



6th Grade Honors English Language Arts
Course Syllabus
2019 - 2020

Course Name:	6th Grade Honors ELA	School Year:	2019 - 2020
Teacher:	Kris Seffens	Grade Level(s):	6th
		Class Length:	2 Periods Daily
Course Description:	<p>Instruction will be guided by the Common Core Learning Standards. These standards set requirements not only for English Language Arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in multiple disciplines, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenge of reading writing, speaking, listening, and language in their respective fields. It is important to note that the 6– 12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.</p>		
Textbooks:	Springboard Novels		
1st Quarter Learning Goals:	<p>Students will</p> <ul style="list-style-type: none">cite textual evidence to support analysis of a text (RL 6.1)determine a theme of a text and write an objective summary (RL 6.2)describe how a story’s plot unfolds and how characters respond or change (RL 6.3)determine the meaning of words and phrases (RL 6.4)analyze how a story’s structure contributes to the development of the theme, setting, or plot (RL 6.5)compare and contrast texts in different forms (RL 6.7)write narratives to develop real or imagined experiences (W 6.3)produce clear and coherent writing that is appropriate to the task, purpose, and audience (W 6.4)develop and strengthen writing by planning, revising, editing, and rewriting (W 6.5)use technology to produce and publish writing (W 6.6)demonstrate command of conventions (L 6.1 and L 6.2)vary sentence patterns for meaning, reader/listener interest, and style (L 6.3) 		

<p>2nd Quarter Learning Goals:</p>	<p>Students will</p> <ul style="list-style-type: none">cite textual evidence to support analysis of a text (RL 6.1 and RI 6.1)determine the meaning of words and phrases (RL 6.4) ...explain how an author develops the point of view (RL 6.6)analyze how a story's structure contributes to the development of the theme, setting, or plot (RL 6.5)compare and contrast texts in different forms (RL 6.7)write informative/explanatory texts (W 6.2)produce clear and coherent writing that is appropriate to the task, purpose, and audience (W 6.4)develop and strengthen writing by planning, revising, editing, and rewriting (W 6.5)use technology to produce and publish writing (W 6.6)conduct short research projects (W 6.7)gather relevant information from multiple sources (W 6.8)draw evidence from literary or informational texts to support analysis, reflection, and research (W 6.9)demonstrate command of conventions (L 6.1 and L 6.2)vary sentence patterns for meaning, reader/listener interest, and style (L 6.3)
<p>3rd Quarter Learning Goals:</p>	<p>Students will</p> <ul style="list-style-type: none">compare and contrast texts in different forms or genres with similar themes (RL 6.9)cite textual evidence to support analysis of a text (RI 6.1)determine a central idea of a text and write an objective summary (RI 6.2)analyze how an individual, idea, or event is introduced and elaborated in a text (RI 6.3)determine the meanings of words and phrases (RI 6.4)analyze how a sentence, paragraph, or section contributes to the ideas (RI 6.5)determine author's point of view or purpose (RI 6.6)trace and evaluate the argument and specific claims in a text (RI 6.8)compare and contrast one author's presentation of events with that of another (RI 6.9)write arguments to support claims with clear reasons and relevant evidence (W 6.1)produce clear and coherent writing that is appropriate to the task, purpose, and audience (W 6.4)develop and strengthen writing by planning, revising, editing, and rewriting (W 6.5)use technology to produce and publish writing (W 6.6)conduct short research projects (W 6.7)gather relevant information from multiple sources (W 6.8)draw evidence from literary or informational texts to support analysis, reflection, and research (W 6.9)demonstrate command of conventions (L 6.1 and L 6.2)vary sentence patterns for meaning, reader/listener interest, and style (L 6.3)

<p>4th Quarter Learning Goals:</p>	<p>Students will</p> <ul style="list-style-type: none">compare and contrast texts in different forms or genres with similar themes (RL 6.9)integrate information presented in different media or formats to develop understanding of a topic (RI 6.7)read and comprehend stories, dramas, and poems (RL 6.10)read and comprehend literary nonfiction (RI 6.10)write routinely for range of tasks, purposes, and audiences (W 6.10)
<p>Required Supplies:</p> <p>Sharpened Pencils Highlighters Lined Notebook Paper 2 Composition Notebooks Ear Buds Silent Reading Book</p>	<p>Recommended Supplies:</p> <p>Glue Stick Markers, Colored Pencils, or Crayons Box of Kleenex</p>
<p>Grading and Late Work Policy:</p>	<p>The Parent Portal is available to help track your child’s progress and to communicate information regarding assignments and grades. I update grades on a regular basis. Parents can access their child’s current grades by logging into the Parent Portal found at http://www.ksd.org. This information is invaluable to parents. Please contact the office for your username and password.</p> <p>Grades are weighted and consist of</p> <ul style="list-style-type: none"> • 80% Assessments • 20% Assignments <p>For class participation and optimal learning to occur, the expectation is that all work is to be completed on or before the due date. Late work will not be accepted for credit. Your child needs to commit to doing the extra work necessary to complete an honors course.</p> <p>When a student is absent, his/her work is NOT excused. It is the student’s responsibility to find out what work was missed and complete the work. A student has the same number of days to turn in make-up work as the length of the excused absence.</p>
<p>Homework Forecast:</p>	<p>Students can expect to have homework to</p> <ul style="list-style-type: none"> • complete assignments not finished in class • practice important concepts • review for tests

**Best way to
communicate
inquires to
the teacher:**

My classroom website (<http://seffensclassroom.weebly.com/>) is updated weekly and contains important information regarding current assignments, upcoming due dates, etc. I try to make assignments and rubrics available to download as well.

Remind is a free, safe, and simple messaging tool that I use to share important updates and reminders with students and parents. Subscribe by texting the code listed below. All personal information is kept private. I will never see your phone number, nor will you see mine.

Remind for 6th Honors ELA: Text @a97h8h4 to 81010

If you have questions or concerns, please feel free to contact me at school or email me at kris.seffens@ksd.org.