

Syllabus

English 6A

Course Overview

English is the study of the creation and analysis of literature written in the English language. In English 6A, you will explore literary elements in both nonfiction and fiction texts. You will examine point of view in memoirs and practice writing a short memoir. In the latter part of this course, you will study character in different genres of literature. You will explore the topic of change in nonfiction texts and evaluate arguments and claims in informational texts. Finally, you will study the characteristics of persuasive writing and practice writing persuasively.

Course Goals

This course will help you meet these goals:

- Examine main idea through the use of informational texts about identity.
- Analyze the literary elements of plot structure, character, setting, point of view, conflict, and theme in fiction.
- Explore the characteristics of personal narratives.
- Explore point of view in memoirs and practice writing a short memoir.
- Study different aspects of character such as types of characters, characterization, and character development.
- Explore the characteristics of autobiographies and how autobiographies document change.
- Examine a speech about social change.
- Evaluate arguments and claims in informational texts.
- Explore the characteristics of persuasive writing and practice writing persuasively.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Complete basic operations with presentation software, such as Microsoft PowerPoint or Google Docs Presentation.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.

Credit Value

English 6A is a 0.5-credit course.

Course Materials

- notebook
- pencil or pen
- computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

Some course readings may require a visit to your school library or public library.

The Course Novel Unit

In Unit 2 of this course, you'll choose one of the following novels to read.

***Holes* by Louis Sachar**

This novel tells the story of a young man named Stanley Yelnats. Stanley's family has a history of bad luck dating back to his "no-good-dirty-rotten-pig-stealing-grandfather," whose actions they believe have left them cursed. Stanley is wrongfully accused of stealing from a charity auction and sentenced to 18 months digging holes at Camp Green Lake, a place that looks nothing like its name. During his time at the facility, Stanley learns more about the fascinating history of the place and befriends his fellow inmate "Zero," all while evading deadly lizards and an even more terrifying warden. Will he be able to break the curse and improve his fate?

***The Hunger Games* by Suzanne Collins**

This novel is set in a futuristic nation called Panem. Panem's powerful and ruthless government has divided its poor, struggling citizens into 13 districts. Each year, it chooses one girl and one boy from each district to compete in the "Hunger Games." But these are no ordinary games. The Hunger Games is a televised event that forces the participants to fight to the death. Only one child can survive and win food and supplies for his or her district. When 16-year-old Katniss Everdeen's younger sister is chosen, Katniss volunteers to take her place. Along with a boy from her district, Peeta, Katniss enters the Games. Will Katniss come out alive? Or will she be one of the victims of the Hunger Games?

***Hatchet* by Gary Paulsen**

In this thrilling story of survival, growth, and self-acceptance, 13-year-old Brian Robeson is the only passenger on a small plane headed to Canada, where his father lives. As the flight takes off, Brian is unaware of the dangers he will soon face. During the flight, the pilot dies of heart failure, and Brian's journey quickly turns into a nightmare. First, he must figure out how to land the plane safely. Then he must work to survive alone in the Canadian wilderness. As he battles hunger, cold nights, and wild animals, Brian must come to terms with his parents' recent divorce. Will Brian overcome these obstacles? Or will he be lost forever?

***The Red Badge of Courage* by Stephen Crane**

A young Civil War soldier named Henry Fleming joins the Union Army, dreaming about the glories of war. He soon realizes that his dreams are false and that war is extremely harsh. During a battle, he becomes frightened and runs away. He's immediately ashamed of his actions. After meeting some wounded soldiers, he decides to return to battle. Will Henry be able to become the hero he dreamt of being? Or will his fears defeat him in the end?

Note:

You will be able to read *The Red Badge of Courage* online. A link to this novel is provided in the course novel unit. To read *Holes*, *The Hunger Games*, or *Hatchet*, you will need to get a copy from your school, a library, or some other source.

Course Pacing Guide

The following course description and pacing guide is intended to help you stay on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: How Do We Decide Who We Are?

Summary

This unit focuses on literary elements found in fiction and nonfiction texts. In the opening lesson, you will examine the main idea in an informational text about identity. Then you will explore “The Story of the Three Bears” and “The Four Clever Brothers,” as well as “A Winter Melody” by the Brothers Grimm. Through these tales, you will identify the basic plot elements of a story and learn about plot structure. Next, you will identify character and setting in the fairy tale “The Frog-Prince.” You will also study point of view in “Briar Rose” by the Brothers Grimm. Finally, you will explore the characteristics of personal narratives.

