

Edgemont Elementary

6th Grade English Language Arts 2024-2025 Syllabus

Part 1: Course Information

Teacher Information

Teacher Name: Danyale Grahl

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Aspen- Student grades and academic information is available throughout the year on Aspen, each student will get a handout with this password at the beginning of each year (if you have not reset your password).

Course Description

The state framework for sixth grade English Language Arts (ELA) has content emphasis on the following five standards:

1. Literature
2. Informational Text
3. Writing
4. Speaking & Listening
5. Language

In this class, we will explore complex texts and write in a variety of modes.

Textbook & Course Materials

Provided Texts and Resources

- *Hatchet*- Gary Paulsen
- *Roll of Thunder, Hear My Cry*- Mildred Taylor
- Common Core Coach/Performance textbooks

*Teacher will supply any required texts that will be used throughout the year. There is one class set provided, so students will not be bringing them home.

Course Structure

This class is a combination of lecture, discussion, and activity-based lessons.

Online Resources

- TN State Standards for ELA:
https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massive-meetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA_Science_Standards_Attachment_2_-_ELA.pdf
- Cocke County Schools Website:
<http://www.cockecountyschools.org>
- Study Island:
<https://www.studyisland.com>

Field Trips

Field trips that will be taken are considered to be reward field trips. These field trips have to be *earned* by good behavior, no missing assignments, and minimal absences/tardies/leaving early.

Fall

TBD

Spring

TBD

Part 2: Student Learning Outcomes

- Student learning outcomes are listed in the table in Part 3 of the syllabus.
- As students master the standards, they will demonstrate independence; build strong content knowledge; respond to the varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; and come to understand other perspectives and cultures.

Part 3: Topic Outline/Schedule

• Overview of 6th Grade ELA

Nine Weeks	Unit	Approximate Time*
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First Nine Weeks	<ul style="list-style-type: none"> ● <u>Unit 1: Informational Writing</u> <ul style="list-style-type: none"> o Objective: use SRSD to write an informational essay. ● <u>Unit 2: Historical Texts</u> <ul style="list-style-type: none"> o Objectives: Read and analyze historical text o Compare and contrast primary and secondary sources o Explain how text structures are used in historical text o Understand how graphic features are used in historical text o Apply vocabulary strategies to understand domain specific vocabulary. ● <u>Unit 3: Steve Jobs</u> <ul style="list-style-type: none"> o What is the definition of success? o How can we achieve success through failure and hard work? 	<p>2 weeks</p> <p>2 weeks</p> <p>5 weeks</p>
Second Nine Weeks	<ul style="list-style-type: none"> ● <u>Unit 4: Persuasive Texts</u> <ul style="list-style-type: none"> o Read and analyze persuasive text o Identify common structures of persuasive o Evaluate how an author supports claims with relevant reasons and evidence o Identify persuasive techniques and analyze their effects o Recognize the use of persuasive language and bias ● <u>Unit 5: Argument (Writing)</u> <ul style="list-style-type: none"> o Use SRSD to write an argumentative essay using relevant and sufficient evidence to support a claim. 	<p>1 - 2</p> <p>weeks 2</p> <p>weeks</p>

	<ul style="list-style-type: none"> ● <u>Unit 6: Hatchet</u> <ul style="list-style-type: none"> o How can we describe humans' relationship with nature? o What does it take for a person to survive in extremely challenging circumstances? o How do our personal experiences shape and change us? o How can reading a variety of texts on a similar topic or theme deepen my understanding and uncover new perspectives? 	5 weeks
Third Nine Weeks	<ul style="list-style-type: none"> ● <u>Unit 7: Narrative Writing</u> <ul style="list-style-type: none"> o Students will write a narrative to develop real or imagined experiences or events using effective techniques. 	2 weeks
	<ul style="list-style-type: none"> ● <u>Unit 8 : Fiction Unit</u> <ul style="list-style-type: none"> o Identify the characteristics of different types of fiction o Identify major literary elements within a text including character, plot, setting, theme, and point of view o Examine the connections between literary elements, explaining how one element influences another o Read and analyze different types of fiction o Draw on textual evidence to make inferences and identify theme o Use context clues while reading to determine the meaning of unfamiliar words 	2 weeks
	<ul style="list-style-type: none"> ● <u>Unit 9: Roll of Thunder</u> <ul style="list-style-type: none"> o What is the importance of "home?" What makes a "home?" o How do our life experiences affect who we become? o What is an author's purpose in writing historical fiction? o What makes a friend? o When should we make sacrifices to do what's right? 	5 weeks

