

COURSE OBJECTIVES

English 6-GT

- I. Writing With Purpose
- II. The student will write essays using each of these purposes for discourse: personal expression, information, and persuasion.

Objectives: The student will be able to

- 1. identify the purpose of selected pieces of writing
 - a. newspaper and magazine articles to support literature in class
 - b. selected excerpts from fiction and non-fiction
 - c. poetry;
- 2. begin to analyze his/her writing in terms of purpose and strategy (i.e., organization, diction, tone, point of view)
 - a. personal essay
 - b. classificatory essays—comparison/contrast; advantage/disadvantage
 - c. persuasive essays;
- 3. use a rubric to evaluate his/her own writing as well as the writing of others;
- 4. identify and utilize such elaborative modes of writing as narration, comparison/contrast, advantage/disadvantage, description, and logic in organization and use of logical inferences and conclusions;
- 5. write essays, which clearly and effectively satisfy a given purpose.

II. Writing in Context: Interpretation and Evaluation

The student will interpret and evaluate both fiction and non-fiction writings according to their use of literary elements and genre.

Objectives: The student will be able to

- 1. identify and define the literary elements: point of view, plot, characterization, setting, and genre,
 - a. all fiction works
 - b. non-fiction and poetry as it applies
 - c. self-selected reading
 - d. emphasizes elements by work;
 - 1. Point of View
 - a. *The View from Saturday*
 - b. *A Christmas Carol*
 - c. various short stories
 - 2. Plot
 - a. *The Odyssey*
 - b. *A Christmas Carol*
 - c. various short stories
 - 3. Setting
 - a. *The Odyssey*
 - b. *The View from Saturday*
 - c. *The Adventures of King Arthur*
 - d. various short stories

4. Characterization
 - a. *A Christmas Carol*
 - b. *The View from Saturday*
 - c. various short stories
5. Theme
 - a. *The View from Saturday*
 - b. *A Christmas Carol*
 - c. *The Odyssey*
 - d. various short stories
2. identify the genre of given works, along with elements that describe the genre.

III. Response to writing: Analysis, Synthesis, Evaluation

The student will respond to writing selections by analysis (structure, **diction**—**denotation, connotation, figurative language, imagery**—point of view, purpose), synthesis (comparison/contrast to other works), tone, detail, and evaluation (effectiveness of the author’s style).

Objective: The student will be able to

1. describe the organization and strategies used in pieces of writing, primarily non-fiction writing;
2. explain the effects of word choice in a given work;
3. discuss the points of comparison or contrast between two given works; place the work within a wider context;
4. evaluate a piece of writing according to its use of character, plot, setting, metaphor, simile, and irony as the advance the theme of the piece.
Applies to all works.

IV. Preparation for Writing

The student will use a variety of pre-writing techniques to amass information and ideas for written expression

Objectives: The student will be able to

1. develop pre-writing strategies; use selected works as models and prompts for pre-writing;
2. use a selected pre-writing technique which produces a beginning writing plan, including thesis, main ideas, and supporting details; use selected works as models and prompts for pre-writing;
3. create ideas for writing that go beyond the obvious, using advanced prewriting skills to extend preliminary thinking of fresh, insightful ideas; use selected works as models and prompts for writing.

V. Reflexive Writing

The student will write on topics from his/her own experience.

Objective: The student will be able to

1. use various models of writing (non-fiction, poetic, etc.) to explore his/her own worldview; use selected works and student self-selected reading as models;
2. increase awareness and exploration of more options open to writers in both form and content; use selected works and student self-selected reading as models.

VI. Revision of Writing

The student will revise his/her own writing to improve such elements as word choice, sentence structure, clarity, conciseness, organization, introductions, conclusions, transitions, and support.

Objective: The student will be able to

1. decrease wordiness and conversely increase clarity by sentence combining, selection of strong verbs, and elimination of unnecessary words; use selected works as models;
2. provide clear transitions to guide a reader from one idea to the next; use selected works as models;
3. analyze the quality of support given for each main idea, both in his/her own writing or in the writing of others; use selected works as models;
4. introduce and conclude an essay in ways that involve the reader in the writing; use selected works as models.

VII. Writing Style

The student will work toward the development of an effective writing style, focusing on diction (vocabulary, word choice), and sentence structure.

Objective: The student will be able to

1. begin to select precise, evocative language to increase the power of his/her writing; use a variety of works as models;
2. vary sentence structure to enhance smoothness in writing, using a variety of sentence constructions accurately and effectively for his/her own literary purpose; use a variety of works as models;
3. make stylistic choices with increased confidence and with attention to the congruence of style and purpose; use a variety of works as models.

VIII. Proofreading

The student will proofread his or her writing for errors in punctuation, grammar, spelling, and form

Objective: The student will be able to

1. use punctuation correctly in essays so as to avoid run-ons and fragments; use a variety of works as models;
2. use correct standard grammar in writing; use a variety of works as models;
3. proofread an essay to find most errors in punctuation, grammar, spelling, and form; use a variety of works as models;
4. begin to see language as systemic (i.e., a system for communication); use a variety of works as models.

