



Syllabus

Sixth Grade English Language Arts

Mrs. Erin Frost, Ed.S.

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<https://www.rcboe.org/Domain/13077>

Course Description:

The sixth-grade Language Arts curriculum focuses on grammar, writing, literature, and vocabulary to continue students' developmental ability to communicate and think creatively and critically.

Textbook and Materials:

Sadlier Vocabulary Workshop Level A	1 or 1 ½ inch binder with 5-tab dividers
Georgia Collections Textbook (provided)	Notebook paper (wide ruled preferred)
Novels	Pens and pencils
Composition notebook	Colored pencils/markers (To Keep at Home)
Enthusiasm	Imagination

Wish List Items: pencils, tissues, Clorox/Lysol wipes, electric pencil sharpener

Textbooks and vocabulary workbook will be used in class as the instructor indicates.

Assignments:

In an effort to make learning exciting and engaging, I will utilize various types of assignments throughout the year. Assignments may include but are not limited to the following: read a minimum of three novels this year, complete vocabulary assignments utilizing a choice board, journal writing, informational research and writing, persuasive writing and public speaking, and much more.

Grading Procedures:

Grades will be computed using the following percentages.

Tests and Projects – 40%

Quizzes – 30%

Classwork – 20%

Homework – 10%

Course Policies:

- Classwork and tests must be submitted by the end of the class period.
- Classwork and projects must be submitted by the assigned due date. Ten points will be deducted for each day the classwork and/or project is turned in late.
- Homework will NOT be accepted late.
- In the event of an absence, all homework and/or assignments are due upon return to school.

Class Rules and Expectations:

- The classroom will maintain a positive and respectful environment at all times.
- Students will be in class on time and will be dismissed by the instructor.
- Students will complete all assignments on time to the best of their ability.
- Electronic devices may ONLY be used with teacher permission.

Big Ideas to be studied:

- Locate and use textual evidence to support logical conclusions
- Analyze words and text – infer, draw conclusions, summarize
- Interpret works - differing viewpoints and insight, structure, purpose strengthening understanding,
- Integration of knowledge and ideas – comparing/contrasting, evaluate arguments
- Compare and contrast text from differing genres – poetry, drama, novel, historical fiction, fantasy, science fiction, narratives
- Determine central ideas and themes, events and ideas – Development over the course of a text
- Informational Text – integrate and evaluate information presented in different formats
- Understand text types and purposes
- Define, analyze, and present information in a formal style.
- Write purposeful narratives with well-chosen details and events.
- Demonstrate a clear understanding of the writing strategies.
- Use technology to gather, produce, and publish writing.
- Demonstrate conventions of standard English in writing and speaking.
- Determine or clarify the meanings of unknown and multiple-meaning words, phrases and their relationships.

Course Topics:

The course will cover the following topics:

- ✓ Literary Reading and Informational Reading
- ✓ Craft and Structure of words, sentences, paragraphs, chapters, scenes, and stanzas
- ✓ Integration of Knowledge and Ideas – Compare and contrast the experience of reading a story, drama, or poem to listening or viewing and audio, video, or live version
- ✓ Read and comprehend literature, stories, dramas, and poems in the 6 – 8 grades complexity band.
- ✓ Writing arguments to support claims.
- ✓ Write informative/explanatory texts.
- ✓ Produce clear and coherent writing for publishing and distribution.
- ✓ Conduct short research projects by gathering relevant information from multiple print and digital sources.
- ✓ Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ✓ Write routinely over extended time frames (research, reflection, and revision) and shorter time frames (a single sitting or a day or two)
- ✓ Engage effectively in a range of collaborative discussions
- ✓ Present claims and findings, sequencing ideas logically and using pertinent descriptions
- ✓ Use appropriate eye contact, adequate volume, and clear pronunciation
- ✓ Present knowledge using multimedia components and visual displays for clarifying information

Differentiation offered for Gifted Students

Teachers will make available the following differentiation for identified gifted student body.

- ✓ Pre-testing and tiered activities will be available for students who have mastered material.
- ✓ Alternate assignments will be offered as needed.
- ✓ Independent studies may be offered for high-interest areas.
- ✓ Learning and behavior contracts will be drawn up and followed for gifted students.
- ✓ Technology-based products/projects will be assigned including websites, podcasts, and movie-making.
- ✓ Higher level questions are asked of the class as well as to gifted students.
- ✓ Tic Tack Toe menus are offered to allow students to choose activities and projects.
- ✓ Reading journals are kept by all students.
- ✓ Flexible grouping is used in classroom to allow students to move in and out of groups based on need, ability and interest.
- ✓ Peer teaching and editing will be used in writing classes as well as teacher conferencing when appropriate.

Middle School Discipline Policy

Daily school performance is documented using ClassDojo.
 Conduct is a weekly grade.
 ClassDojo parent codes are issued by homeroom teachers.

Points	Action
Loss of 15 points	<ul style="list-style-type: none"> • Student issued Minor Incident Report • Refer student for guidance intervention • Parent signature required
Loss of 20 points	<ul style="list-style-type: none"> • Reflection Time/ student-teacher conference • Refer student for admin. Intervention. • Student issued 2nd Minor Incident Report • Parent signature required
Loss of 25 points	<ul style="list-style-type: none"> • Student issued 3rd Minor Incident Report • Student-teacher conference • Request parent conference with the discussion of a behavior Rtl/MTSS intervention at that point (monitor conduct average) • Parent signature required
Grade of 70-74	<ul style="list-style-type: none"> • Student issued Detention • Parent signature required
Conduct 69 or below	<p>Interventions and opportunities for correction have been implemented and provided</p> <ul style="list-style-type: none"> • Student issued Discipline Referral

Types of Infractions *only a snapshot- does not include all infractions

Not following directions	Off task/not working	Excessive talking
Unprepared- no pencil	Unprepared- no homework	Technology misuse
Disruptive	Sleeping	Hallway Misconduct

ClassDojo is designed to give you an accurate snapshot of daily conduct and daily performance in each class that the student attends.

Parental/Guardian Role

By logging into the ClassDojo app/site daily, you will have an accurate snapshot of the student's day. The page is designed to serve as your one-stop daily view of your child's school day, and it is a great conversation tool to discuss successes and areas that need attention. You can also message student's homeroom teacher and interact with class stories posted by teacher.

Please contact teacher via email with any questions and concerns. If you do not hear back within 24 hours, send another email please.

For conference scheduling, please contact Kimberly Schnorbus schnoki@boe.richmond.k12.ga.us

ACKNOWLEDGMENT OF SYLLBUS 2019-2020

Instructor

Erin Frost

I HEREBY ACKNOWLEDGE THAT I HAVE RECEIVED THE 2019-2020 SYLLUBUS, AND I UNDERSTAND THE FOLLOWING POLICIES AND/OR INFORMATION:

- TEACHER CONTACT INFORMATION
- COURSE DESCRIPTION
- ACADEMIC EXPECTATIONS AND GOALS
- COURSE MATERIALS
- GRADING SCALE
- HOMEWORK POLICY
- LATE WORK POLICY/ ABSENCES
- DISCIPLINE POLICY/ CLASSDOJO

Student name: _____

Parent name: _____

Parent signature: _____

Date: _____

Your Contact info

[Email](#)

Phone number

Questions/concerns
