

6th Grade ELA/Science Course Syllabus
Teacher: Mrs. J. Roberson
Email: roberja@boe.richmond.k12.ga.us

“The more that you read, the more things you know. The more that you learn the more places you’ll go.”
Dr. Seuss

**WELCOME TO SIXTH GRADE Language and Literature** Sixth grade is an exciting time as children embark upon new adventures in the world of learning. This is a year of important transitions, as well as one in which the acquisition of new skills is accelerated. I hope to make your child’s learning experiences a fun and exciting one, and I hope to instill a love of learning that will last throughout your child’s year of schooling and adulthood. It is extremely important to keep in mind that we build on small successes. Each child will progress at his/her own rate, acquiring new skills as he/she is developmentally ready. Therefore, maintaining each child’s self-esteem and building a secure foundation for future growth will always remain a priority in our classroom. I am looking forward to working with your child this year and helping him/her to achieve their fullest potential. My educational philosophy as a teacher has always been to maintain the perception that the young minds sitting before me are the future citizens of our world. I see myself as having a large impact on their future development and growth towards their search of identity and outlook on life itself. It is my desire as an educator to help students meet their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas. Overall, there are three elements that I believe are conducive to establishing such an environment, (1) the teacher acting as a guide, (2) allowing the child’s natural curiosity to direct his/her learning, and (3) promoting respect for all things and all people.

**COURSE DESCRIPTIONS:** This Language Arts Class is designed to increase the foundation for the student’s study of modern literature, vocabulary, writing grammar, your communication skills through reading, writing, speaking and language arts. Our primary focus in language arts class will be mastery of different writing styles, demonstration of the rules grammar, and the ability to express yourself effectively through various mediums of communication in direct correspondence to the Common Core State Standards. This year we will read a variety of fiction and nonfiction text including novels, short stories, drama, poetry, and essays. These writing pieces will model the different writing styles we will be working on ourselves. Writing assignments will include timed responses, journal writing, essays, critiques, and creative pieces. Vocabulary, spelling and supplemental grammar assignments (as needed) will also be an important part of this class. Because we are a community of learners, please also expect to work periodically in cooperative learning situations and to present information to your peers in collaborative teams as well as individually.

INSTRUCTIONAL PHILOSOPHY: Middle School is a difficult time for some young students. This era of academic, mental, social and physical changes makes it challenging for even the most experienced teachers to approach each child effectively. Teaching philosophies in middle school need to address the specific needs of students at this tender age of development. There are many individual and established philosophies on teaching at the middle school level, but many of them have certain aspects in common. Some key concepts to a middle school teaching philosophy include the following: Make sure that the learning environment is a safe, secure place where students feel accepted, encouraged and supported. Having a safe environment inspires further learning and open inquiries communication. Effective, frequent and honest communication between children, teachers and parents will keep students in a trusting and caring relationship with those around them. This will make learning, instructing, and student involvement.

BEHAVIOR EXPECTATIONS:
1. Behave in a manner that reflects the good and appropriate behaviors you have been taught at home.
2. Be on time to class
3. Come to class with supplies and assignments
4. Study/learn the material that is taught
5. Raise your hand and wait to be knowledge before you share

CONSQUENCES:
1. Students-Teacher Conference
2. Verbal Warning
3. Call parent/guardian
5. Parent conference
6. Referral to administration

WHEN YOUR IN THE CLASSROOM/SCHOOL:
1. Respect and value all members of the Hephzibah Middle School faculty, staff, community and visitors.
2. Follow directions of adults the first time they are given.
3. Raise hands and wait for permission before speaking or leaving their seat.
4. Participate actively and give their all to the lessons.
During the school, year we will go over these expectations extensively so we are all on the same page and so there is not confusion.

CLASSROOM MANAGEMENT:
 In my class, students will be required to demonstrate positive behavior during class. Students will display disruptive behavior will receive team/administration conferences. Students with consistently positive appropriate behavior will be rewarded with praise, positive notes sent home, treats, and other special privileges. Students who demonstrate distracting, disruptive, or disobedient behavior will have team consequences. The teacher will contact the parent/guardian to schedule a conference.

Academic Grade Reporting:

**Middle School**
Middle school student performance will be recorded and reported in all courses by numerical grades, based on a 100-point scale.
**Calculation of Final Grades**
Final grades will be determined by the cumulative semester average using the following criteria:
•      **Minor Grades = 60%**

Examples include quizzes, labs, and other graded assignments to assess certain standards in a unit of study
•      **Major Grades = 40%**

Examples include unit tests, essays, research papers, project-based assignments, and other culminating assessments to measure proficiency in standards that comprise a unit of study.