COURSE SYLLABUS

2019-2020

**ENGLISH LANGUAGE ARTS 6**

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| **Teacher: Ms. Abbi Hurt** | **Phone Number: 404-802-3200** |
| **Room Number: 2021** | **Email: Abigail.Hurt*@atlanta.k12.ga.us*** |
| **Semester: 2019-2020** | **Tutorial Days: Wednesday AM** |
| **Textbook: *Collections*** | **Tutorial Hours: 7:40-8:40** |
| **Website: AbbiHurt.weebly.com**  | **Tutorial Location: 2021** |

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| **Teacher: Dr. Tiffany Mitchell** | **Phone Number: 404-802-3200** |
| **Room Number: 2024** | **Email: TNMitchell@*atlanta.k12.ga.us*** |
| **Semester: 2019-2020** | **Tutorial Days: Monday AM** |
| **Textbook: *Collections*** | **Tutorial Hours: 7:40-8:40** |
| **Website: DrTMitchell.weebly.com**  | **Tutorial Location: 2024** |

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| **Teacher: Ms. Tammy Miller** | **Phone Number: 404-802-3200** |
| **Room Number: 3015** | **Email: TMiller*@atlanta.k12.ga.us*** |
| **Semester: 2019-2020** | **Tutorial Days: Wednesday PM** |
| **Textbook: *Collections*** | **Tutorial Hours: 4:20-5:20** |
| **Website: TammyMiller.weebly.com**  | **Tutorial Location: 2015** |

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| **Teacher: Ms. Hannah Lonza** | **Phone Number: 404-802-3200** |
| **Room Number: 3019** | **Email: Hannah.Lonza*@atlanta.k12.ga.us*** |
| **Semester: 2019-2020** | **Tutorial Days: Friday AM** |
| **Textbook: *Collections*** | **Tutorial Hours: 7:40-8:40** |
| **Website:HannahLonza.weebly.com**  | **Tutorial Location: 3019** |

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| **Teacher: Dr. Connie Taylor**  | **Phone Number: 404-802-3200** |
| **Room Number: 3039** | **Email: Connie.Taylor*@atlanta.k12.ga.us*** |
| **Semester: 2019-2020**  | **Tutorial Days: Wednesday PM** |
| **Textbook: *Collections*** | **Tutorial Hours: 4:20-5:20**  |
| **Website:**  | **Tutorial Location: 3019** |

*This language arts class is designed to increase your communications skills through reading, writing, speaking, and the study of the English language. Our primary focus in language arts class will be reading texts critically and using those texts as a springboard for various writing styles, demonstrating the rules of grammar, and developing oral expression. This year you can expect to read a variety of fiction and non-fiction including novels, short stories, dramas, poetry, and essays. These writing pieces will model the different writing styles we will implement this year. Writing assignments will include timed responses, journal writing, essays, critiques, and creative pieces. Vocabulary, spelling, and grammar assignments will also be an important part of this class. Because we are a community of learners, please also expect to work periodically in group situations and to present information to your peers in groups or individually. Atlanta Public Schools utilizes the Georgia Standards of Excellence which emphasizes rigor. [www.georgiastandards.org]*

**Course Outline:**

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| **Unit 1** | *Unit 1* of the ELA Unit will cover the theme of *Life, Love, and Learning* and items pertaining to a collection of inspirational stories for teenagers that includes the following lessons: the nature of friendship and love; the importance of belief in the future; the value of respect for yourself and others; and dealing with tough issues such as life death, suicide, and the loss of love.* **Major Project: Independent Book Project (1st Nine Weeks)**
* **Novel: *The Outsiders* by S.E.Hinton**
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| **Unit 2** | *Unit 2* will focus on *Survival Against Unbeatable Odds* by evaluating survival stories to learn about the importance of positive thinking, problem solving, and constant vigilance when facing any situation, especially one that may prove life threatening. Students will also study characters in literature to learn about the struggle of man versus nature and the life lessons we can learn from the survival stories of others. The lesson progressions within the unit place an emphasis on text structure and how story elements (individuals, events, and ideas) develop and interact over the course of a text.* **Major Project: Independent Book Project (2nd Nine Weeks)**
* **Novels: *Secrets Lies in Algebra* by Wendy Lichtman *or Fourteen Fibs of Gregory K.* by Gregory K. Pincus**
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| **Unit 3** | *Unit 3* will focus on the theme of *Taking a Closer Look* and items emphasizing learning to compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). Unit three emphasizes reading a balance of literary and informational text and writing both argumentative and explanatory compositions.* **Major Project: Independent Book Project (3rd Nine Weeks)**
* **Novel: *The Diary of Anne Frank* by Anne Frank**
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| **Unit 4** | *Unit 4* will focus on the theme of *Margins Where We Live* which is based on themes revolving around identity, individualism, heroism, innocence, experience, family, media influence, and crisis.* **Major Project: Independent Book Project (4th Nine Weeks)**
* **Science Fiction Novels: *The Host* by Stephenie Meyer, *The Last Book in the Universe* by Rodman Philbrick*, Mrs. Frisby and the Rats of NIMH* by Robert O’Brian, *The City of Ember* by Jeanne DuPrau, *The Uglies* by Scott Westerfeld, *Ender’s Game* by Orson Scott Card**
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## School-wide Behavioral Expectations: Be Safe...Be Responsible...Be Respectful...Be Helpful...Be Mindful

