can locate subjects and verbs.
- I can recognize run-on sentences and correct them.
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Chapter 3: Nouns

Weeks 6-9

- I can capitalize proper nouns, person's title, and titles.
- I can identify nouns.
- I can make subjects and verbs agree.

- I can identify predicate nominatives, direct objects, indirect objects and objects of the prepositions.
- I can use nouns of direct address.
- I can identify appositives.
- I can write plural forms of proper nouns
- I can identify and write the possessive forms of singular and plural nouns.

## Chapter 5: Verbs

### Weeks 16-18

- I can differentiate between action, helping and linking verbs.
- I can recite helping and linking verbs.
- I can use the principal forms of verbs correctly in daily conversation and in writing (formal and informal).

## Chapter 6: Writing Instructions

- I can recognize the contrast between precise and imprecise wording in instructions.
- I can choose a topic to explain.
- I can analyze a student model of instructions.
- I can recognize the effectiveness of time-order and spatial words to clarify instructions.
- I can plan, draft, revise, proofread, and publish instructions.
- I can identify and practice good speaking and listening skills.

## Chapter 9: Pronouns

### Weeks 19-24

- I can identify personal pronouns and their antecedents.
- I can write a pronoun that agrees with the antecedent in number and gender.
- I can write clear sentences using pronouns and antecedents.
- I can identify the use of possessive pronouns.
- I can identify pronouns used as subjects, direct objects, indirect objects, objects of the preposition.
- I can identify reflexive and intensive pronouns.
- I can identify interrogative and demonstrative pronouns.
- I can differentiate between demonstrative pronouns and adjectives.
- I can write sentences using demonstrative pronouns.
- I can identify the use of singular and plural indefinite pronouns.
- I can use homophones correctly in sentences.

## Chapter 11: More About Verbs

### Weeks 25-29

- I can distinguish between the three principal parts and use the correct principal part to form verb tenses.
- I can identify verbs as past, present, or future.
- I can identify sentence patterns: S V, S V DO, S V IO DO, S LV PA, S V PN.
- I can identify verbs as present, past, or future-perfect tense.
- I can distinguish between regular and irregular verbs.

## Chapter 12: Writing a Compare and Contrast Essay

### Week 30

- I can analyze a student model of a compare and contrast essay.
- I can insert comparing and contrasting words at appropriate places in an essay.
- I can recognize ways to organize ideas in a compare and contrast essay.
- I can choose a science-related topic for a compare and contrast essay.
- I can research two subjects, organize details from research into a Venn diagram, make an outline and draft, revise, proofread, and publish a compare and contrast essay.

## Chapter 13: Adjectives, Adverbs, and Prepositions

### Weeks 30-35

- I can identify adjectives and adverbs and the words they modify.
- I can write correct comparative/superlative adjectives and adverbs.
- I can diagram sentences with adjectives and adverbs.
- I can identify prepositional phrases and the nouns or verbs they modify in a sentence.
- I can identify whether a modifier is an adjective or adverb.
- I can identify whether a modifier is an adjectival or adverbial prepositional phrase.

## Chapter 15: Sentences, Phrases, and Clauses

### Weeks 35-37

- I can define all parts of speech and identify them in a sentence.
- I can identify simple and compound sentences.
- I can identify complex sentences.
- I can identify subordinating conjunctions in a dependent clause in a complex sentence.
- I can identify sentence fragments.
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## **Literature Course Content**

*Perspectives in Literature: Third Edition*

Units 1-9

Weeks 2-8; 10-30

- I can apply a reader's craft to comprehend a text related to the theme of relationships.
- I can analyze a text for its purpose, structure, theme, and literary elements.
- I can compare and contrast texts in various genres that present similar themes and topics.
- I can collaborate with peers to develop responses to texts.
- I can prepare and give a presentation, drawing on technology skills.
- I can evaluate a text's theme based on biblical teaching about relationships.
- I can write an explanatory response to the unit question based on biblical teaching about relationships.
- I can learn an array of literary terms and elements and identify them in various works of literature.

Student's Choice Novel

Weeks 7-10

- I can choose a novel to read (teacher approved).
- I can use composition skills and comprehension of the text to be assessed with a creative book report.

Novel Study: *Hatchet*

Weeks 32-38

- I can determine plot (exposition, rising action, climax, falling action, and resolution).
- I can identify the protagonist and antagonist in the story.
- I can determine the conflicts with the story (man vs. nature; man vs. man; man vs. society; man vs. supernatural; man vs. self).
- I can define unfamiliar vocabulary in the novel.
- I can analyze characterization, setting, and theme.

- I can answer chapter comprehension questions.

**Areas to be Evaluated:**

- Class participation, homework, test, quizzes
- Individual and group projects
- Usage in writing for grammar and novel assessment

**Additional Activities:**

- Projects will be assigned for the various parts of speech.
- Writing assignments will promote narrative, descriptive and research writing.