Fourth Nine Weeks	<ul style="list-style-type: none"> ● Unit 10: Poetry <ul style="list-style-type: none"> o Identify the structure of a poem o Analyze the effects of rhyme and rhyme schemes in a poem o Recognize sound devices and analyze their effects o Identify and interpret language in poems o Analyze the point of view, theme, and tone in poems o Identify the characteristics of common forms of poetry o Understand how poets choose words based on denotation and connotation 	2 weeks
	<ul style="list-style-type: none"> ● Unit 11: Scientific and Technical Texts <ul style="list-style-type: none"> o Identify the characteristics of different types of fiction o Identify major literary elements within a text, including character, plot, setting, theme and point of view o Examine the connections between literary elements, explaining how one element influences another o Read and analyze different types of fiction o Draw on textual evidence to make inferences and identify theme o Use context clues while reading to determine the meanings of unfamiliar words 	2 weeks
	<ul style="list-style-type: none"> ● Unit 12: Drama <ul style="list-style-type: none"> o Identify the elements of drama o Analyze the plot of a drama o Use dialogue and stage directions to make inferences about characters o Recognize figures of speech and use them to make inferences about characters o Analyze the theme of a drama o Use context clues to determine the meaning of antiquated language 	1 week

**This is subject to change slightly at the teacher's discretion.*

Part 4: Grading Policy

Graded Course Activities

Assignments for details about each assignment listed below.

1st 9 Weeks	
Daily Grade	Daily Tasks
Weekly Grade	Spelling Test

Weekly Grade	Interactive Notebook Grade
End of Each Unit	End of Unit Writing Task
2nd 9 Weeks	
Daily Grade	Daily Tasks
Weekly Grade	Spelling Test
Weekly Grade	Interactive Notebook Grade
End of Each Unit	End of Unit Writing Task
3rd 9 Weeks	
Daily Grade	Daily Tasks
Weekly Grade	Spelling Test
Weekly Grade	Interactive Notebook Grade
End of Each Unit	End of Unit Writing Task
4th 9 Weeks	
Daily Grade	Daily Tasks
Weekly Grade	Spelling Test
Weekly Grade	Interactive Notebook Grade
End of Each Unit	End of Unit Writing Task

Late Work Policy

See the Cocke County School System's website to view the late work policy.

Viewing Grades in ASPEN

Points you receive for graded activities will be posted to the ASPEN GradeBook.
Click on the My Grades link on the left navigation to view your points.

Letter Grade	Percentage	Performance
A	93-100%	Excellent

B	85-92%	Good
C	75-84%	Average
D	70-74%	Poor
F	0-69%	Failing

Part 5: Course Policies

Attend Class

Students are expected to attend all class sessions as listed on the course calendar.

Participate

Students are expected to participate in classroom discussions, group activities, etc. Students will be held accountable by group rubrics.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your teacher know as early as possible. As you will find, building rapport and effective relationships are key to becoming a successful student. Make sure that you are proactive in informing your teacher when difficulties arise during the school year so that they can help you find a solution.

Academic Dishonesty Policy

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Teachers have the initial responsibility for detecting and dealing with academic dishonesty. Teachers who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Teachers should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), teachers may take whatever action (subject to student appeal) they deem appropriate.
3. Teachers who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the teachers believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected.

Student Testing Code of Ethics and Security

It is important for you as a student to know that the following guidelines are to be strictly followed. This year the TNReady test will count at least 10% of your final semester grade. Your work on this test is very important and it deserves your best effort.

I understand that during testing on the days of the assessment, I am responsible for:

- Not having any electronic devices on me or in my purse/backpack/pockets
 - Including but not limited to cell phones, smart phones, smart watches, etc. **during testing or during breaks.**
 - Best practice is for students to leave devices at home or in their lockers on the day of testing.
 - If I am caught with a device during testing or during breaks, my test may be nullified, resulting in a zero as at least 10% of my final semester grade, and any school level disciplinary action as deemed appropriate by the administration.
- Trying my best on the test
 - If I do not attempt to test (I give **no answers or randomly answer** questions) my test score may be nullified, resulting in a zero as at least 10% of my final semester grade, and any school level disciplinary action as deemed appropriate by the administration.
 - The testing administrators and proctors in the testing environment will determine if no answers or random answering is taking place.
 - I will focus and put forth effort on the test.
- Being honest and not cheating
 - If I am caught cheating (taking pictures of the test, writing down and passing answers, talking to other students, looking on other computers, using software outside the testing platform), my test may be nullified, resulting in a zero as at least 10% of my final semester grade, and any school level disciplinary action as deemed appropriate by the administration.

<p>Course policies are subject to change. Any changes will be posted on the website.</p>