## Classroom Expectations:

Every student is expected to be prepared for class each day. That includes a notebook and/or paper, pencil, other teacher-requested resources, and a colored pen/highlighter as well as being as being an active participant in class. Students are also expected to exhibit behavior conducive to learning and follow all the policies and procedures that are stated in the student handbook.

**Evaluation and Grading:**

* **Non-Academic Behaviors**
	+ Student progress toward non-academic goals that are critical to student success shall be assessed on age-appropriate competencies which may include, but are not limited to, conduct, citizenship, class participation, preparation, punctuality, meeting deadlines, neatness, organization, etc.
	+ Mastery of non-academic goals are assessed separately and grades of the report card.

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|  | **4****Exemplary** | **3****Proficient** | **2****Progressing** | **1****Needs Improvement** | **0****Disregard for Expectations** |
| **Classroom****Expectations** | The student **Always** demonstrates behaviors that reflect school and classroom expectations. | The student **Usually** demonstrates behaviors that reflect school and classroom expectations. | The student **Sometimes** demonstrates behaviors that reflect school and classroom expectations | The student **Rarely** demonstrates behaviors that reflect school and classroom expectations | Disregard for Expectations |
| **Preparation** | The student **Always** brings needed materials to class and is ready to work. | The student **Almost always** brings needed materials to class is ready to work. | The student **Usually** brings needed materials to class and is ready to work. | The student Often **forgets** materials and is **rarely ready** to get to work. Often does not accept redirection. | Disregard for Expectations |
| **Student Punctuality** | The student **always** arrives to class on time. | The student **almost always** arrives to class on time. | The student **sometimes** arrives to class on time | The student **rarely** arrives to class on time. | Disregard for Expectations |
| **Work Completion and Punctuality** | The student is **punctual** in turning in assignments and meets the requirements relative to **adherence** to conventions.  | The student is punctual in turning in **most assignments** and **most of the time** meets the requirements relative to adherence to conventions. | The student is **inconsistent** in turning assignments or **does not meet** the requirements relative to adherence to conventions. | The student is **not punctual** in turning assignments or **does not meet** the requirements relative to adherence to conventions. | Disregard for Expectations |
| **Academic Integrity** | The student **always** submits learning activities that reflect their own thoughts | The student **generally** submits learning activities that reflect their own thoughts | The student **inconsistently** submitted work that does not represent their own thoughts | The student **rarely** submits learning activities that reflect their own thoughts | Disregard for Expectations |

**MASTERY LEARNING:** With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

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| **Course Components** | **Weights** |

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| **Grading Scale** |
| 100-90 | **A** |
| 89-80 | **B** |
| 79-70 | **C** |
| 69-0 | **F** |
| Not Evaluated | **NE** |

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| Classwork | 30% |
| Homework | 10% |
| Lesson Quizzes | 15% |
| Unit Tests (or Performances) | 25% |
| Projects | 20% |
| **TOTAL**  | **100%** |
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# **CAMPUS PORTAL FOR PARENTS AND GUARDIANS:** Visit - ***https://ic.apsk12.org/portal*** to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

# **REQUIRED MATERIALS:**

# 1” Binder, independent reading book, notebook paper, agenda, 5 dividers, writing utensils (black/blue pens or mechanical pencils are required)

**Late Work Policy**

It is important that students are responsible and meet established due dates for assignments. A late assignment is defined as work submitted after the teacher has collected the assignment.  ***All missing/late assignments will be recorded in Infinite Campus with an "M-Missing" designation.***

**MISSING ASSIGNMENTS (late or missing assignments due to unexcused absences):** Students with late assignments or unexcused absences will be expected to submit missed work within ten (10) school days of the assigning date. This will be the case for all assignments with one exception. Assignments that are given by the teacher within ten (10) school days of the end of the 9-week grading periods will have to be submitted prior to the close of that grading period. Accommodations will only be made for students with an excused absence. The end of each 9-week grading period is detailed below:

**Homework Policy**

Daily homework that is turned in late will be documented as a Non-Academic Behavior. Teacher will not accept original, daily homework after it has been reviewed and teacher will use the M-Missing marking tool in Infinite Campus. Students that fall into this category of not submitting daily homework assignments on-time, will be given an alternative assignment to complete. This, in addition to, documenting the behavior for Non-Academic Behaviors evaluation.

