

Textbook:

Price to replace textbook: Various novels

\$5-\$12

Course Description: The CCSD 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]

II. Course content and time schedule (sequential)

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.

- a. Quarter 1 will review grammar, figurative language and sentence structure. The Birchbark House and Love, Ruby Lavender will be taught in conjunction with taking notes about the novels. A research project on Native Americans will also be included.
- b. Quarter 2 will continue to work on sentence structure and writing. Students will write a short story and a personal narrative of their choosing. Students will focus on narratives and telling stories. Using plot map diagrams, students will be able to identify parts of a plot and build their stories with characters, setting, exposition, rising action, climax, falling actions and resolutions.
- c. Quarter 3 will focus Greek mythology. Students will research Greek gods. Students will create a project around a Greek god that focuses their research and will write a paper to explain their findings. We will read Percy Jackson: The Lightning Thief. Students will also read Beowulf and write a persuasive essay on epic heroism.
- d. Quarter 4 will focus on Shakespeare and poetry. Students will research William Shakespeare and identify their favorite sonnet. Students will read Romeo and Juliet and create a video to re-enact a scene from the play. Students will create a poetry book about things they like and add their own designs.

III. 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.

IV. **Curricular programs** – Twice a week students will use Lexia Core Phonics 5 to improve reading skills. Students can complete this activity at home on the computer or with their iPads. Headphones are required for the classroom. It is suggested that headphones be kept at school. They will be used Monday and Friday.

V. 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.
 - ii.
- e. Citizenship/behavior expectations
 - i. 0 Infractions Outstanding
 - ii. 2-3 Infractions Satisfactory
 - iii. 4-5 Infractions Needs Improvement
 - iv. 6+ Infractions 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.

VI. 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. ♦

VII. 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

VIII. 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

IX. Supplies needed for this course

- a. Pens
- b. Pencils
- c. School iPad
- d. Headphones

- X. 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.

XI. Teacher's hours of availability

- a. I am available before school Tuesday, Wednesday and Thursday. I am also available by appointment. If the student needs to meet with me, it is best they make an appointment so I can make the time available. The quickest, most efficient way to contact me is via email at my work email, tsinna@nv.ccsd.net