



BARNEGAT TOWNSHIP SCHOOL DISTRICT

Horbelt School
ELA 6 - Syllabus

| Course Information | Teacher Information |
|--------------------------|---|
| English/Language Arts 6 | Name: Ms. Allison Stella |
| Full Year | Phone: extension 21511 |
| Class Location: Room 511 | Email: astella@barnegatschools.com |
| | Teacher Website: https://www.barnegatschools.com/domain/2398 |

Course Description:

6th grade English/Language Arts is designed to foster independence in readers and writers and to ask questions about the relationship between the self and the world. Each unit focuses on a suite of these questions and related texts,

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information, Writing, and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and Technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Course Competencies/ Learning Objectives

Students who successfully complete ELA 6 will be competent in the following areas.

Students will be able to:

- Use evidence in fiction and nonfiction texts to support connections and inferences
- Determine a central idea of a text
- Analyze and critique the structure of a text
- Determine the meaning of words and phrases, including how those choices contribute to the tone
- Write narratives, poems, explanations, and arguments in multiple contexts
- Organize ideas while writing and thoughtfully structure sentences/paragraphs
- Revise writing of one's own work and the work of others to eliminate errors and to enhance precision
- Identify point of view and explain how a speaker's perspective changes a text
- Compare texts or works to identify similar themes or to critique adaptations of a text in other mediums
- Present information using technology and academic language to convey information or defend a claim
- Use researched information from nonfiction sources to explain or defend an idea

Course Texts / Online Resources

Long texts:

Curtis, Christopher Paul. *The Watsons Go to Birmingham - 1963*. 1995.

Philbrick, Rodman. *Freak the Mighty*. 1993.

Google Classroom ID = **n2ad7kw** (Pd 1) or **itn3l7y** (Pd 2)

Newsela (paired with Google Classroom)

Classcraft (paired with Google Classroom)

Required Materials

Class binder (3-ring, 1 inch or wider recommended)

Journal (provided by teacher)

Chromebook and charger (provided by school)

Attendance Policy

Regular and prompt class attendance is an essential part of the educational experience. The Barnegat Township School District expects students to be responsible and exercise good judgment regarding attendance and absences. Students accept full responsibility for ensuring that they complete any/all work missed due to absences.

Students who are absent have the same amount of time added to make up work that they were absent. E.g. if you are absent due to illness two days, you get an extra two days to complete necessary assignments from those days.

Since many assignments are posted online, students are advised to complete work there during their absence whenever practical.

Course Topic Outline

Please find a list of the units for this course:

| Content Area: English Language Arts | |
|--|-----------------------|
| Course Title: ELA 6 | Grade Level: 9 |
| Unit 1: Identity & Culture | 45 Days |
| Unit 2: Tolerance & Acceptance | 45 Days |
| Unit 3: Justice & Action | 45 Days |
| Unit 4: Courage & Grit | 45 Days |

Student Grades

Each marking period, students will have a minimum of three (3) Major Assessments and seven (7) Minor Assessments (explained below). Course Participation is assessed twice (2x) per marking period using the district rubric. Benchmark assessments will be recorded in Genesis for marking periods 1, 2 and 3.

| | | |
|------------------------------|---|-----------------------------|
| Major Assessments | - | 50% of marking period grade |
| Minor Assessments | - | 30% of marking period grade |
| Course Participation | - | 15% of marking period grade |
| Benchmark Assessments | | 5% of marking period grade |

- Examples of Major Assessments include items that are summative in nature, such as: tests, projects, research papers, prose-constructed response timed writings, formal presentations, reports, Socratic seminars, or any other type of assessment used to capture evidence of learning at the culmination of a unit of study.
- Examples of Minor Assessments include items that are formative in nature, such as: quizzes, reading comprehension checks, response journals, exit tickets, small-scale research activities, reading logs, in class worksheets, or any other type of assessment that is diagnostic in nature and used to guide instruction and provide ongoing feedback to students.
- Note: grades for individual assignments are entered into Genesis for the marking period in which the assignment is collected, and not a subsequent marking period.
- Extra Credit will only be available for assignments that have been approved ahead of time by the teacher and department supervisor.
- In this course, it is expected that students will submit only their best work, and teachers reserve the right not to accept work that is substantially below what a student is capable of producing. Students should treat every task as if it will be graded, though not every assignment will receive a gradebook grade.
- *Please speak to your teacher about the opportunity for earned Second Chances on certain Major Assessments.*

