**Perry Middle School - 6th Grade**

**English/Language Arts** and **Social Studies**

**2014-2015 Course Syllabus**

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***Welcome to 6th Grade! I’m looking forward to a productive and successful school year.***

*The whole world opened to me ~ when I learned to read” – Mary Mcleod Bethune*

**COURSE DESCRIPTION:**

This year in 6th grade, students will have a 120 minute literacy block in which the English Language Arts and Social Studies curriculums will be taught with some integration. Much of the ELA instruction will be based on a reading and writing workshop format, however the literacy focus in both curriculums will be on active engagement with text. Students will be required to analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence—developing and building upon those skills that were required in fifth grade. Deeper analysis of literature and informational text is the focus of sixth-grade instruction, however reading fluently and accurately remains a standards-based goal for all students. They will read widely and deeply from a broad range of challenging literary and informational text to develop the skill, concentration and stamina to read independently and proficiently for extended periods of time.

This year, my students will be encouraged to reach the goal of reading 30 self-selected, independent reading books. This type of reading will be a cornerstone of the class; the books we are reading and what we notice and wonder about our books will feed instruction and learning. Over 40 years of research reveals that no single literacy activity has a more positive on students’ overall academic achievement than free voluntary reading. Each class will begin with 20 minutes of silent reading time and as the year progresses and students build stamina, the time will increase. For the remainder of Reading Workshop, instructional lessons, response activities and conferencing will take place.

In the Writing Workshop, students will draft numerous pieces of short and extended text and conduct inquiry-based research. Through their writing tasks, students will recognize variations from Standard English in their own and others’ writing and speaking, and use this knowledge to improve their language use. Students will be challenged to develop a rich vocabulary of complex and sophisticated words and use them to speak and write more precisely and coherently. They will learn to work together, express and listen carefully to ideas, and integrate information from oral, visual, and media sources.

The Social Studies units will focus on history, geography, economics, culture and belief systems, and social and political systems. Students will work to determine what each role these five aspects played in ancient civilizations, and also determine how these ancient civilizations helped the development of our world today. They will use reading comprehension skills and the writing process to keep an interactive notebook and complete assignments/maps, quizzes, tests, and projects throughout the year.

By the end of sixth grade, students are expected to be fluent, independent readers who engage in the analysis of literature and informational text. Struggling readers who are experiencing difficulty will be provided with intervention services and instructional support.

For more information on the Common Core State Standards please visit: <http://education.ohio.gov/Parents>

**EXPECTATIONS:**

1. **Be PREPARED**- Students should bring all necessary materials with them to class.  This includes their fully-charged Chromebook, agenda, binder, pencil/pen pouch, homework, and other requested supplies.

* Food: Please do NOT bring food into the classroom.
* Drink: Water is encouraged. Please be responsible in taking care of your water bottle.
* Gum: NO GUM, school policy.
* Cell Phone: Cell Phones are not to be seen or used during class time. First offense is a warning, second time, I take it until the end of the day, third time, I turn it into the office.

1. **Be RESPECTFUL**- Students should always be courteous and polite toward other students AND adults. Students are expected to be tolerant of others’ differences and remember that everyone shares the right to be listened to while they are speaking.
2. **Be RESPONSIBLE**- Students should be on time and ready to learn. *Success comes with the sharing of ideas through discussion and participation!*
3. **Be READING**- Students should bring their independent reading book to class every day. They will set reading goals and reflect on their weekly progress for grading points. We will visit the school library every other Friday and I also have available an extensive classroom library.

