

6thth Grade Language Arts
Course Syllabus: Spring 2021

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Purpose: To guide the development of your own thoughts and to form your own opinions about the texts you read.

Schoology: Schoology is where you will find all of your course material including class resources, assignments, quizzes, essays, and projects. We will be using Schoology every day we have class in order to find links to our online

Powerschool: Powerschool will be used in order to streamline this course. All grades will be posted to Powerschool so if you are ever wondering how well you performed on an assignment or test, you can find your final grades here.

Texts:

Short Story Unit:

- "The Elevator" by William Sleator
- "The Landlady" by Roald Dahl
- "A Sound of Thunder" by Ray Bradbury
- "Eleven" by Sandra Cisneros
- "Harrison Bergeron" by Kurt Vonnegut
- "Raymond's Run" by Toni Cade Bambara

The Egypt Game by Zilpha Keatley Snyder

Good Masters! Sweet Ladies! by Laura Amy Schlitz and illustrated by Robert Byrd

Reporting Standards:

READING

1. CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

WRITING

3. CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
4. CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
5. CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING & LISTENING

6. CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

7. CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LANGUAGE

8. CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

9. CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

6th English Course Requirements:

Formative Assessments:

- Daily work, quizzes, in-class writing, and rough drafts of essays
- Scheduled conferences
- weekly homework packet

Formative Codes:

- EXE – student performance on the learning task exceeds expectations
- MET – student performance on the learning task met expectations
- DNM – student performance on the learning task did not meet expectations
- NC – student has not completed the learning task

Summative Assessments:

- Formal writing (final drafts of essays, short stories, poems, etc.)
- Shadow Boxes (*Percy Jackson* and *Egypt Game*)
- Semester Exam

Summative Scores (1-4)

Standards Referenced Grading Scale:

- **4** = Demonstrates thorough understanding of grade level standards and consistently and independently applies knowledge and skills in a variety of contexts.
- **3** = Demonstrates understanding of grade level standards and applies knowledge and skills in presented contexts.
- **2** = Demonstrates understanding and application of most grade level standards; needs teacher support to demonstrate proficiency.
- **1** = Demonstrates limited understanding and application of grade level standards; needs more instruction and/or practice to demonstrate proficiency.
- **0** = Rarely demonstrates understanding and ineffectively applies grade level standards.

Late Work: Assignments will always be due at the beginning of class on the due date. In order to avoid stress, always plan for the worst. Prepare for your computers to die, printers to run out of ink, and papers to get eaten by dogs. Ensure that your papers are punctual by planning ahead. If assignments are not completed on the due date, you will have until the end of the unit to submit the assignment before it will be marked as a 0.

Academic Integrity policy

You are expected to take credit only for original work that you produce. Plagiarism consists of submitting another writer's work or ideas as your own, or failing properly to credit another writer's words or ideas. It will earn you an automatic 0 for the work, your parents will be notified, and you will be reported to the administration. In order to protect yourself, always document your sources in notes and/or bibliography. Use the Modern Language Association (MLA) guidelines for all citations.

Plagiarism includes passing off someone else's work as your own, copying from your peers, collaborating on individual assignments with peers, and using sources without proper citation.

Behavior Expectations: The values I strive to promote in my classroom are respect and integrity. If the learning community lacks the ability to respect themselves, each other, and the educator then the learning process will become hindered. Every member of my classroom will respect their fellow members and also be respected as well. The members of my classroom must also maintain their integrity in order to be successful. Integrity is a combination of honesty and moral principles. If everyone holds themselves accountable for their education then all work will be a direct reflection of your own skill.

Attendance: If you miss a class, you are responsible for knowing before the next class what you missed and what work is due the day you return. Please ask another student or your teacher what you have missed so that you can get the assignments completed. Remember, you are responsible for making up all the work you have missed.

Readings: In order to give everyone the opportunity to read the texts, I will do my best to give class time for the readings. We will provide separate opportunities to read texts or listen to audiobooks outside of the classroom. There will be more work being read at home in the second semester.