COURSE SYLLABUS

2017-2018

**6th Grade ELA**

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| **Mrs. Ann Head**ahead@atlanta.k12.ga.us Room 2021**Tutorial: Monday morning (7:40-8:40 am)****Website: mrsannhead2013.weebly.com** | **Ms. Tracy Holmes**Tracy.Holmes@atlanta.k12.ga.us Room 3019**Tutorial: Tuesday morning (7:40 am – 8:40 am)****Website:** |
| **Ms. Tammy Miller**tmiller@atlanta.k12.ga.us Room 3015**Tutorial: Wednesday afternoon (4:20-5:20 pm)****Website: tammymiller.weebly.com** | **Dr. Tiffany Mitchell**tnmitchell@atlanta.k12.ga.us Room 2024**Tutorial: Monday afternoon (4:20-5:20 pm)****Website: drtmitchell.weebly.com** |
| **Ms. Shirley Terry**sterry@atlanta.k12.ga.us Room 2024**Tutorial: Monday afternoon (4:20 – 5:20 pm)****Website: drtmitchell.weebly.com** | **Mrs. Brandy Stacy**brandy.stacy@atlanta.k12.ga.us Room 3039**Tutorial: Friday morning (7:40-8:40 am)****Website: brandystacy5.weebly.com** |
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*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 reading texts critically and using those texts as a springboard for various writing styles, demonstrating the rules of grammar, and developing oral expression.*

*This year you can expect to read a variety of fiction and non-fiction including novels, short stories, dramas, poetry, and essays. These writing pieces will model the different writing styles we will implement this year. Writing assignments will include timed responses, journal writing, essays, critiques, and creative pieces. Vocabulary, spelling, and grammar assignments will also be an important part of this class. Because we are a community of learners, please also expect to work periodically in group situations and to present information to your peers in groups or individually. Atlanta Public Schools utilizes the Georgia Standards of Excellence which emphasizes rigor. [www.georgiastandards.org]*

Course Outline:

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| Unit 1: | *Unit 1* of the ELA Unit will cover the theme of *Life, Love, and Learning* and items pertaining to:* a collection of inspirational stories for teenagers that includes the following lessons: the nature of friendship and love; the importance of belief in the future; the value of respect for yourself and others; and dealing with tough issues such as life death, suicide, and the loss of love

The major Georgia Standards of Excellence that students will cover include:ELAGSE6RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.ELAGSE6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ELAGSE6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.ELAGSE6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.ELAGSE6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.ELAGSE6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.ELAGSE6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
| Unit 2: | *Unit 2* will focus on *Survival Against Unbeatable Odds* by* evaluating survival stories to learn about the importance of positive thinking, problem solving, and constant vigilance when facing any situation, especially one that may prove life threatening. Students will also study characters in literature to learn about the struggle of man versus nature and the life lessons we can learn from the survival stories of others.
* The lesson progressions within the unit place an emphasis on text structure and how story elements (individuals, events, and ideas) develop and interact over the course of a text.

The major Georgia Standards of Excellence that students will cover include:ELAGSE6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).ELAGSE6RL3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.ELAGSE6RI5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.ELAGSE6RL5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plotELAGSE6RI6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.ELAGSE6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.ELAGSE6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| Unit 3: | *Unit 3* will focus on the theme of *Taking a Closer Look* and items * emphasizing learning to compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). Unit three emphasizes reading a balance of literary and informational text and writing both argumentative and explanatory compositions.

The major Georgia Standards of Excellence that students will cover include:ELAGSE6RI5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.ELAGSE6RI6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.ELAGSE6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.ELAGSE6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.ELAGSE6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.ELAGSE6W1: Write arguments to support claims with clear reasons and relevant evidence.ELAGSE6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.ELAGSE6SL5: Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.ELAGSE6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.ELAGSE6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| Unit 4: | *Unit 4* will focus on the theme of *Taking a Closer Look* which is* based on themes revolving around identity, individualism, heroism, innocence, experience, family, media influence, and crisis.