IX. TAAS/PSAT Preparation

The teacher will develop and practice procedures for answering test items on TAAS, PSAR.

Objective: The student will be able to

1. solve analogies with one part missing;
2. answer vocabulary questions using context clues;
3. analyze reading comprehension questions using book and brain techniques to determine the best method of answering them;
4. use a variety of questioning techniques to analyze literature.

X. AP Test Preparation

The student will develop and practice procedures for answering objective and free writing items such as those on the Advanced Placement Examination in English Language and Composition. In sixth grade, the teacher will model for the students the thinking techniques necessary for writing an AP essay, which will not occur until the seventh grade year.

In addition to this modeling, the teacher will lead the class as a group in the analysis of passages and in the thinking skills required for such analysis; By the end of the sixth grade year, the teacher may wish for the students to write a three-paragraph, teacher-guided essay.

Objective: The student will be able to

1. analyze essay prompts to determine parameters and strategy for response;
2. provide required evidence to support assertions about writing passages or about writing topic;
3. demonstrate this evidence in a double-column journaling of all works read;
4. practice above-grade-level multiple-choice questions to determine correct solutions.

XI. Responding to Literature

The student will read literature, paying special attention to literary elements as well as relating the literature to his/her own life.

Objective: The student will be able to

1. relate selected literature to his/her own personal experiences;
2. find literary elements in literature to discuss how they lend meaning;
3. trace development of a major character;
4. trace the development of a theme in a work of literature.
5. recognize significant relationships between different works of literature;
6. describe the writing style of a given author, focusing on diction and detail;
7. recognize the writing style of a given author, focusing on diction and detail;
8. increase reading speed and comprehension;
9. use evidence from the text to support a thesis or assertion;
10. relate themes from individual works to larger thematic issues.

XII. Responding Orally/Representing to Literature and Life

The student will develop skills and techniques in expression opinions relating to the literature or to his/her own life. He will recognize techniques used in visual media by viewing visual media and/or by creating his own.

Objective: The student will be able to

1. use a variety of oral techniques in self-expression in class presentations;
2. interpret and analyze literature orally, applying text evidence to the point asserted;
3. compare and contrast orally written text and video of the same text or of similar genre, style, or theme;
4. recognize techniques used in visual media to appeal to the viewer and to further the message.
 - a. *The Odyssey*
 - b. *Star Wars*
 - c. *Indiana Jones*
 - d. *The Hobbit*
 - e. *Man of La Mancha*
 - f. *Camelot*

XII. Affective Learning

The student will reflect on the learning process and course content and apply insights gained from that learning to his/her own life.

Objective: The student will be able to

1. relate selected literature to his/her own personal experiences, specifically, recognizing that literature may serve as a metaphor for life and identifying different levels of interpretation; especially in
 - a. self-selected reading
 - b. multicultural literature
 - c. literature with opposite-gender protagonist
2. value becoming a reader and writer, seeing these activities as central to developing as a civilized human being;

3. discover and value the universality of human experience, regardless of age, gender, ethnicity or disability, while also valuing the differences between experiences of individuals;
4. articulate and value his/her own life experiences and journey of self-discovery, especially in light of the quest of the epic hero;
5. discuss and value his/her own cultural tradition as well as those of others.

Sixth Grade Curriculum
The Quest
(concentrating on a strong definition and sense of epic)

- I. Begin the year with a viewing of the movie *The Hobbit*.
- II. Discuss with the students the characteristics of the epic and the epic hero, as well as the stages of the hero. Discuss the Joseph Campbell ideas of the myth, archetype, and the necessity of the epic as an expression of every generation.
- III. Present the students with a personal quest.
- IV. Choose from the following in the study of the epic:
 1. *Star Wars* trilogy Episode I
 2. *Indiana Jones* movies
 3. portions of *Beowulf/Grendel*
 - *4. *The Adventures of King Arthur/Quest for the Holy Grail*
 5. *Monty Python and the Holy Grail*
 - *6 mythology—Greek, Roman, Norse—as a tie to the quest/to **The Odyssey*
 - 7 Bible stories such as Jonah, Noah, Moses, Jesus
 - *8 The Epic of Gilgamesh—as read in humanities and/or English
 - 9 *The Song of Hiawatha*
 10. *The Adventures of Sinbad the Sailor*
 - 11 *2001 Space Odyssey*
 - 12 *The Adventures of Don Quixote*
 13. the story of Buddha
 14. nursery rhymes which deal with the theme of quest
 15. poetry which deals with quest
 16. short stories which deal with quest

***literature in 6th grade curriculum which must be covered**

Additional Bibliography

- Jewkes, W.T. (1981) *Man the Myth-Maker*. (2nd ed.) New York: Harcourt Brace Jovanovich.
- Kerven, Rosalind, ed. (1996) *The Mythical Quest: The Search of Adventure, Romance & Enlightenment*. California: Pomegranate Books.
- Leeming, David Adams. (1981) *Mythology: The Voyage of the Hero*. (2nd ed.) New York: Harper & Row, Publishers.
- Stillman, Peter R. (1997) *Introduction to the Myth*. (2nd ed.) Portsmouth NH: Boynton/Cook Publishers.