

Textbook:

Price to replace textbook: Various Novels \$ 10-18

Course Description: Clark County School District is implementing the National Common Core State Standards, which can be found at www.corestandards.org

- I. Course goals
 - a. To read and study a wide variety of text (e.g., informational, fiction and non-fiction, expository) independently and proficiently. [RL.6.1-7, 9, 10; RI.6.1-10]
 - b. To respond, and/or explain, in writing or speaking with a focus on how an author conveys the theme or central idea of a text through structure and details, how an author develops point of view in text, and how an author develops an argument.[RL.6.5; RI.6.5; W.6.1-8; SL.6.3; L.6.1]
 - c. To demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking. [W.6.4, 5; SL.6.6; L.6.1-3]
 - d. To generate and support ideas by conducting short research projects and gathering relevant information from multiple print and digital sources to use when writing or speaking. [RL.6.1; RI.6.1; W.6.7-9; SL.6.1]
 - e. To combine information from multiple sources to support analysis of literary and informational text to produce clear and coherent writing appropriate to task, purpose, and audience. [RL.6.1; RI.6.1; W.6.1, 2, 4, 8, 9; SL.6.1a, 2-4, 6; L.6.1-3, 6]
 - f. To explore the elements of text, selected from a range of sixth-grade literary and informational text exemplars, to understand how authors use structure, word choice, details, and elaboration to convey the theme, central idea, or purpose of a text.[RL.6.1-6; RI.6.1-6; W.6.1, 2; SL.6.4; L.6.4-6]
 - g. To learn the purposes and characteristics of the major genres of text (e.g., prose, poetry, drama, literary non-fiction). [RL.6.1-7, 9, 10; RI.6.1-10; W.6.1-3]
 - h. To apply the general strategies of organization, and revision to produce writing (e.g., argument, expository, narration) appropriate to task, purpose, and audience whether over time or under a tight deadline. [W.6.1-10]
 - i. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6-7 reading and content, choosing flexibly from a range of strategies. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.6.4-6]
- II. Course content and time schedule (sequential)
 - a. This one-year, two-period course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build knowledge and critical-thinking skills through close

reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills the sixth and seventh-grade English requirement and the sixth and seventh-grade reading requirement for promotion.

- b. Quarter 1: Novel: *The Bad Beginning* will review grammar, figurative language and sentence structure. Students will determine a theme 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.
- c. Quarter 2: Novel: *The Miserable Mill*. Students will 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 toward a resolution.
- d. Quarter 3: *The Wide Window*. Students will 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 plot.
- e. Quarter 4: *The Reptile Room*. Students will 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.
- f. Quarter 1-4 Students will also read non-fiction article from *Scholastic News: Action Magazine*. Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

III. Course activities

- a. Journal writing on a regular basis
- b. Using the writing process to complete final drafts
- c. Participation in class discussions, small group activities, and presentations
- d. In-class assignments
- e. Special projects/homework
- f. Silent/oral reading

IV. Evaluation

- a. Criteria for arriving at students grades –
 - i. Participation/contribution/attendance- Students are expected to participate, contribute to classroom discussion and have good attendance.
 - ii. Homework/in-class assignments- Homework, classwork and other formative assessments (40%) of quarter grade.
 - iii. Test/quizzes- Quizzes, tests, major writings, cumulative presentations, and any other summative assessments (60%) of quarter grade
 - iv. Special projects- projects will be given at teacher discretion. All projects given will be assessed at a summative assessment grade.
- b. Semester exams will be worth 20% of the SEMESTER grade
 - i. Semester exams will not be administered early. Students who are absent may make-up their exams on the district approved make-up day.
- c. Explanation of student grades
 - i. A 100 – 90%
 - ii. B 89 – 80%
 - iii. C 79 – 70%
 - iv. D 69 – 60%
 - v. F 59 and below

- d. How and when students will be advised of their grades
 - i. Parents and students are urged to check the Infinite Campus Portal for grades regularly.
- e. Citizenship/behavior expectations
 - i. 0 Fractions – Outstanding
 - ii. 2-3 Fractions – Satisfactory
 - iii. 4-5 Fractions- Needs Improvement
 - iv. 6+ Fractions- Unsatisfactory
- f. Late Work policy – If a student does not complete any assignment (for reasons other than an absence), they will be assigned a make-up work detention the following school day from 3:30 to 4:25 EVEN if they turn the assignment in the next school day.
- g. Test retake policy – A student may only retake a test if 1) all assignments have been turned in 2) the student has asked for help, clarification, or exhibited evidence of further studying and a further mastery of the subject matter.

V. School-Wide Rules

- a. Follow directions quickly.
- b. Raise your hand for permission to speak.
- c. Raise your hand for permission to leave your seat
- d. Make SMART Choices: Kindness, Leadership, Courage, Invincible Grit, Creativity
- e. Work hard to do your best for your teachers and parents at all times.
- f. ♦Keep your eyes on the target. ♦

VI. TARDY POLICY – Progressive Steps

- a. 1st Tardy – Warning & Parent Phone Contact
- b. 2nd Tardy – Warning & Parent Phone Contact
- c. 3rd Tardy – Non-TRS RPC
- d. 4th Tardy – After School Detention
- e. 5th Tardy – In-House Suspension (IHS)
- f. 6th Tardy – Required Parent Conference – RPC/Tardy Contract
- g. 7th Tardy – IHS/parent and student meet with the principal

VII. BEHAVIOR- Progressive Discipline

- a. 1st Incident – Verbal warning
- b. 2nd Incident - Parent contact by teacher
- c. 3rd Incident – Written contact to parent
- d. 4th Incident – Counselor referral
- e. 5th Incident – Deans' referral

VIII. Supplies needed for this course

- a. Pencils/pens
- b. Notebook
- c. Folder
- d. School iPad

IX. Utilizing technology to learn – At Leavitt, we want to encourage the daily use of technology in and out of the classroom to further enhance the educational experience. As such, Leavitt will be providing

students with individual devices in all grades to utilize in class and at home. Students will also be provided with a Google email address to correspond with their teacher and classmates on projects, as well as to turn in assignments. Students may choose to utilize their own electronic tablets (iPads, Kindle Fire, Samsung, etc.) cell phones, laptops, and reading devices for educational purposes. Please be reminded that your student is responsible for the safety of their personal device and must utilize the district's Wi-Fi to ensure their internet safety. All use of these devices will be for educational purposes and must be approved by the individual teacher.

- X. Teacher's hours of availability
Teacher's hours of availability- 8:30AM-3:41PM. I will be available at other times by appointment only. Passes must be obtained by me ahead of time if the student plans on coming to the classroom before 9:00AM.
Email: clarkv@nv.ccsd.net