



**Course Title:** English Language Arts

**Instructor:** Ms. Boone

**Instructor Availability:** Tuesdays and Thursdays 3:30 - 4:30

**Instructor Contact:** Room 27

jboone@[gomperscharter.org](mailto:jboone@gomperscharter.org)

(619) 263-2171 x 2127

## Course Description:

Sixth grade English classes are designed to help students build a strong foundation of reading, writing, listening and speaking skills to prepare them for success as they enter middle school. Students will learn the foundational skills of argumentative, expository and narrative writing and will be able to apply them in authentic learning tasks. Texts read in class include a variety of genres, such as realistic fiction, historical fiction, argumentative, informational and literary non-fiction. Students are expected to participate in daily informal and formal speaking and listening activities.

## GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none"><li>Completion/Quality</li></ul> <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none"><li>Key Course Assignments</li></ul> <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none"><li>Any work assigned to a student in which they complete on their own outside of class.</li></ul> <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none"><li>Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.</li></ul>	25%

\* Classwork/Participation and Homework/Independent Learning will be updated weekly.



## Course Materials:

- Texts: Counting By 7s, The Omnivore's Dilemma for Kids, The Watsons Go To Birmingham - 1963, Farewell to Manzanar, Diary of Anne Frank
- Digital resources: NewsELA, Flocabulary, CommonLit, ClassDojo, Google Classroom
- Literacy Notebook
- Blue/black ink pens
- Pencils

## Course Structure:

- Independent reading: Students are expected to read independently in class and at home for a minimum of 30 minutes daily. Teachers will guide students in developing strong comprehension strategies to advance their reading skills.
- Writing: Students will engage in daily writing instruction as well as independent and guided practice. Students will write for a variety of authentic purposes for short and extended lengths of time.
- Listening and speaking: Students are expected to participate in daily informal and formal listening and speaking activities, such as oral debates and Socratic Seminars.
- Vocabulary and grammar: Students will practice and apply sentence structure and vocabulary skills daily to support their reading and writing in all classes.

## Course of Study:

Unit 1: Argumentative Thinking, Reading and Writing (9 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<u>CCSS.ELA-LITERACY.RI.6.1</u> <u>CCSS.ELA-LITERACY.RI.6.6</u> <u>CCSS.ELA-LITERACY.RI.6.7</u> <u>CCSS.ELA-LITERACY.W.6.1</u> <u>CCSS.ELA-LITERACY.W.6.1.A-B</u> <u>CCSS.ELA-LITERACY.W.6.1.D</u> <u>CCSS.ELA-LITERACY.W.6.2</u> <u>CCSS.ELA-LITERACY.W.6.2.A-B</u> <u>CCSS.ELA-LITERACY.W.6.2.D-E</u>	Students will be able to analyze and craft effective arguments with nuanced claims and strong supporting evidence.	<ul style="list-style-type: none"><li>• <b>Listicle: Top Ten List Pro/Con Moving to Mars</b></li></ul>

Unit 2: Expository - Equality Then & Now (9 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<u>CCSS.ELA-LITERACY.RI.6.1</u> <u>CCSS.ELA-LITERACY.RI.6.2</u> <u>CCSS.ELA-LITERACY.RI.6.3</u> <u>CCSS.ELA-LITERACY.RI.6.7</u>	Students will learn to collect and evaluate sources independently in order to complete a biography	<ul style="list-style-type: none"><li>• <b>Biography</b></li><li>• <b>Living Museum</b></li></ul>



<u>CCSS.ELA-LITERACY.W.6.2A-E</u> <u>CCSS.ELA-LITERACY.SL.6.1</u> <u>CCSS.ELA-LITERACY.SL.6.1.A</u> <u>CCSS.ELA-LITERACY.SL.6.1.D</u> <u>CCSS.ELA-LITERACY.SL.6.5</u>	project. Students will practice and strengthen oral presentation skills by participating in a Living Museum presentation of learning.	
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## Unit 3: Extended Argumentative Research and Writing - Omnivores vs. Herbivores (9 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<u>CCSS.ELA-LITERACY.RI.6.1</u> <u>CCSS.ELA-LITERACY.RI.6.6</u> <u>CCSS.ELA-LITERACY.RI.6.7</u> <u>CCSS.ELA-LITERACY.RI.6.9</u>  <u>CCSS.ELA-LITERACY.W.6.1</u> <u>CCSS.ELA-LITERACY.W.6.1.A</u> <u>CCSS.ELA-LITERACY.W.6.1.B</u> <u>CCSS.ELA-LITERACY.W.6.1.C</u> <u>CCSS.ELA-LITERACY.W.6.1.D</u> <u>CCSS.ELA-LITERACY.W.6.1.E</u>  <u>CCSS.ELA-LITERACY.SL.6.4-6.6</u>	Students will research and analyze multiple resources to create a claim and develop their reasoning skills to connect evidence to claim. Students will utilize logos, ethos, and pathos to persuade their audience through a video, pamphlet and infographic.	<ul style="list-style-type: none"><li>● <b>PSA: Video advertisement</b></li><li>● <b>Pamphlet and Infographic</b></li><li>● <b>Socratic Seminar</b></li></ul>

## Unit 4: Narrative: Connecting Literature to Our Lives (9 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<u>CCSS.ELA-LITERACY.RL.6.1</u> <u>CCSS.ELA-LITERACY.RL.6.2</u> <u>CCSS.ELA-LITERACY.RL.6.3</u> <u>CCSS.ELA-LITERACY.RL.6.9</u>  <u>CCSS.ELA-LITERACY.W.6.3</u> <u>CCSS.ELA-LITERACY.W.6.3.A</u> <u>CCSS.ELA-LITERACY.W.6.3.B</u> <u>CCSS.ELA-LITERACY.W.6.3.C</u> <u>CCSS.ELA-LITERACY.W.6.3.D</u> <u>CCSS.ELA-LITERACY.W.6.3.E</u>  <u>CCSS.ELA-LITERACY.SL.6.4-6.6</u>	Students will read and research historical events through multiple genres in order to create a diary written from the perspective of a character in one of the selected texts.	<ul style="list-style-type: none"><li>● Character Study Diary<ul style="list-style-type: none"><li>○ Video Journal</li><li>○ Blog</li><li>○ Diary</li></ul></li></ul>

### Course Specific Student Expectations:

- Students are expected to come prepared to learn each day with backpacks, binders, Literacy Notebooks and writing tools.
- Students will write their homework down daily in their planners. It is expected that parents/guardians check planners on a regular basis to support students.
- Students must read daily in and outside of the classroom (minimum 30 minutes).



- Students will be required to attend mandatory academic tutoring (M.A.C.) at lunch or after school if assignments are incomplete or missing. Points may be deducted based on late or incomplete assignments. Failure to complete the assignment later than one week beyond the due date may result in a zero.
- If a student is absent it is his/her responsibility to find out what material was covered in class and what homework was assigned.

### Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

### GPA Student Expectations

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are



appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

### Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

**Academic Integrity:** Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

### **Standards/Format for Writing Papers - MLA Format:**

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner
  - Student name: "Sammy Gompers"
  - Teacher name: Ms. Teacher
  - Course name, period: English I, Period 3
  - Date 06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented.



Citing sources in a paper must be thorough and accurate. MLA formatting for in text citations and works cited is mandatory

## Important Dates:

### Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

### Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

### Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

### Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

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

Date: \_\_\_\_\_