**Absences**

Students who are absent from class are expected to have mastery on all missed standards. Students are to submit missed work on or before the third class meeting after the absence, to avoid “work punctuality” rating on their Non-Academic Behaviors evaluation being impacted. Pre-announced assignments are due upon return to school. After the third class meeting, the student’s Non-Academic Behaviors evaluation will be impacted.

**FINAL EXAM SCHEDULE**

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| **First Semester** |  | **Second Semester** |
| **Friday, December 13** | All Connection Classes |  | **Wednesday, May 13** | 7th & 8th Connection Classes |
| **Monday, December 16** | 6th - 8th Science |  | **Thursday, May 14** | 6th & 7th Science6th Connection 1 |
| **Tuesday, December 17** | 6th - 8th ELA |  | **Monday, May 18** | 6th & 7th ELA6th Connection 2 |
| **Wednesday, December18** | 6th - 8th Social Studies |  | **Tuesday, May 19** | 6th & 7th Social Studies |
| **Thursday, December 19** | 6th - 8th Math |  | **Wednesday, May 20** | 6th & 7th Math |
|  |  | **Monday, April 27th – Monday, May 18t**h 8th grade core contents will work on culminating projects |

\*Students are not allowed to take final exams early.

**Georgia Milestones Schedule:**

Monday, April 27 - Algebra Section 1

Tuesday, April 28 - Algebra Section 2

Wednesday, April 29 - 7th & 8th ELA Section 1

Thursday, April 30 - 7th & 8th ELA Section 2

 Monday, May 4 - 7th & 8th Mathematics Section 1

Tuesday, May 5 - 7th & 8th Mathematics Section 2

Wednesday, May 6 - 8th Science & High School Physical Science & 6th ELA Section 1

Thursday, May 7 - Social Studies & 6th ELA Section 2&3

Monday, May 11 - 6th Mathematics Section 1

Tuesday, May 12 - 6th Mathematics Section 2

***It is essential that our key dates be taken into consideration for vacations and other planned absences.***

**Retake Policy**

Students will have opportunities to truly display their mastery of content knowledge and skills - even if that doesn’t happen during the initial assessment. This may occur during “lunch and learn” sessions, or at other times when students will not miss required instruction. Therefore, the following policies are in place to outline the process for students to participate in assessment/activity retakes:

* Students may retake summative assessment items, unit tests, and projects, provided students have adequately prepared for retakes, per confirmation of teacher within ten (10) school days of receiving assessment score on original assessment. This may occur during “lunch and learn” sessions, or at other times when students will not miss required instruction. After ten (10) school days, only students who have not shown mastery on the standards, grades less than 70% are deemed as not showing mastery, can retake. There will be a maximum of two (2) re-takes for all students (given that their initial attempts do not exceed 70%)

**Extra Credit**- Extra credit is not given.  Students will have an opportunity to replace poor scores by participating in more practice and retaking tests or redoing assignments. Student’s grades will not calculate to more than 100%.

**PROGRESS REPORTS:** Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Progress reports with plans for remediation will be provided for all students making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Also, see Board Policy Administrative Regulation IHA-R(1) under “Students in danger of not meeting academic expectations” for further information. Teachers will:

* Parents/guardians are contacted early in the semester if academic, attendance, or behavioral difficulties are apparent.
* In the event of excessive deficits and/or concerns, the teacher will notify the counselor, Student Support Team (SST)/Response to Intervention (RTI) Chair, and/or an Assistant Principal of serious problems that are affecting classroom performance.

**ATHLETIC ELIGIBILITY:** Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. A master list of students participating in extracurricular activities and athletics under the auspices of the GHSA will be available to all staff.

**Our Vision**: Creating a Culture of Excellence

**Our Mission**: Establish a rigorous curriculum that allows all students to work to their highest potential and contribute to the community as socially responsive citizens.



**Receipt of Syllabus**

**Course Name:** ELA 6

**Teacher Name:** Hurt, Mitchell, Miller, Lonza, Taylor

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*Student Name**Parent/Guardian Signature*

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*Date**Date*