

Amy Borges
Room 30
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6th Grade English Language Arts and Literature

Course Description: This course provides a literature-centric language arts program in accordance with the California Common Core Standards. Students will explore thematic connections in reading, writing, word analysis, as well as develop listening and speaking skills using significant works of literature. They will read various genres of literature including novels, short stories, nonfiction essays, articles, biographies, folk stories, and poetry while making personal connections to their own world. Critical thinking skills, listening and speaking opportunities, and comprehension proficiency will develop as students respond to literature. Students will study the author's craft and the writing process model using rubrics for assessment and self-reflection. Additionally, students will participate in thematic, project-based learning through individual, partner, and group activities. Sixth graders will focus on three primary writing genres (information, argument, and narrative) in order to begin the path towards high school readiness.

Course Goals: The goal for students is to foster their passion for reading, develop critical thinking skills, communicate effectively in oral and written expression, and promote successful, independent learning.

Student Texts: Sixth graders will explore a collection of literature in the textbook anthology, as well as a variety of nonfiction selections and core literature, including many of the following:

Freak the Mighty, Rodman Philbrick
The Giver, Lois Lowry
The Breadwinner, Deborah Ellis

Seedfolks, Paul Fleischman
A Long Walk to Water, Linda Sue Park
D'Aulaire's Book of Greek Myths, D'Aulaire

State Adopted Anthology Textbook: Holt Literature and Language Arts Introductory Course, Holt Rinehart, and Winston, 2010.

Grammar Textbook: Holt Warriner's Handbook, Holt Rinehart, and Winston, 2010.

Class Expectations:

- Arrive to class ready to learn.
- Make sure you have classroom materials
- Complete all homework and assigned reading.
- Be responsible for your work. Communicate with Ms. Borges if you need help or you are missing assignments.
- Respect yourself, your teacher, your classmates, and school property.

Classroom Tips:

- Advocate for your needs. Schedule a time to meet with Ms. Borges when you need help.
- Try your personal best each day.
- Find a quiet place to devote to your reading and homework.
- Check PowerSchool grades regularly as well as Ms. Borges's Google Classroom.
- Talk to your family about what you are learning or working on in class.

Grading Policy: All grading, written work, testing, and homework standards that are used in this class reflect the newly adopted Academic Standards for Woodside School. They are as follows:

| WES Grading Standards: | Grade | Percent | Grade Point |
|-------------------------------|--------------|-----------------|--------------------|
| | A | 94-100 | 4.00 |
| | A- | 90-93 | 3.67 |
| | B+ | 87-89 | 3.33 |
| | B | 83-86 | 3.00 |
| | B- | 80-82 | 2.67 |
| | C+ | 77-79 | 2.33 |
| | C | 73-76 | 2.00 |
| | C- | 70-72 | 1.67 |
| | D+ | 67-69 | 1.33 |
| | D | 63-66 | 1.00 |
| | D- | 60-62 | .67 |
| | F | Below 60 | .00 |

Grading: Grades are not weighted in my class. Essays, tests, and large projects are usually worth 100 points. Smaller projects are usually worth 50 points. Class work and homework assignments are usually worth 25 points.

Unexcused Absences: Students who miss school due to suspension, truancy, travel and/or unexcused absences (sports and shadowing other schools) must turn in their missed work upon return. If a test happens to fall on the day the student returns to class, he or she will be required to take the test that day.

Excused Absences: An illness is considered an excused absence. Students will be given as many extra days as they missed due to illness. It is the student's responsibility to find out what the homework assignment is upon return. If a student is given one extra day to complete an assignment because of an illness, he or she must turn in the assignment when that particular due date arrives.

Late Work: All late homework, projects, and essays will be subject to a deduction of up to 10%. Missed tests will need to be completed within one week of the original test date.

Homework: Homework will be purposeful and designed to reinforce the concepts we have covered in class. Homework will not exceed 20 minutes a night.

Acceptability of Written Work: All work must be neatly done in legible handwriting or type written. I will often require that writing be typed, so the use of a computer is strongly suggested.

Assignments: Keep all assignments in your binder and bring them to class each day. Please do not throw anything away until we clean out our binders and organize our portfolios at the end of a unit of study.

Reading: In addition to reading core literature novels, students are expected to choose independent books for reading in and outside of class. Students can bring books from home or use books from the classroom library. Students will be required to report on these independent books in Literature Circles once a trimester.

Rough Drafts: Type written or hand-written drafts are to be double-spaced, single-sided, with a 12 font size, with 1" margins, and a proper paper heading and title. Save your drafts as part of your process papers. It is recommended that you type your work to make the transition to final drafts easier.

Final Copy Format: Final drafts are to be double-spaced, single-sided, in Times New Roman, 12 pt. font size, with 1" margins, and must contain a proper paper heading and title. It is the responsibility of the student to turn in papers before the due date if he or she will not be at school that day.

Projects: We will complete several individual and collaborative projects throughout the year. It is the responsibility of the student to turn in projects before the due date if he or she will not be at school that day. There will be up to a 10% reduction in the grade for each day that the project is late.

Paper Headings: All student-prepared work is to have the following MLA heading:

| | |
|-------------------------|--------------|
| Full Name | |
| Teacher | |
| Class (6A or 6B) | |
| Date | |
| | <i>Title</i> |

Missing part of the heading on a typed assignment may result in a 5% deduction.

My Teaching Style:

Each of your children learns in a different way. In Room 30, each child's learning styles will be addressed and individual strengths will be used as building blocks for further instruction and conceptual understanding.

Our classroom community is a supportive and positive learning environment where I encourage students to take responsibility for their learning while interacting respectfully with their peers and teacher.

Classroom Rules:

1. Be Nice.
2. Tell the Truth.
3. Offer to Help.
4. Clean Up.
5. Don't Give Up.

Parent Support:

To help your child stay organized and feel successful, I will post our curriculum plan on my google classroom. This is a projected plan for the week and may adjust according to the students' needs. The week's homework will be posted on the website, as well as on the whiteboard in the classroom.

Parent conferences are scheduled for October 3, 10, 17, and 24.

Communication:

The best way to contact me is via email at aborges@woodsideschool.us You may also contact me by leaving a voice message at extension 1030.

I am here to teach your child about literature and writing, but more importantly, I am here to support your child in his or her academic career. Please contact me immediately if you feel your child is struggling academically or socially.

I am really looking forward to an exciting school year!

With Wildcat Pride,

Ms. Amy Borges

(RETURN ONLY THIS PAGE)

Please review the syllabus with your parents/guardians, sign, and return this portion by Friday, August 24th. Then, store the syllabus in your folder as a reference for the year.

Student Name _____

Student Signature _____

Parent Name(s) _____

Parent Signature _____

Parent Email _____

Parent Phone Number _____