



Portland Public Schools
Middle Level
Syllabus Template

School Year 2016-17

Teacher: Colleen Birkey		School: Hosford Middle School	
Subject: 6 th grade Language Arts	Course Title: Language Arts	Grade Level(s): 6th grade	
Is high school credit an option for this course? NO			
Prerequisites: None			
Course description: The language arts class is designed to increase your communications skills through reading, writing, speaking, and the study of the English language. The primary focus in language arts class will be mastery of different writing styles, demonstration of the rules of grammar, and the ability to express oneself orally as well as deepening the level and comprehension in reading. This year students can expect to read across genre and in a variety of fiction and non-fiction including novels, short stories, dramas, poetry, and essays. These writing pieces will model the different writing styles we will be working on ourselves. Writing assignments will include timed responses and assessments, journal writing, essays, critiques, and creative pieces. Vocabulary, spelling, and grammar assignments will also be an important part of this class. Because we are a community of learners, students should also expect to work periodically in group situations and to present information to peers in groups or individually. Students should understand that at-home reading is expected and is a component of this course. Students will be held accountable for at-home reading through projects and reports. Assignments will reflect at least six genre's including Biography/ Autobiography,			
Priority Standards CCSS for LA http://www.pps.k12.or.us/files/curriculum/all.pdf (pgs. 189-236) and http://www.pps.k12.or.us/departments/curriculum/7691.htm			

Schedule of topics/units covered:

Literature: Seedfolks, The Cay, Homeless Bird, Touching Spirit Bear. Short stories

Nonfiction Reading: Essays from EMC reader and other items of news.

Writing: *Expository:* Compare and Contrast; Describe Conflict; *Argument:* T.B.D;

Narrative: Personal narratives, The Cay Character development essay.

- Narrative writing*
- Expository writing (descriptive, explanation, comparison and contrast, problem/solution)*
- Technical writing (friendly letters, thank-you notes, instructions, web pages)*
- Persuasive writing/Speech writing and delivery*
- Poetry
- Short stories
- Mythology/Folklore
- Sentence Fluency and Construction
- Vocabulary
- Standard grammar and mechanics
- Reading across the curriculum.

Academic Vocabulary:

Adjective, adverb, alliteration, allusion, analysis, anecdote, antagonist, argument, couplet, characterization, climax, conclusion, conflict, connect, context, denouement, evaluate, falling action, flashback, foreshadowing, final draft, genre, infer, noun, object, origin, perspective persuasive, plot, predict, preposition, pronoun, quote, reflection, resolution, rising action, rough draft, round character, subject, summarize, static character, style, symbolism, thesis, transition, verb, visualize.

District adopted materials

EMC; Literature list,

Supplemental resources:

Library selections for independent reading

Differentiation/ accessibility strategies and support (TAG, ELL, SpEd, other):

Flexible grouping

Depth and complexity extensions

Rate and level curricular adjustments

Tiered lessons

Diverse questioning strategies

Compacting

Modeling of skills and thinking

Final proficiencies: Fall writing pretest and Spring writing test. Fall reading assessments will be given (fluency and EZCBM) should show progress in development of these skills. Later assessments should show progress.

Essential skills to be taught or assessed:

- X Read and comprehend literary and informational text
- x Write and spell clearly and accurately
- x Create complex sentences
- x Develop critical thinking and deliver it in writing
- x Analyze literary text
- x Use literary vocabulary
- x Create large well organized writing assignments
- x Listen actively and speak clearly
- x Give textual evidence for proofs
- x Develop personal management and teamwork
- x Use technology
- x Reflect on civic and community Engagement
- x Explore global Literacy

Assessment/evaluation/grading policy:

A student's effort grade will be determined by participation, homework, and class work. Proficiency will be based on performance on tests, quizzes, and projects. Major writing assignments will be recorded as test grades.

Behavioral expectations:

ATTENDANCE: It is expected that students will be present in class every day unless a note from a parent or guardian is provided and the absence is excused. Students are responsible for making up all work missed while they are absent in order to receive a grade for that work. Make up work is difficult therefore regular attendance is strongly encouraged. Make up work for excused absences will be accepted for up to three days after the student returns to school. Make up work for unexcused absences will be accepted at my discretion. Even though we are notified of vacations in advance, not all worksheets or photocopies have been made. Students may need to make up work after returning within the three days accepted for the excused absences. Agendas will be posted daily to help avoid missing assignments.

TARDINESS: When students are tardy they miss the instructions and set up for the whole day's work. This is a very important time for the whole class, and I get impatient with interruptions during this time. If you are tardy please come in quietly, and wait to get the information you missed, so as not to disturb the class any more than necessary.

HALL PASSES: Hall passes have been issued with a limit of 10 per semester. They are not to be used within the 10 minute periods at the beginning and end of a class. You are expected to complete such business within 5 minutes. You must have them signed by me if they are to be valid. You take one, write your name, the date, and time on it, and I will sign it. Take it with you on your mission and return it to the hall pass bin when you get back to class. You are also expected to sign out on the sign out sheet. Overuse will be monitored.

RULES: It is my philosophy that every student has the right to a classroom environment that is conducive to learning and free from unnecessary disruptions. It is each student's responsibility to behave in a manner that is respectful of the rights of all members of the class. We will discuss what this should look like together at the beginning of the year but the bottom line is:

Respect your opportunity to learn.

Respect others and their learning.

Apply yourself to the reading, writing, speaking and language goals.

Treat all people with dignity, kindness and compassion.

Consider your own character as possible role model.

Realize your importance and place in our community of learners.

CONSEQUENCES: In the event that a student's absences, tardiness, or behavior

Safety issues and requirements:

Students must share and return the **required** PPS Lab Safety Agreement with signature of parent or guardian before they can participate in lab activities. They should adhere to all aspects of safety included in that document.

<http://inside.curriculum.pps.k12.or.us/.docs/pg/11031>

Signature of instructor completing this form: **Colleen Birkey**

Administrator Approval:

By approving this syllabus the administrator verifies that

- a. *the course code written on this form is accurate and that this code has been correctly placed into eSIS by the school's data clerk.*
- b. *the teacher listed on the syllabus meets the endorsement requirements as set forth by ODE and NCLB.*
- c. *the course meets the requirements of the District required core curriculum including standards.*
- d. *the teacher is using District adopted materials or has been approved to use other resources.*