

Course Title: English Language Arts Sixth Grade Accelerated

Grade Level: Sixth

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**Course Description and Rationale:**

Sixth grade accelerated students will be utilizing the curriculum and standards for seventh grade honors students.In this curriculum, the English language arts standards require a higher level of communication skills, comprehension strategies, and writing techniques. Students will connect ideas and information from two or more texts while analyzing, evaluating, and utilizing textual evidence to support their claims. Their writing will reflect a deeper understanding of texts and the relationship between reading and writing as they incorporate evidence to support their claims which conveys the application of concepts and ideas. Sixth-grade accelerated students will build on their communication and collaboration skills from earlier grades as they engage in collaborative discussions which exhibit their ability to analyze new information and modify their own view if warranted.

Three important emphases in English language arts are text complexity, a balance between literature and informational text, and an integrated approach to instruction. In the sixth-grade accelerated curriculum, students read a variety of literature, including novels, dramas, and poems. By reading a wide range of literature from and about different cultures, with varied themes and in several genres, students will become familiar with literary structures and increase their vocabulary. Students will be able to determine the theme or central idea of a text, analyze its development throughout, and provide an objective summary. Students will also examine how the elements of a story or drama interact, such as how characters are affected by the setting or the events of a novel, and will use multiple examples of textual evidence to support their summary and analysis.

In this grade, students will also evaluate the information, evidence, and reasons that authors provide as support for their central ideas and claims within informational texts. They also examine the organizational structure of text and consider how the author develops point of view. Students will further analyze how major sections of informational text contribute to the development of the ideas and how graphics in a public document contribute to the whole text. They will examine how specific words in a text impact its meaning and tone. and also compare and contrast the impact of words spoken in an audio version of a speech to the impact of reading the words in printed text.

In writing, students in the sixth-grade accelerated class will demonstrate sophisticated writing skills to produce pieces that support a clear purpose, integrate textual evidence, and include a more cohesive organization of ideas from literary and informational texts. Their writing will incorporate the use of technology during development, collaboration, and production and students will demonstrate a command of the conventions of the English language. These writing standards identify three main types of writing applications—argument, informative/explanatory, and narrative—and set challenging expectations within students’ writing applications. Students are also expected to write routinely in both extended and short time frames for a range of discipline-specific tasks, purposes, and audiences. They will continue to acquire and use general academic language and domain-specific vocabulary, while increasing their capacity to use precise and concise language to express themselves in their speaking and writing.

Sixth-grade accelerated students will listen critically to speakers and media presentations for comprehension, identify and analyze information from a variety of media and formats, engage in collaborative discussions, and deliver arguments, narratives, and summary presentations. Students will also be able to analyze logical fallacies from a media source and in a speaker’s presentation or argument while identifying the speaker’s attitude toward a subject. When students present claims for findings, they will sequence ideas logically and use pertinent details and examples to support the main point or theme. Within the learning environment, an emphasis on collaborative discussions pertaining to seventh-grade topics and texts with diverse partners and in different groupings (one-on-one, in groups, or teacher-led) will occur as well. In these discussions, students will add to the dialogue by referencing evidence they have read or researched and reflect on ideas being discussed.

1. **Materials/Textbooks:**

SC College & Career Readiness State Standards in English Language Arts Curriculum for Grade 6 and 7

*Houghton Mifflin Harcourt NoRedInk*

*Daybooks of Critical Reading and Writing The Word Within the Word*

*Reader’s Handbook Achieve3000*

Classroom libraries *USATestPrep*

MAP – Measures of Academic Progress Technology

Rubrics  *LiteracyTA*

DBQs/LBQs Gifted Education Language Arts Curriculum

**IV. Selection of Reading Materials**

The district provides access to a wide variety of reading materials and resources in promoting literacy for students. In selecting the materials and resources for classroom libraries and media centers, teachers and media specialist follow the general procedures that may be found on the district webpage at <http://www.horrycountyschools.net/files/_rRLbP_/906e4d377a7060e33745a49013852ec4/Selection_Policy_for_Library__Classroom_Libraries.pdf>

and classroom library procedures that may be found at <http://www.horrycountyschools.net/files/_GPD6S_/d607d5236f6333913745a49013852ec4/Guidelines_for_Reviewing_Texts_Revised_5-15.pdf>

One of our schools’ primary goals is to develop lifelong learners, with literacy being a key component in this process. Reading a wide range of materials helps our students develop these literacy skills. While our school’s classrooms and media centers make every effort to provide only the highest quality reading materials, we understand that parents want to help their children make a wise choice as it pertains to what their child reads. Parents who may have questions about their child’s reading material may contact their school media specialist to request additional information regarding the title, including possible professional reviews of the title. The school media specialist will work collaboratively with parents to identify titles that will help develop a love of reading.

**V. Assessments and Grading Scale:**

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| **Assessments** | **Grading Scale** |
| Performance-based tasks Projects  Interviews Journal entries  Diagnostic tests Formal presentations  Conferences Homework  Collaborative inquiry Observations  Class participation Quizzes  Oral and written explanations Comprehensive tests | 100-93 A  92-85 B  84-77 C  76-70 D  Below 70 F |

**V. Classroom Requirements:**

Students should arrive to class each day with materials for learning. These materials include a textbook, pencils, 3-ring binder, notebook paper, ear buds, and fully charged iPad. If there was homework assigned, then the completed homework assignment would be a requirement as well. Students should adhere to all behavior guidelines in the classroom, as not to interfere with the learning process of others.

**VII. Homework Policy:**

Homework will be assigned as the teacher deems it necessary. This may not be every day. Many times a homework assignment may be assigned over a period of several days. Students are responsible for recording all assignments, completing assignments, and turning them in on time. Students should read 15 minutes each night.

If a student is absent, **it is his/her responsibility to make up all work missed during the absence.** The student **must** request the makeup work from the teacher. The school handbook states that a student has five days upon returning to school to complete the work, unless an extended period of time has been determined by the teacher. If the work is not turned in during this time frame, **the grade is a zero.**

**VII.** **Texts Selections:**

The following novels have been chosen for possible whole-class instruction during the 2015-2016 school year. These are possible selections. We may not have the opportunity to read the selections below, but if we do read a novel as a class, it will be one of the selections below.

*Where the Red Fern Grows—*Wilson Rawls

\* *Any objection to a specific title should be made to the teacher so an alternative selection can be offered on an independent contract basis. Parents are encouraged to read and discuss assigned novels with students*