



6th Grade Language Arts

Course Syllabus

2019 - 2020

Course Name:	Language Arts	School Year:	2019 - 2020
Teacher(s):	Kris Seffens Morgan Schauble Krysta Beach Kelsie Siegfried	Grade Level(s):	6th Grade
		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 challenges 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:	Collections Novels		
1st Quarter Learning Goals:	<p>Students will</p> <ul style="list-style-type: none">Write arguments to support claims with clear reasons and relevant evidence (W.1)Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (W.2)Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources (W.8)Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RL.1)Determine a central theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments (RL.2)Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves forward toward a resolution (RL.3)Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone (RL.4) 		

	<p>....Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot (RL.5)</p> <p>....Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly (SL.1)</p> <p>....Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation (SL.4)</p> <p>....Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (SL.6)</p>
<p>2nd Quarter Learning Goals:</p>	<p>Students will</p> <p>....cite textual evidence to support analysis of a text (RL 6.1)</p> <p>....determine a theme of a text and write an objective summary (RL 6.2)</p> <p>....describe how a story's plot unfolds and how characters respond or change (RL 6.3)</p> <p>....determine the meaning of words and phrases (RL 6.4)</p> <p>....analyze how a story's structure contributes to the development of the theme, setting, or plot (RL 6.5)</p> <p>....compare and contrast texts in different forms (RL 6.7)</p> <p>....write narratives to develop real or imagined experiences (W 6.3)</p> <p>....produce clear and coherent writing that is appropriate to the task, purpose, and audience (W 6.4)</p> <p>....develop and strengthen writing by planning, revising, editing, and rewriting (W 6.5)</p> <p>....use technology to produce and publish writing (W 6.6)</p> <p>....demonstrate command of conventions (L 6.1 and L 6.2)</p> <p>....vary sentence patterns for meaning, reader/listener interest, and style (L 6.3)</p>
<p>3rd Quarter Learning Goals:</p>	<p>Students will</p> <p>....cite textual evidence to support analysis of a text (RL 6.1 and RI 6.1)</p> <p>....determine the meaning of words and phrases (RL 6.4)</p> <p>....explain how an author develops the point of view (RL 6.6)</p> <p>....analyze how a story's structure contributes to the development of the theme, setting, or plot (RL 6.5)</p> <p>....compare and contrast texts in different forms (RL 6.7)</p> <p>....write informative/explanatory texts (W 6.2)</p> <p>....produce clear and coherent writing that is appropriate to the task, purpose, and audience (W 6.4)</p>

	<p>....develop and strengthen writing by planning, revising, editing, and rewriting (W 6.5)</p> <p>....use technology to produce and publish writing (W 6.6)</p> <p>....conduct short research projects (W 6.7)</p> <p>....gather relevant information from multiple sources (W 6.8)</p> <p>....draw evidence from literary or informational texts to support analysis, reflection, and research (W 6.9)</p> <p>....demonstrate command of conventions (L 6.1 and L 6.2)</p> <p>....vary sentence patterns for meaning, reader/listener interest, and style (L 6.3)</p> <p>....compare and contrast texts in different forms or genres with similar themes (RL 6.9)</p> <p>....determine a central idea of a text and write an objective summary (RI 6.2)</p> <p>....analyze how an individual, idea, or event is introduced and elaborated in a text (RI 6.3)</p> <p>....determine the meanings of words and phrases (RI 6.4)</p> <p>....analyze how a sentence, paragraph, or section contributes to the ideas (RI 6.5)</p> <p>....determine author’s point of view or purpose (RI 6.6)</p> <p>....trace and evaluate the argument and specific claims in a text (RI 6.8)</p> <p>....compare and contrast one author’s presentation of events with that of another (RI 6.9)</p> <p>....write arguments to support claims with clear reasons and relevant evidence (W 6.1)</p>
<p>4th Quarter Learning Goals:</p>	<p>Students will</p> <p>....compare and contrast texts in different forms or genres with similar themes (RL 6.9)</p> <p>....integrate information presented in different media or formats to develop understanding of a topic (RI 6.7)</p> <p>....read and comprehend stories, dramas, and poems (RL 6.10)</p> <p>....read and comprehend literary nonfiction (RI 6.10)</p> <p>....write routinely for range of tasks, purposes, and audiences (W 6.10)</p>
<p>Required Supplies:</p> <p>Sharpened Pencils</p> <p>Highlighters</p> <p>Lined Notebook Paper</p> <p>2 Composition Notebooks</p> <p>Silent Reading Book</p> <p>Ear Buds</p>	<p>Recommended Supplies:</p> <p>Glue Stick</p> <p>Markers, Colored Pencils, or Crayons</p> <p>Box of Kleenex</p>

<p>Grading, Retesting, and Late Work Policy:</p>	<p>Students and parents can access grades at any time using the PowerSchool link on the district website http://www.ksd.org/.</p> <p>Final grades consist of 80% assessments and 20% daily/practice/homework.</p> <p>To Retest...</p> <ol style="list-style-type: none"> 1. All practice work/assignments must be turned in prior to the test date. Retests will not be allowed if the student has missing assignments prior to the test date. 2. Retests must be scheduled with Mrs. Seffens before school, lunch, or after school and taken within two weeks of the original testing date or before the quarter ends (whichever date comes first). 3. Before completing a retest, students must complete additional assignments provided by Mrs. Seffens. Students will need to conference with Mrs. Seffens to show success and preparation for the retest. <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 be accepted for half credit after the original due date.</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
<p>Best way to communicate inquires to the teacher:</p>	<p>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.</p> <p>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.</p> <p>Remind for 6th Grade ELA: Text @3674ked to 81010</p> <p>If you have questions or concerns, please feel free to contact me at school or email me at kris.seffens@ksd.org.</p>