

Cooper Middle School

4605 Ewing Road * Austell, GA 30106

Phone: (770) 819-2438

School website: <http://www.cobbk12.org/cooper>

CLASSROOM SYLLABUS

Teacher Name: Tabitha Stroud

Content area: AC Language Arts Grade 6

Contact Information:

Syllabus for Quarter/Semester 1

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The course framework and instructional strategies for this course are differentiated in content, pacing, process skills emphasis, and expectation of student outcomes from the typical 6th grade English Language Arts course. Course content has been designed for mastery and extension of state and district performance standards. The course is appropriate for students who have high achievement and interest in English Language Arts. Cooper Middle School has established criteria and guidelines to identify students who will be successful in this course. Students are placed in this class according to specified indicators of demonstrated exceptional ability and motivation. Students must meet continuation criteria to remain in the class.

Course Description:

TEXTBOOK INFORMATION:

Students will utilize the textbook Springboard (College Board) which contains a variety of texts throughout each unit. Additionally, the students will utilize a variety of texts and multimedia, and complete a novel study and be expected to complete independent reading daily.

STANDARDS: (First Nine Weeks Priority Standards)

ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE6RL2: Determine a theme and/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.

ELAGSE6RL3: 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 towards a resolution.

ELAGSE6RL5: 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.

ELAGSE6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.

Writing:

ELAGSE6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

ELAGSE6W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

ELAGSE6SL1 a-d: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.

ELAGSE6SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation..

Language

ELAGSE6L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELAGSE6L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

ELAGSE6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELAGSE6L6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 1	Unit 2	Unit 3	Unit 4
Stories of Change	The Power to Change	Changing Perspectives	The Final Act

Enduring Understandings:

- Students will examine the concept of identity and the ways in which writers explain complex ideas.
- Students will analyze the workings of their brains to discover the journey of an idea and the relationship among imagination, creativity, and language.
- Students will determine what drives our pursuit of creative thinking and evaluate the importance of imagination and motivation.
- Students will study how and why writers create imagined worlds and read both fiction and literary texts about innovation and invention to debate the impact of technology on society.

GRADING POLICY:

Classwork	<u>35</u> %
Performance Tasks/Assessments.....	<u>30</u> %
Mini-Assessments.....	<u>25</u> %
Practice....	<u>10</u> %

- Unexcused late work will be accepted at a 11 point reduction daily.
- Students caught cheating will receive a zero for the assignment.
- Unfinished work will not be accepted.
- Papers that are crumpled, torn, without a name, etc., will not be accepted.

Reading, Writing, Speaking, Listening Assignments - The following assignments are ongoing throughout the year unless notified otherwise:

- **Independent Reading:** Students are to read at least 1 self-selected book per month. The book should be grade age appropriate. Students will be responsible for keeping a reading log and producing a presentation after each book.
- **Article of the Week (AOW)** Students will read and respond critically to current events (local, national, global) through the NewsELA.com platform.
- **One Minute Readings/Presentations** Student will need to sign up for a day every 9 weeks to read or give a one minute presentation to the class.

****Students will have additional practice assignments throughout the quarter as needed to support student needs, performance tasks and theme.**

School wide Intervention

As a part of our core value of accountability, Cooper Middle School will require all students with missing assignments attend our mandatory Cooper Completion Session (CCS). During CCS, the assignment make-up session, your student will have the opportunity to complete any assignment(s) not completed during class or for homework. Your student's classroom teacher will ensure that the student is assigned to the make-up session, and your student will attend the session during his/her lunch in order to complete the missing assignment. We want to encourage accountability; this process will ensure that all students in every class has the opportunity to complete and submit every assignment fostering academic success.

SUPPLIES:

2-3 prong folder with pockets, **dedicated** to ELA
4 composition notebooks
Pens (blue or black ink), Pencils
Index cards (5 X 8)
Binder rings
Highlighters
Colored pens for revising
Stylus/earbuds (optional)
Post-Its

CLASS EXPECTATIONS:

Responsibility
Exude Excellence
Seek Answers
Participate Fully
Exceed Expectations
Choices
Teamwork

- *Follow the rules and procedures of the school and this class.
- * Have materials daily (paper, pen, assignments, and personal reading selection).
- * Actively participate in class and contribute positively to the learning environment.

Schoolwide Expectation

A: Accountability I: Integrity R: Respect

EXTRA SUPPORT/TUTORING: Available upon request

Theme – *“Keep Our Eyes on the Prize-Student Achievement”*

Mission- To ensure academic success for all learners

PLEASE SIGN BELOW AND RETURN

I have read the syllabus.

Student Signature_____

Parent/Guardian Signature_____

Date_____