

6th Grade Language Arts/Honors

2012-2013

1. **Ms. Bowman - Teacher**
   * Dayspring Academy Middle School
   * School’s phone number: 727-847-9003
   * Teacher’s email: [tbowman@dsa2000.org](mailto:tbowman@dsa2000.org)
   * Class website: <http://bowmansliterarylovers.weebly.com/>
2. **Course Description**

The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for high school, college and career readiness.   
  
The content will include, but not be limited to, the following:

* Constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of above grade-level print and digital informational texts
* Reading and analyzing above grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods
* Using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context
* Listening purposefully to a variety of speakers and messages in both formal and informal contexts
* Speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse
* Understanding and making effective language choices to successfully craft the meaning, style, and tone of oral and written communication at grade-level and/or higher complexity
* Acquiring an extensive vocabulary through reading, discussion, listening, and directed word study
* Learning and employing an inquiry-based research process, and selecting and using information and communication technologies (ICT) effectively.

The sixth grade Honors Language Arts curriculum stems from the College Board Standards for College Success and the Common Core National Standards. SpringBoard, the College Board’s official Pre-AP program, is our foundation. Reading, writing, speaking, listening, and collaborative strategies are used purposefully to build knowledge and skills and to help students become independent readers, writers, and thinkers.

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| **Unit** | **Learning Focus** | **Embedded Assessments** |
| **Unit 1**  **The Choices We Make**  ***Independent Reading*** | The Stories of Folklore and Myth | EA#1:  Revising a Personal Narrative About Choice  EA#2: Creating an Illustrated Myth |
| **Unit 2**  **What Influences Our Choices**  ***Independent Reading*** | Persuasive Advertising | EA#1:  Analyzing and Creating a New Advertisement  EA#2: Writing a Letter to the Editor |
| **Unit 3**  **Our Choices and Life’s Lessons**  ***Tangerine*** | Understanding Literary Analysis | EA#1: Writing an Analytical Essay  EA#2:Researching and Presenting a Problem and Solutions |
| **Unit 4**  **Reflecting on My Choices**  ***Independent Reading*** | A Writer's Choices | EA: Making Revision Choices |
| **Unit 5**  **How We Choose to Act**  ***Independent Reading*** | Performing with a Purpose | EA#1: Creating and Presenting an Original Monologue  EA#2: Writing a Narrative Poem |

1. **Portfolio**

Students will keep a wide range of work in a classroom portfolio. The portfolio will include:

* + **Embedded Assessments** that comprise all steps in the **writing process**; student **reflection** on process and product; teacher assessment; and student reflection on assessment.
  + **Unit Reflections** that demonstrate development as a reader, writer, speaker, and/or listener.
  + **Global revision and reflection** that reveals one’s growth as a writer
  + Assignments that demonstrate a variety of **learning strategies**, various stages of the **writing process**, and reading, writing, speaking and listening skills.

1. **Vocabulary**

In addition to Wordly Wise, Students will study **academic** and **personal** vocabulary words that directly connect to and organically stem from the Embedded Assessments and texts in each unit of study. They will also learn roots, prefixes, and suffixes.

SpringBoard sequences **academic** vocabulary words within instructional material to strategically and systematically build vocabulary knowledge both vertically and horizontally.  The academic vocabulary words are introduced, reinforced and refined throughout the unit and/or year; students will document their progression towards mastery in their Vocabulary Notebook and Unit Reflections.

1. **Assignments**
   * Vocabulary – WORDLY WISE (To be submitted online – more information to come)
     1. Monday – workbook sections A & B (Physical or digital index cards are optional)
     2. Tuesday – workbook sections C & D
     3. Wednesday – workbook section E
     4. Thursday – study for Friday’s test. Tests will include:
        + Vocabulary
        + Spelling
   * Grammar & Writing homework – as assigned
   * Reading homework – as assigned
   * Quarterly Book Report or Research Project
     1. Students may choose a book that is a classic or on a Sunshine State Reader list.
     2. More information to follow.
2. **Procedures for an Absence**
   * 1 week to make up tests missed due to an excused absence
   * 3 days to make up assignments due to an excused absence
3. **Grading Policy**

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| Quarter Grade | Description |
| 25% | Homework/Classwork/Quizzes |
| 15% | Participation |
| 60% | Tests/Projects/Final writings |

1. **Communication – Please feel free to:**
   * Communicate with me via email ([tbowman@dsa2000.org](mailto:tbowman@dsa2000.org))
   * Set up a conference as needed
   * Regularly check your child’s progress in eSembler & SpringBoard Onlline
   * Phone Number – 727.847.9003
2. **Supplies**
   * 1” binder
   * 5 dividers
   * Sheet protectors
   * 3 hole punch to fit in binder
   * Loose leaf paper or spiral notebook
   * 1 vinyl – 3 prong folders
     1. Filled with loose-leaf paper
     2. Hold on to tests for midterms and finals
   * Pencils and Pens (Blue and/or black)
   * Red Pen (Or color other than blue or black)
   * Markers
   * Highlighters (4+ colors)

What you can expect:

* A vocabulary and spelling test each Friday.
* Extra help/detention on Tuesdays until 4:00
* A teacher who loves reading and writing, gives her best effort and expects your best effort, too!

What I expect from you:

* Your best effort – mediocrity outlawed!
* Respect for all
* Questions – All questions welcomed!
* Homework :
  + Completed independently and on time
  + Show depth of thinking
  + Use complete sentences – when applicable
  + Restate the question in the answer – when applicable
  + Support answers with details from the text - when applicable
  + Cheating (including plagiarism) = 0%
  + Late – 10% each day
* All supplies brought to class each day

Ms. Terri Bowman

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<http://bowmansliterarylovers.weebly.com/>

(Syllabus is subject to change.)

Please sign and return this bottom portion stating that you have read and understand the expectations and grading policy for Honors Language Arts.

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Student’s Signature Parent’s Signature Date

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Parent’s Cell Number Parent’s Email