

Course Description: The CCSD is implementing the National Common Core State Standards, which can be found at www.corestandards.org. The 6th grade accelerated ELA program will encompass project based learning. The major differences between the accelerated class and a regular ELA class are pace, depth, and a greater amount of group and independent working opportunities.

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]

II. Course activities

- a. **Testing** – Tests and quizzes will be administered throughout the course to determine individual student progress. Semester exams are required.
- b. **Assignments** – Homework will be assigned as needed.
- c. **Make-up work** – When a student is absent, he/she is responsible for initiating contact with the teacher within three days of return in order to receive make-up assignments and due dates.

III. 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 the teacher 's 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. Citizenship is taken very seriously here at Leavitt Middle School. Teachers expect students to bring supplies to class, pay attention, stay on task, talk when appropriate, be respectful to all teachers and students, and not eat in class. Cell phones may be used for an academic purpose but not heard. These are only a few of the reasons why a student might lose citizenship points. Any other actions that disrupt the learning environment of the classroom or other students will also be documented. Below is the scale for citizenship.
 - 1. 0-2 infractions- Outstanding
 - 2. 3-5 infractions-Satisfactory
 - 3. 6-8 infractions -Needs Improvement
 - 4. 9 or more infractions- Unsatisfactory
 - f. Late Work policy – **Optimal student learning happens only if work is done in a timely fashion. If it is not turned in on time, a 10% penalty will be assessed for the first week. After a week, the assignment will be assessed with a 50% penalty. Late work will be accepted up until one week prior to the end of the quarter. I ask parents to support me in helping students fulfill their responsibilities.**
 - 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.**

IV. **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. (Diamond Rule)

V. **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

VI. **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

VII. Supplies needed for this course

- a. Pencils with erasers
- b. Charged iPad with assigned apps
- c. Book/magazine/comic/other appropriate reading material of choice to read for class everyday

VIII. 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 Wifi to ensure their internet safety. All use of these devices will be for educational purposes and must be approved by the individual teacher.

IX. Teacher's hours of availability

- a. I am available most days immediately before (8:30 a.m.) and after (3:21 p.m.) school. Students must make prior arrangements with me because I may have a conference or meeting already scheduled. **The quickest, most efficient way to contact me is via email at fordlk@nv.ccsd.net.**