Day	Activity/Objective	Type
1 day: 1	Syllabus and Plato Student Orientation <i>Review the Course Syllabus and the Plato Student Orientation at the beginning of this course.</i>	Course Orientation
4 days: 2–5	Defining Identity <i>Examine main idea through the use of informational texts about identity.</i>	Lesson
4 days: 6–9	The Elements that Create a Story <i>Identify the basic elements of a story and explore plot structure using Grimm’s Fairy Tales.</i>	Lesson

Day	Activity/Objective	Type
4 days: 10–13	Describing a Story <i>Identify characters and setting in a story using Grimm’s Fairy Tales.</i>	Lesson
4 days: 14–17	The Importance of Point of View <i>Investigate the impact point of view has on a story.</i>	Lesson
3 days: 18–20	Writing Personal Narratives <i>Explore the characteristics of personal narratives.</i>	Lesson
3 days: 21–23	Unit Activity and Discussion—Unit 1	Unit Activity/ Discussion
1 day: 24	Posttest—Unit 1	Assessment

Unit 2: How Does Society Shape Who We Are?

Summary

This unit focuses on literary elements in nonfiction and fictional texts. First, you will explore point of view in the following memoirs: "From Lithuania to the Chicago Stockyards" by Antanas Kaztauskis and "America and I" by Anzia Yeziarska. You will also practice writing a short memoir. Later, you will analyze the literary elements of character, setting, point of view, conflict, theme, and plot in one of the following novels: *Holes* by Louis Sachar, *The Hunger Games* by Suzanne Collins, *Hatchet* by Gary Paulsen, or *The Red Badge of Courage* by Stephen Crane.

For further details, see the section **The Course Novel Unit** above.

Day	Activity/Objective	Type
4 days: 25–28	How Society Shapes Your Point of View <i>Explore point of view in memoirs and practice writing a short memoir.</i>	Lesson
4 days: 29–32	Characters and Setting in Novels <i>Identify characters and setting in a novel.</i>	Lesson
5 days: 33–37	Point of View and Conflict in Novels <i>Examine point of view and word choice and how they affect conflict in a novel.</i>	Lesson

Day	Activity/Objective	Type
4 days: 38–41	Theme and Resolution in Novels <i>Examine how theme and plot develop over the course of a novel.</i>	Lesson
3 days: 42–44	Unit Activity and Discussion—Unit 2	Unit Activity/ Discussion
1 day: 45	Posttest—Unit 2	Assessment

Unit 3: How Does a Person Change over Time?

Summary

This unit focuses on the literary element of character across different genres. First, you will identify the types of characters found in literature by reading the short story “The Water of Life” by Howard Pyle. Next, you will define and examine methods of characterization in the short story “The Snow-Image: A Childish Miracle” by Nathaniel Hawthorne. You will explore character development in drama through Alice Gerstenberg’s play *Alice in Wonderland*. In the same play, you will also explore how plot affects characters.

Day	Activity/Objective	Type
4 days: 46–49	Types of Characters <i>Identify the types of characters found in literature.</i>	Lesson
5 days: 50–54	Exploring Characterization <i>Define and examine methods of characterization.</i>	Lesson
5 days: 55–59	Observing Characters: Drama <i>Explore character development in drama.</i>	Lesson
5 days: 60–64	Observing Change in Characters: Drama <i>Explore how plot affects character development in a drama.</i>	Lesson
3 days: 65–67	Unit Activity and Discussion—Unit 3	Unit Activity/ Discussion
1 day: 68	Posttest—Unit 3	Assessment

Unit 4: How Does a Society Change over Time?

Summary

This unit focuses exclusively on nonfiction texts. In the first lesson, you will read Helen Keller’s autobiography *The Story of My Life* to explore the characteristics of autobiographies and how autobiographies document change. In the next lesson, you will examine Malala Yousafzai’s Nobel Peace Prize Acceptance Speech. Then you will evaluate arguments and claims in informational texts. Finally, you will explore the characteristics of persuasive writing and practice writing persuasively.

Day	Activity/Objective	Type
4 days: 69–72	Reading about Change <i>Explore the characteristics of autobiographies and how autobiographies document change.</i>	Lesson
4 days: 73–76	Speaking about Change <i>Examine a speech about social change.</i>	Lesson
4 days: 77–80	Analyzing Differences in Opinion <i>Examine the main idea in informational texts and evaluate arguments in persuasive texts.</i>	Lesson
5 days: 81–85	Writing a Persuasive Essay <i>Explore the characteristics of persuasive writing and practice writing persuasively.</i>	Lesson
3 days: 86–88	Unit Activity and Discussion—Unit 4	Unit Activity/ Discussion
1 day: 89	Posttest—Unit 4	Assessment
1 day 90	End-of-Semester Test	Assessment