The major Georgia Standards of Excellence that students will cover include:ELAGSE6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.ELAGSE6RI9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).ELAGSE6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.ELAGSE6W1: Write arguments to support claims with clear reasons and relevant evidence.ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.ELAGSE6W6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. ELAGSE6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ELAGSE6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ELAGSE6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.ELAGSE6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
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**Evaluation and Grading:**

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| **Course Components** | **Weights** |

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| **Grading Scale** |
| 100-90 | **A** |
| 89-80 | **B** |
| 79-70 | **C** |
| 69-0 | **F** |
| Not Evaluated | **NE** |

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| Classwork | 30% |
| Homework | 10% |
| Lesson Quizzes | 15% |
| Unit Tests (or Performances) | 25% |
| Projects | 20% |
| **TOTAL** | **100%** |

# **Campus Portal for Parents and Guardians:** Visit - ***https://ic.apsk12.org/portal*** to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

# **Required Materials:**

# 1” Binder , independent reading book, notebook paper , agenda, 5 dividers, writing utensils (black/blue pens or mechanical pencils are required)

## School-wide Behavioral Expectations: Be Safe...Be Responsible...Be Respectful...Be Helpful...Be Mindful

## Classroom Expectations:

Every student is expected to be prepared for class each day. That includes a notebook and/or paper, pencil, other teacher-requested resources, and a colored pen/highlighter as well as being as being an active participant in class. Students are also expected to exhibit behavior conducive to learning and follow all the policies and procedures that are stated in the student handbook.

**LATE ASSIGNMENTS:**It is important that students are responsible and meet established due dates for assignments. A late assignment is defined as work submitted after the teacher collected the assignment.  ***All missing/not turned in assignments will be recorded in Infinite Campus with an "M-Missing" designation.***

**MISSING ASSIGNMENTS (late assignments or unexcused absences):** Students with late assignments or unexcused absences will be expected to submit missed work within two weeks of the end of the grading periods.  The deadlines for missing assignments are as follows:

* Midterm is October 4th. Deadline September 22- (for assignments from August 1-September 21)
* End of Semester is December 22nd. Deadline is December 8th (for assignments from September 22nd -December 7th)
* Midterm is March 16th. Deadline is March 2nd-(for assignments from January 8th through March 1st)
* End of Semester is May 25th.  Deadline is May 11th (for assignments after March 2nd through May 10th)

*As noted above, all missing/not turned in assignments will be recorded in Infinite Campus with an "M-Missing" designation.* ***Late assignments will be assessed a 20% penalty.***

**MAKE-UP ASSIGNMENTS (Excused Absences):** Students with an excused absence will be expected to submit missed work on or before the third class meeting after the absence. Pre-announced assignments are due upon return to school.

**REASSESSMENT OPPORTUNITY:** Reassessment opportunities are available for all students on assessments only.  The reassessment will be a newly generated teacher assessment and the reassessment score will replace the original score.  The reassessment can occur during the class period, tutorial, and/or a lunch-and-learn session (at the teacher’s discretion).

**GIFTED –** Any student in a gifted course will be instructed at a pace that provides enrichment and acceleration in areas of student strengths. Students in the gifted program will receive differentiation of content, process, product, and/or learning environment in order to appropriately challenge and maximize engagement of gifted learners. Information about the gifted programming standards can be found at:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx><http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx>

**School-wide Expectations**:

**MASTERY LEARNING:** With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

**PROGRESS REPORTS:** Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Progress reports with plans for remediation will be provided for all students making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Also, see Board Policy Administrative Regulation IHA-R(1) under “Students in danger of not meeting academic expectations” for further information. Teachers will:

* Contact parents/guardians early in the semester if academic, attendance, or behavioral difficulties are apparent.
* Notify the counselor, Student Support Team (SST)/Response to Intervention (RTI) Chair, and/or an Assistant Principal of serious problems that are affecting classroom performance.
* Set up parent conferences as necessary.

**ATHLETIC ELIGIBILITY:** Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. A master list of students participating in extracurricular activities and athletics under the auspices of the GHSA will be available to all staff.

**Our Vision**: Creating a Culture of Excellence

**Our Mission**: Establish a rigorous curriculum that allows all students to work to their highest potential and contribute to the community as socially responsive citizens.



**Receipt of Syllabus**

**Course Name:** 6th Grade ELA

**Teacher Name:** Mrs. Ann Head, Ms. Tracy Holmes, Ms. Tammy Miller, Dr. Tiffany Mitchell, and Mrs. Brandy Stacy

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*Student Signature**Parent/Guardian Signature*

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*Date**Date*