**6th Grade English Language Arts**

**Course Syllabus 2025- 2026**

**Mr. T. Wells**

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Class Dojo: Code Generated for Each Student

**Course Description and Objectives**

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| In sixth grade, English language arts instruction engages students in increasingly sophisticated interpretation and creation of texts across a variety of genres and purposes. This subject emphasizes purposeful reading, writing, speaking, listening, creating, and viewing to support comprehension and composition. Students build a deeper understanding of author’s craft, structure, and style while developing their own voice through the use of organization, craft, and technique. They expand their vocabularies and apply grammar convention knowledge, including syntax, to enhance clarity and expression. Writing instruction includes analysis and revision, with students making intentional choices based on genre, purpose, audience, organization, and style. Collaborative discussions and multimodal presentations strengthen communication skills, while research and analysis deepen students' ability to evaluate sources, synthesize information, and support ideas with evidence. This subject must utilize the 6–8 standards and sixth grade expectations outlined in Georgia’s K–12 English Language Arts (ELA) Standards. |

**Textbook**

*Houghton Mifflin Harcourt into Literature*

Students will be assigned a textbook that will remain in the classroom to support daily instruction. If a student chooses to take the textbook home, they are responsible for bringing it back to class each day.

Online access via LaunchPad- (Ed) Georgia Science

**Novels**

Throughout the school year, students will read a variety of engaging novels that support our 6th-grade English Language Arts curriculum. The final selection of novels will be determined by the teacher based on instructional goals, student needs, and class pacing. Parents and students will be notified in advance of each novel study.

* The Giver by Lois Lowry
* Crispin: The cross of Lead by Avi
* Holes by Louis Sachar
* New Kid by Jerry Craft

**Unit/Concept Names**

Unit 1- Poetic Techniques

Unit 2- Argumentative Techniques

Unit 3- Expository Techniques

Unit 4- Narrative Techniques

Unit 5- Research & Analysis

Unit 6- Review Unit

*Each Unit will be taught in approximately 27 days.*

**Richmond County Board of Education Grading Policy**

Final grades will be determined by the cumulative semester average using the following criteria:

Minor Grades 60% (quizzes, labs, and other graded assignments to assess certain standards in a unit of study.)

Major Grades 40% (unit tests, essays, research papers, project-based assignments, and other culminating assessments to measure mastery of standards that comprise a unit of study.)

**Academic Grading Scale**

 A (90-100) B (80-89) C (75-79) D (70-74) F (below 70)

Parents are encouraged to monitor their child’s grades using the district Infinite Campus Parent Portal.

Please contact the front office at 706-796-4952 for information to gain access to Infinite Campus.

**Academic Dishonesty**

The Student Code of Conduct, Rule 1(A)(t), states that no student shall cheat, alter records, plagiarize, receive unauthorized assistance or assist another in any type of academic dishonesty. The determination that a student has engaged in academic dishonesty will be based on the judgment of the classroom teacher and a supervising administrator, taking into consideration any written materials, observation, or information from witnesses. Students found to have engaged in academic dishonesty will be subject to disciplinary actions as outlined in the Student Code of Conduct. Additionally, the task may be entered as “incomplete” and the student required to redo the assignment or retake the assessment.

**Late Work**

Late work is defined as assignments that are submitted after the specified deadline. This does not apply to work submitted late due to absence from school. Students are expected to submit assignments on time. Multiple incidents of late work may result in teacher-student-parent conferences to examine and correct the student’s work habits through a behavior and academic contract. Students in grades 6-12 may have their scores reduced by 5% per school day for a 25% maximum reduction (five school days). Late work submitted after the fifth school day will only be accepted at the teacher’s discretion. Completing work in a timely manner during the learning unit is essential for academic success. If the score is reduced for late work, the teacher must make a notation in the Infinite Campus comment section of the gradebook to reflect the reduction for late work.

**Make-up Work**

Students are expected to make-up assignments and assessments that were missed due to absence from school. Students are responsible for asking teachers for the make-up work upon returning to class. Make-up work should be completed by the student within the time specified by the teacher. Teachers should provide reasonable timelines for completing make-up work. Generally, such work should be completed within 5 days of returning to school. A student should not be required to take a quiz or test on their first day back at school if the assessment was first announced during their absence. Graded assignments should be scored to accurately reflect the level of mastery of standards.

**Homework**

Each day, students are expected to check the homework board and write the assignment in their planner. Homework will **NOT** be given every night, only on a needed basis.

Students will receive homework to enforce key concepts discussed during class. Students are expected to complete and turn in all homework in a timely manner. Homework is usually due the next day, unless otherwise specified by the teacher.

**Projects & Presentations**

In alignment with Georgia’s K–12 English Language Arts (ELA) Standards, students will complete a variety of projects and presentations that deepen their understanding of literature, language, and communication. These tasks are designed to develop critical skills such as textual analysis, academic writing, research, and oral communication.

