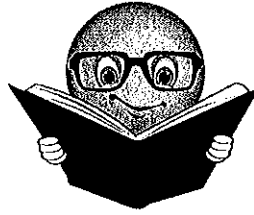


6th & 7th Grade English Language Arts



Mrs. Stutsman

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Prep time 2:15 - 3:00

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Cindy Roever

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Course Aim:

To encourage an appreciation of literary genres, increase comprehension/vocabulary, and build independent reading skills. Students will understand, interact, interpret, and create a variety of literacy forms. It will also expect students, through speaking and writing, to demonstrate a command of standard English conventions. Students will also write a variety of texts including personal narrative, informational, argumentative, and research utilizing multiple structures and styles of good writing.

Course Description:

This course emphasizes the study of informational/visual texts, multi-media literacy, drama, and narratives. Development of vocabulary usage and understanding of word meaning will be a central feature, and Independent reading outside of the classroom will be expected. Through hands on, multi-media and collaborative learning processes, students will master reading, writing, listening, and speaking goals.

The class will focus strongly on Common Core Curriculum for English Language Arts. Visit <http://www.corestandards.org/> for a more detailed description of the content.

Reading:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing:

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening:

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. *Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.*
6. *Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.*

Language:

Conventions of Standard English

1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Knowledge of Language

3. *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.*

Vocabulary Acquisition and Use

4. *Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.*
5. *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*
6. *Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.*

Texts: Various novels, short stories, articles, and multi-media texts

Assessments:

Grading is based on a combination of the following:

- Homework/seatwork/daily work/participation
- Quizzes and Tests
- Independent Reading
- Multi-media projects

Class Requirements:

- Bring all materials needed for class. (Pen, Pencil, paper, highlighter, sticky notes, text books, and related documents/homework)
- Agendas are provided to all students at the beginning of the year; students will be required to utilize them for planning, recording homework assignments, and as a communication tool between home and school.
- Character counts. Students may not correct each other's grammar, pronunciation, or ideas and must demonstrate good character at all times. Be kind!
- Consequences for inappropriate behavior will result in a personal warning, repeated behavior or severe behavior issues will result in a parent note, and further infractions will result in an office referral. (See Student Handbook for further information)

Tardies, Absences, Late Work, Broken Printers, Cheating:

- If you are late to class or absent, it is up to you to find out what you missed. Cultivate a list of classmates' phone numbers and e-mail addresses so you can find out what to make up. Contact your teacher if this method fails. Homework bins are located by Mrs. Brutton's room.
- Late assignments may or may not be accepted. Incomplete assignments will be re-assigned and completed with a grade reduction. Zeroes are not permitted (ZAP). **Assignments will be completed as per Valmeyer Homework Policy. (See handbook)**
- Do your own work. Read the Student Handbook for the school policy on plagiarism and academic dishonesty.

Method of Assessment:

- Students are evaluated on active and thoughtful participation in class discussions, regular and careful completion of homework assignments, scores on essays and tests, and effort and progress shown through the year.
- Most assignments, quizzes, tests, essays, and special projects will be assessed using percentages or specific rubrics. Scores of 71% or lower will require the student to repeat the assignment or assessment.
- If a student cannot print out a homework assignment for any good reason, it can be e-mailed to the Teacher, arrive at school early to print, print at lunch (afternoon classes). **Plan ahead to avoid printer problems!**
- Students & parents may keep track of grades and assignment completion via the school's website under the Parent Portal.

Welcome!

This will be an exciting and productive year of learning. Please feel free to contact any member of the Language Arts team for anything you might need. We look forward to another great year!

Your partners in learning,

Mrs. Stutsman

Mrs. Roever

Return this page only; keep informational pages for future reference.

Please sign and return to Mrs. Stutsman by August 24th, 2012. By signing, you understand the expectations of the class, agree to follow all classroom guidelines, and will do your personal best as a student and will exhibit integrity and kindness in all ways.

Parent Signature: _____

Student Signature: _____

Contact information:

Email: _____ (print clearly please)

Phone: _____