**Perry Middle School - 6th Grade**

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

**2017-2018 Course Syllabus**

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

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. Students 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.

Over 40 years of research tells us that no single literacy activity has a more positive outcome on students’ overall academic achievement than free voluntary reading. For this reason, each class will begin with 15-20 minutes of silent reading time, and subsequently move into instructional lessons, response activities and conferencing. Throughout the year, students will be encouraged to work towards a goal of reading 20 self-selected books, all at their independent level. Additionally, we will read several novels, numerous short stories and many informational articles for purpose of strengthening and deepening reading skills. You too, can take an active role in your child’s education by talking with them about the books they are reading and the things they are learning. Even pre-teens love to share with an interested listener! They are also very inquisitive and love to use their Chromebooks to further their knowledge about what they are learning.

Reading units and Writing units will be taught alternately throughout the year. During 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 richer 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/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. Please see the attached chart for a more specific outline of these units.

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*](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/pouch, homework, and other requested supplies.
* Food: Kindly do NOT bring food into the classroom.
* Drink: Water is encouraged. **Please bring your own reusable container (NOT a plastic bottle).**
* Gum: NO GUM, school policy.
* Cell Phone: Cell Phones are not to be seen or used during class time. If the phone is seen, it will be taken and kept until the end of the day. Reoccurring problems will be passed on to the administration.
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. We will visit the school library every other Friday, and there is also an extensive classroom library available.

**CURRICULUM OVERVIEW:**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Magazine*

***Writing:**** ***Personal Narrative***
* *Reading Response*
* *Journaling*
* *Inquiry-Based Research*
 | * *Cite textual evidence to support analysis and inference*
* *Analyze character development*
* *Determine author’s point of view*
* *Analyze plot development*
* *Determine a theme or central idea*
* *Analyze how a particular event contributes to the development of theme*
* *Acquire new vocabulary using context clues*
* *Acquire new vocabulary using word roots*
* *Discuss collaboratively* ***(ongoing)***
* *Read and comprehend complex text independently and proficiently* ***(ongoing)***
* *Use knowledge of language and its conventions when reading, writing, speaking, reading, or listening* ***(ongoing)***
 |
| **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.*
 | **Literary Text:*** *Short stories*
* *Independent Reading*

**Informational Text:*** *Ancient Civilizations and*

*Interactive History Adventure** *Scholastic Scope*

**Writing:*** ***Literary Essay***
* *Reading Response*
* *Inquiry-Based Research*
 | * *Cite textual evidence to support analysis and inference*
* *Analyze author’s choice of words*
* *Interpret figures of speech*
* *Determine author’s purpose and viewpoint*
* *Analyze meaning, tone and style of text*
 |
| **3** | **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.* | **Informational Text:** * ***I Am Malala*** *(Memoir)*

***(****Class novel)** *Independent Reading*
* *Short informational articles*
* *Scholastic Scope Magazine*

**Writing:*** *Reading Response*
* *Journaling*
* *Inquiry-Based Research*
 | * *Cite textual evidence to support analysis and inference*
* *Analyze non-fiction text structure*
* *Interpret text features*
* *Summarize text*
* *Compare texts in different forms and genres*
* *Compare/contrast one author's presentation to that of another*
 |
| **4** | **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:** * *Research articles*
* *Independent Reading*
* *Scholastic Scope*

**Writing:*** ***Research-Based Informational Writing***
* *Inquiry-Based Research*
 | * *Cite textual evidence to support analysis and inference*
* *Trace and evaluate arguments*
* *Distinguish, introduce and support claims*
* *Interpret, compare and contrast information presented in diverse formats*
* *Use technology proficiently to produce and publish writing*
* *Present acquired knowledge and ideas*
 |

**GRADING:**

Grades will be weighted according to the specific task. End-of-unit assessments such as tests, projects and written essays will comprise 80% of the overall grade. Quizzes and daily work tasks will make up the remaining 20%.

**Students will receive a study guide for ALL Social Studies unit tests 4 days prior to the test date**. Study guides will not however, be provided for quizzes. Likewise, students will not receive study guides for reading assessments since these are based on application and transfer of skills. 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 expected that students turn in all homework on time. **Assignments and announcements will be posted weekly on our classroom website**. 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 can be made before or after school, or during I.C.E.  Please refer to the Student Handbook for the time allowed to make up missed assignments. All efforts to prepare work for a pre-arranged absence will be made. However, please bear in mind that learning is flexible and plans can change.

**PARTNERSHIP:**

Parents, we are partners this year in your child’s education. **I will keep you informed about what is happening via our classroom website. Please visit often for weekly updates, lessons and homework assignments. Students will also have access to a wealth of information on our Google Classroom site; ask them to share this with you.** 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, and talk with them about what they are reading and learning! I look forward to meeting with you soon!

Kindly complete the bottom of this page 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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Please share with me, ***in a million words or less***, what I should know about your child!

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