Types of projects and presentations may include:

**Literary Response Projects:** Analyzing theme, setting, characters, and structure across genres using textual evidence.

**Argumentative and Informational Writing Projects**: Writing clearly organized essays that use claims, reasons, and evidence or factual information to explain or inform.

**Creative and Narrative Writing**: Crafting original stories, journal entries, or fictional pieces using dialogue, pacing, and descriptive details.

**Research Presentations:** Investigating topics and presenting findings using multiple sources with proper citations.

**Speaking & Listening Activities**: Engaging in structured discussions, oral storytelling, dramatic readings, or digital/multimedia presentations to strengthen speaking and listening skills.

All projects will include clear guidelines and rubrics. Students will receive support through scaffolding, modeling, and feedback, with class time provided for preparation. Some components will require completion at home. Timely submission and academic integrity are expected.

**Please Note:** Students will occasionally be asked to read aloud during class, either individually or in groups, to build fluency, confidence, and comprehension. Reading aloud is a key part of literacy instruction and classroom engagement. All efforts will be made to create a supportive environment where every student feels safe and respected. Accommodations will be made as needed.

**Relearn & Reassess (R&R Procedures)**

After any major assessment, students will have the opportunity to submit a relearning plan for parent and teacher approval. Upon satisfactory completion of the plan, as determined by the teacher, students will be given **ONE** opportunity to be reassessed. Students scoring below 70 on a major assessment should be expected to complete a relearning plan unless exempted with parent approval.

Teachers have discretion to determine if R&R opportunities will be given for any **minor assessment**.

**Technology Use**

Technology will be an integral part of our learning experience this year. Students will use district-issued Chromebooks and digital platforms such as **LaunchPad**, **Google Docs**, and **Ed: HMH Into Literature** to access class materials, complete assignments, conduct research, and collaborate with peers.

Students are expected to:

* Use devices responsibly and only for academic purposes during class.
* Follow all RCBOE policies regarding acceptable technology use.
* Keep login credentials private and secure.
* Treat school technology with care. No food, drinks, or rough handling near devices.

**Important:** Improper use of technology, including accessing unapproved websites, using AI programs without permission, or damaging school equipment, will result in disciplinary action and/or loss of device privileges.

**AI Guidance**

The Student Code of Conduct, Rule 1(A)(t), states that no student shall cheat, alter records, plagiarize, receive unauthorized assistance, or assist another in any type of academic dishonesty. The unauthorized or improper use of an artificial intelligence (AI) program constitutes academic dishonesty.

**Cell phones** are not permitted in class, per school policy, and should not be seen nor heard. Students should turn cell phones off and place them in their bookbags.

**Classroom Procedures & Expectations**

Students are expected to come to class every day prepared and ready to learn with a positive attitude. Students are required to act in a behavior conducive to learning, according to Richmond County Board of Education Schools code of conduct, and those rules established by Belair Middle School. If students cannot follow the rules, they will be disciplined according to the steps and procedures detailed in the Student Handbook.

Behavior Resolution Steps:

1. Verbal Warning
2. Negative Dojo Point
3. Parent / Guardian Contact (Minor Referral will be documented in Spotlight)
4. Timeout / Reflection (Minor Referral will be documented in Spotlight)
5. Administrative Behavioral Referral

\*Parents / Guardians will receive a copy of any referrals submitted.

Students will respect their work environment and everyone in it.

Students will follow all directions the first time given.

Students will be prepared, prompt, and in the appropriate location.

Students will complete all assignments on time.

Students will raise their hands to answer questions and leave their seat.

Students will always keep their hands and feet to themselves.

Students will use academic and other appropriate language.

Students will comply with all guidelines found in the RCBOE student handbook.

**Course Materials**

* 1 Composition Notebook
* 1 3-prong Folder
* Pencils
* 2 Packs of College-Ruled Paper
* Index Cards
* Highlighters
* Reading Material
* Post-it notes

**Communication Policy**

Open and consistent communication between home and school is vital to student success. I will keep families informed through the following channels:

* **ClassDojo (Primary form of Communication):** Please utilize as a first choice. Used for daily behavior updates, classroom announcements, reminders, and quick check-ins. A unique code will be provided to each family.
* **Email (Wellsty@boe.richmond.k12.ga.us):** Best for academic questions, concerns, or longer messages. I will typically respond within 24 hours on school days.
* **Phone (678-827-3029):** For urgent concerns, please text FIRST during reasonable hours (7:30 AM – 6:00 PM). Please include your name and student name within the message. I will text / call back at the earliest convenience.
* **Progress Reports & Infinite Campus:** Parents are encouraged to regularly monitor academic progress through the Parent Portal. Contact the school front office for setup support.

**Please refer to the Student Code of Conduct for further guidance on Richmond County School System’s policies and procedures.**

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Please sign and return this portion of the syllabus to affirm that you have reviewed this document:

Student’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

Parent Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_