

Textbook:

Price to replace textbook: \$ 17.58

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 content and time schedule (sequential)

- a. Unit 1- Childhood- What are some of the challenges and triumphs of growing up?
 - i. Throughout this unit you will deepen your understanding of the stage of life known as childhood through reading, writing, speaking, listening, and presenting.
 1. Performance Tasks-
 - a. Writing Task
 - i. Write a nonfiction narrative
 - b. Speaking and Listening Focus
 - i. Present a retelling
 2. Performance-based assessment prep
 - a. Review evidence for a nonfiction narrative
- b. Unit 2- Animal Allies- How can people and animals relate to each other?

1. Throughout this unit you will deepen your understanding of the ways that people and animals can relate to each other by reading, writing, speaking, and presenting.
 - Performance Tasks-
 - a. Writing Task
 - i. Write an explanatory essay
 - b. Speaking and Listening Focus
 - i. Deliver a multimedia presentation
 2. Performance-based assessment prep
 - a. Review evidence for an explanatory essay
- c. Unit 3- Modern Technology- How is modern technology helpful and harmful to society?
 - i. Throughout this unit you will deepen your understanding of the impact of modern technology on society by reading, writing, speaking, and presenting.
 1. Performance Tasks-
 - a. Writing Task
 - i. Write an argument
 - b. Speaking and Listening Focus
 - i. Deliver a multimedia presentation
 2. Performance-based assessment prep
 - a. Review evidence for an argument
- d. Units 4- Imagination- Where can imagination lead?
 - i. Throughout this unit you will deepen your understanding of imagination by reading, writing, speaking, and presenting.
 1. Performance Tasks-
 - a. Writing Task
 - i. Write a fictional narrative
 - b. Speaking and Listening Focus
 - i. Present a fictional narrative
 2. Performance-based assessment prep
 - a. Review evidence for a fictional narrative
- e. Unit 5- Exploration- What drives people to explore?
 - i. Throughout this unit you will deepen your understanding exploration by reading, writing, speaking, and presenting.
 1. Performance Tasks-
 - a. Writing Task
 - i. Write an argument
 - b. Speaking and Listening Focus
 - i. Present an argument
 2. Performance-based assessment prep
 - a. Review evidence for an argument
 - b.

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. 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 regularly.

- e. Citizenship/behavior expectations

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.

0-2 infractions- Outstanding
3-5 infractions-Satisfactory
6-8 infractions -Needs Improvement
9 or more infractions- Unsatisfactory

All reports of misconduct will be documented in the teacher's grade book so the students and parents will be able to check Infinite Campus to see what his or her current citizenship grade is, and why points have been lost.

- 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- If a C or below is earned on a summative assessment, an opportunity will be provided to retake the assessment. Students will be required to participate in remediation on the topic before they are allowed to retake the test.

- V. Supplies needed for this course
 - a. Composition notebook (not spiral)
 - b. 2-pocket folder with prongs for paper
 - c. Loose-leaf lined paper
 - d. Blue or black ink pen
 - e. Highlighters
 - f. Scissors
 - g. Colored Pencils
 - h. Mechanical pencils
 - i. Book of choice to read for class everyday

- VI. Utilizing technology to learn - This year, 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.

- VII. 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 lw Parker@interact.ccsd.net.