**CURRICULUM OVERVIEW:**

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| --- | --- | --- | --- |
| **Grading Period** | **Social Studies Skill Focus** | **English/Language Arts** | **ELA Skill Focus:** |
| **1** | **Geography**   * *Analyze geographic tools that can be used to gather and report information about people, places and events.* * *Determine latitude and longitude to identify absolute location.* * ***C****lassify regions based on physical features, climate, population, cultural or economics.* * *Explain how variations among physical environments within the Eastern Hemisphere influence human activities and explain what effect these have.* | **Literature:** *(Realistic Fiction)*   * ***Wonder*** *by R.J. Palacio*   *(class novel)*   * ***Independent Reading*** * ***Short book excerpts*** * ***Scholastic Scope***   ***Writing:***   * *Personal Narratives* * *Reading Response* * *Journaling* * *Inquiry-Based Research* | * *Cite textual evidence to support analysis and inference* * *Determine a theme or central idea* * *Analyze character development* * *Analyze plot development* * *Acquire new vocabulary using context clues* * *Acquire new vocabulary using word roots* * *Discuss collaboratively* * *Read and comprehend complex text independently and proficiently* * *Use knowledge of language and its conventions when reading, writing, speaking, reading, or listening* |
| **2** | **History**   * *Arrange events in order of occurrence.* * *Explain how favorable geographic characteristics promoted the growth of early civilizations.* * *Explain the importance of the river valleys to early civilization.* * *Describe some of the enduring influence that these early civilizations have had on modern societies.* * *Explain how political, environmental, social and economic factors cause people, products and ideas to move from place to place in the eastern hemisphere in the past and today.* | **Informational Text:**   * ***Short stories – literary text*** * ***Ancient Civilizations and***   ***Interactive History Adventure***   * ***Independent Reading*** * ***Scholastic Scope***   **Writing:**   * *Literary Essay* * *Reading Response* * *Journaling* * *Inquiry-Based Research* | * *Cite textual evidence to support analysis and inference* * *Determine a theme or central idea* * *Summarize text* * *Determine author’s point of view & purpose* * *Analyze non-fiction text structure* * *Interpret text features* * *Compare texts in different forms and genres* * *Present acquired knowledge and ideas* * *Read and comprehend complex text independently and proficiently* * *Use knowledge of language and its conventions when reading, writing, speaking, reading, or listening* |
| **3** | **Economics**   * *Understand that choices people make have both present and future consequences and may differ across individuals and societies.* * *Explain how the interaction of supply and demand helps to determine price in a market.* | **Informational Text:**   * ***Informational articles*** * ***Independent Reading*** * ***Scholastic Scope***   **Writing:**   * *Research-Based Informational Writing* * *Reading Response* * *Journaling* * *Inquiry-Based Research* | * *Cite textual evidence to support analysis and inference* * *Determine a theme or central idea* * *Analyze author’s choice of words* * *Interpret figures of speech* * *Trace and evaluate arguments* * *Distinguish, introduce and support claims* * *Interpret, compare and contrast information presented in diverse formats* * *Compare/contrast one author's presentation to that of another* * *Read and comprehend complex text independently and proficiently* * *Use knowledge of language and its conventions when reading, writing, speaking, reading, or listening* |
| **4** | **Religion**   * *Describe how modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions: Buddhism, Christianity, Hinduism, Islam, and Judaism.* * *Compare and contrast the founders, origins, and major practices and beliefs of each religion.*   **Government**   * *Compare the defining characteristics of monarchies, theocracies, dictatorships and democracies.* * *Describe the relationship between those in power and the individual citizens being governed.* * *Understand that different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.* | **Literary Texts:**   * *I Am Malala*   **Writing Workshop:**   * ***Choice and Celebration*** | * *Cite textual evidence to support analysis and inference* * *Determine a theme or central idea* * *Analyze how a particular event contributes to the development of theme* * *Analyze meaning, tone and style of text* * *Use technology proficiently to produce and publish writing* * *Read and comprehend complex text independently and proficiently* * *Use knowledge of language and its conventions when reading, writing, speaking, reading, or listening* |

**GRADING:**

Grades in both content areas will be based upon homework completion, essays, quizzes, and tests. Grades will be weighted according to the specific task. Assessments OF Learning will comprise 80% of the overall grade. These include end-of-unit tests and projects. Assessments FOR Learning will make up the remaining 20%. These include homework, in-class assignments, quizzes and notes. You are able to see your up-to-date class average at any time on the **Infinite Campus** portal. Parents must obtain a username and password from the district office; however students may log in using the information found on our classroom webpage. Check the portal often to monitor your progress and to check for missing assignments.

**HOMEWORK POLICY:**

It is my expectation that students turn all homework in on time. Remember that assignments will be posted on our classroom website, so absence is not an excuse. Late work will be accepted *(if done completely and correctly)* only until the end-of-unit test. Please note, however, that it will be graded down 10%.

**ABSENCES/MAKE UP WORK:**

It is the responsibility OF STUDENTS to determine what work they have missed due to absence.  Questions for the teacher about missed work should be asked at an appropriate time.  This could be accomplished before or after school or during I.C.E.  Please refer to the Student Handbook for the time allowed for work to be made up. If a student is in attendance up until the day when a test, quiz, or homework assignment is due, it is my expectation the student will complete the assignment, test, or quiz the day they return to school.

**PARTNERSHIP:**

Parents, we are partners this year in your child’s education. I will keep you informed about what is happening in our classroom via our classroom website. Please visit often for weekly updates, lessons and homework assignments. I have high expectations for all my students and truly believe that through team work all students will be able to achieve greatness. Continue to assist your students with their daily homework, listen to them read aloud or discuss what they are learning in class. I look forward to meeting with you soon!

Please complete the attached slip and return it to me by the end of the week.

Thanks very much!

Mrs. Maffit

I have read the Syllabus for the sixth-grade ELA/SS Class, and I understand the course’s grading policy, homework policy, intended units of study, and what my child must accomplish daily to be prepared.

Child’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments - Questions - Concerns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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