

# AUSTIN ROAD MIDDLE SCHOOL



## SIXTH GRADE LANGUAGE ARTS

### COURSE SYLLABUS

#### **Mission:**

*Austin Road Middle School strives to develop a nurturing school community that encourages academic success for each student through a rigorous curriculum and extracurricular opportunities supported by dedicated teachers and staff.*

#### **Vision:**

*Austin Road Middle School will cultivate an environment for creativity, innovation and leadership where we exceed expectations every day.*

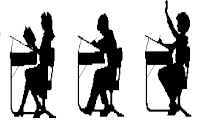
#### **Beliefs:**

*Each student will become a contributing citizen of our community and global environment.*

#### **Creed:**

iAm Accountable  
iAm Respectful  
iAm Motivated  
iAm a Scholar  
iAm Arms

#### COURSE DESCRIPTION



The sixth grade curriculum is designed to ensure students' readiness for high school. The curriculum includes richer texts and more challenging and sophisticated writing tasks and projects; additionally, there is a greater emphasis on individual responsibility.

The CCGPS Core Curriculum for Grade 6 incorporates activities and strategies recommended by the State of Georgia, National Standards, and Performance Standards Frameworks. Use of these and other effective strategies ensures that teaching in Henry County Public Schools results in high caliber evidence of student learning that is aligned to the Common Core Georgia Performance Standards.

### **READING/LITERATURE**

During a ninety-minute period, students work in many or all strands of the English Language Arts Curriculum under the Common Core Georgia Performance Standards: reading, writing, conventions, listening, speaking, and viewing.

To further core curriculum goals, selected novels and texts are used in all middle school courses at the same grade level. There is not one overall core text, but *Elements of Literature (a Holt Rinehart Winston publication)* is used as a resource; novels will vary based on availability and student needs. During both semesters the primary focus will be on both Informational Text and Literary Text. Use of personalized learning/ differentiated instruction ensures that the needs of all learners are met.

#### **Independent Reading**

Reading across the curriculum is also an important component of instruction. Research shows that the more students read, the better they become academically. Our students are expected to read, both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

Additionally, they may be required to maintain records of books read using individual book logs and demonstrate comprehension of selected texts through the presentation of individual book projects. Silent reading time may be scheduled in class; however, students are expected to read nightly at home.

Reading comprehension skills and strategies are also explicitly taught at the middle school level within daily Independent Reading Workshops. While engaging in reading mini-lessons, reading self-selected texts, or partaking in individual reading conferences with teachers, students develop an appreciation for reading while acquiring the habits and behaviors necessary for academic success.



## **WRITING**

Students write in a variety of informal (journals, class notes) and formal (narrative, expository, persuasive/ argumentative, and technical) modes, for a variety of purposes and audiences. In addition to teaching the form and structure of each mode, writing instruction emphasizes grammar, usage and conventions. Using mini-lessons and writing workshops, grammar is taught in the context of student writing and reading and explicitly.

## **LISTENING, SPEAKING, AND VIEWING**

Expectations for listening, speaking, and viewing behavior are explicitly taught and modeled for students. Opportunities to practice these skills include whole-class and small group discussion, community projects, field trips, speakers, oral presentations, student-to-teacher conferences, and peer-to-peer conversations. Strategic use of electronic, film, and video resources enrich cultural and media literacy while helping students to grow into critically aware consumers and participants in American society.

### **Suggested Materials for Student Success:**

**Below are the items that will be utilized for my language arts class.**

- ☐ 1 Composition Book (used daily)
- ☐ Blue, Black, and Red Pens
- ☐ Pencils
- ☐ Flash Drive
- ☐ Colored Markers & Colored Pencils
- ☐ Glue Sticks

### **Classroom Donations Needed**

- Colored construction paper
- Hand sanitizer
- Facial tissue
- Copy Paper

### **GRADING SCALE**

90 – 100% = A  
80 – 89% = B  
74 – 79% = C  
73 – 70% = D  
69% and below = F

### **GRADING WEIGHTS**

The grading percentages are as follows:

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- ✓ Practice Work~ 25%
  - Labs/ Classwork (15%)
  - Homework (5%)
  - Notebook (5%)
- ✓ Assessments-60%
  - Tests/ Projects (20%)
  - Quizzes (20%)
  - Common Summative Assessments (20%)

Final Exams~ 15%

Upon the completion of the term, any assignment that is not submitted, as required, will then result in the scholar receiving a grade of zero (0%) to remain permanently within the gradebook

**Below are the listed novels that we will utilize this year. It is in the best interest of the student if they purchase the following:**

Novel	Author	ISBN	Semester
7 Habits of Highly Effective Teens	S. Covey		1st semester



Hatchet	G. Paulsen		1st semester
Anne Frank the Diary of a Young Girl	N/A	0-553-29698-1	2nd semester
The Outsiders	S.E. Hinton		2nd semester

**LATE WORK: Please carefully review the policy in the student handbook.**

**IMPORTANT CLASSROOM RULES:**

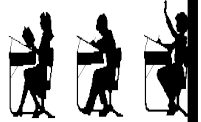
- Be respectful of your peers, teachers, yourself and your classroom environment.
  - Come to class on time
  - Bring required materials/ assignments everyday
  - Talk only when permitted
  - Remain in your assigned seat unless you have permission to get up
  - Use polite speech and body language.
  - No gum, food, or drink in the classroom unless permitted.
  - Attend to personal needs before coming to class. Use the restroom or take care of any issues before class.
  - Your responsibility is to follow all classroom rules.
- \*\*\*Students who do not follow these classroom rules will be assigned a consequence, depending on the situation.

**CONSEQUENCES: (May be adjusted based on circumstances)**

- Warning(s)
- JAG Bite
- Parent Contact/ JAG Bite
- JAG BITE/ Silent Lunch (Call parent)
- Office Referral

The requirements and information on this syllabus are all designed with a successful year in mind. I am confident that students will gain the necessary tools to *Exceed Expectations Everyday!* This year will begin many changes in your academic life and it is my goal to prepare you for the road ahead, high school, which for many of you will lead to college and/or career. I want all of you to know my door is open any time for advice and help. I look forward to learning from all of you, along with teaching and guiding you. It is important to be aware that this syllabus may be adjusted at any time during the school year, to better meet the needs of the classroom and you as students.

**Good Luck and Welcome to 6<sup>th</sup> Grade!**



Your efforts are greatly appreciated for the time dedicated to reading and discussing the information printed above. I look forward to working with each of you this year. Please complete the information on this form, and then sign below and return it. If you have any questions, please do not hesitate to contact me via email.

Parent Name:	Student Name:
Parent's Phone:	Parent's Email:

I have read and discussed all expectations and policies with my child.	
Parent Signature:	Date:
Student Signature	Date:

PLEASE RETURN THIS SIGNED PAGE TO YOUR LANGUAGE ARTS TEACHER