Course Participation Rubric

| | Academic Social Skills | Readiness to Learn / Study Skills | Class Discussions | Classwork | 21st Century College and Career Readiness |
|-----------------------------|---|--|--|--|---|
| Meeting Expectations | <p>20 points</p> <ul style="list-style-type: none"> - Takes initiative in completing tasks in the online classroom. - Communicates needs to the teacher in an appropriate manner. - A role model for others in the online classroom. - Appropriately seeks support and/or assistance from the teacher. | <p>20 points</p> <ul style="list-style-type: none"> - Produces notes and other materials that demonstrate effort and insight. - Is motivated and takes ownership of his/her learning. - Takes steps to better himself/herself through Google Meets, emailing, etc. | <p>20 points</p> <ul style="list-style-type: none"> - Consistently completes the assigned discussion questions and rarely misses a question, if at all. - Responses consistently reflect high levels of care and pride in work. - Replies and interacts with peers in a meaningful manner. | <p>20 points</p> <ul style="list-style-type: none"> - Consistently completes assigned tasks in a timely manner. - Actively participates in classroom activities on a daily basis. - Contributes to class discussions in a meaningful way (asking questions or adding to class discussion). | <p>20 points</p> <p>Student <u>consistently</u> shows the following:</p> <ul style="list-style-type: none"> - Responsible and contributes to our online community. - Clearly and appropriately communicates with the teacher via email. - Understands the consequences of actions. - Responsibly uses technology. |

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| Approaching Expectations | <p>15 Points</p> <ul style="list-style-type: none"> - Completes tasks in the online classroom. - Sometimes communicates needs to the teacher. - Frequently on-task, but may need some redirection from the teacher. | <p>15 Points</p> <ul style="list-style-type: none"> - Often produces notes and other materials that demonstrate effort, but may also require direction. - Is mostly motivated and takes ownership of his/her learning. - Often takes steps to better himself/herself through Google Meets, emailing, etc. | <p>15 Points</p> <ul style="list-style-type: none"> - Frequently completes the assigned discussion questions, but may have missed a few. - Responses sometimes reflect high levels of care and pride in work, but not always. - Replies and interacts with peers. | <p>15 Points</p> <ul style="list-style-type: none"> - Usually completes assigned classwork tasks. - Frequently participates in classroom activities but sometimes requires re-direction. - Usually contributes by responding, and/or asking questions. | <p>15 Points</p> <p>Student <u>frequently</u> demonstrates the following:</p> <ul style="list-style-type: none"> - Responsible and contributes to our online community. - Clearly and appropriately communicates with the teacher via email. - Understands the consequences of actions. - Responsibly uses technology. |
| Not Meeting Expectations | <p>10 Points</p> <ul style="list-style-type: none"> - Rarely completes tasks in the online classroom. - Does not communicate needs to the teacher. - Frequently needs re-direction from the teacher. | <p>10 Points</p> <ul style="list-style-type: none"> - Produces notes and other materials that lack effort to learn. - Unmotivated and does not take ownership of his/her learning. - Does not take appropriate steps to better himself/herself. | <p>10 Points</p> <ul style="list-style-type: none"> - Rarely completes the assigned discussion questions. - Responses do not reflect care and pride in work. - Little to no replies and interactions with peers. | <p>10 Points</p> <ul style="list-style-type: none"> - Rarely completes assigned tasks and does not produce his/her best work. - Usually does not participate in classroom activities and often requires teacher re-direction - Usually does not contribute by responding and/or asking questions. | <p>10 Points</p> <p>Student <u>rarely</u> demonstrates the following:</p> <ul style="list-style-type: none"> - Responsible and contributes to our online community. - Clearly and appropriately communicates with the teacher via email. - Understands the consequences of actions. - Responsibly uses technology. |

Plagiarism, Cheating, and Academic Integrity

The Barnegat Township School District places a strong emphasis on students' integrity, and the district will not tolerate instances of academic dishonesty. Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source.

Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and are subject to consequences described in the Student Handbook and Board Policy #5701.

Honor Code

The purpose of this Honor Code is to communicate the meaning and importance of academic integrity to all members of the school community and to articulate and support the interest of the community in maintaining the highest standards of conduct in student learning. Barnegat High School embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of learning, and represents the highest possible expression of shared values among the members of the school community. The core values underlying and reflected in the Honor Code are:

Academic honesty is demonstrated by students when the ideas and the writing of others are properly cited; *students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately.*

Respect for others and the learning process to demonstrate academic honesty.

Trust in others to act with academic honesty as a positive community-building force in the school,

Responsibility is recognized by all to demonstrate their best effort to prepare and complete academic tasks.

Fairness and equity are demonstrated so that every student can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty.

Integrity of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.

This Honor Code summarizes the Honor Policy, which defines the expected standards of conduct in academic affairs. The student body and faculty at Barnegat High School will not tolerate any violation of the Honor Code. Any violation of the Honor Code will result in Administrative Consequences and be detrimental to student grade.

Student Expectations: All school rules and policies apply to this class.

BE THE BEST VERSION OF YOU! This leads to the following:

1. Follow directions the first time.
2. Respect yourself and others.
3. Respect the learning environment and others' belongings.
4. Prioritize learning; prepare for the day and eliminate distractions.
5. Make honest choices.

Extra Help and Support

Occasionally, students will require additional help to master the content and skills in this course. If you need additional help, there are a variety of options for you, including:

- OSS periods
- After school sessions (on Tuesdays by appointment - please email to request a time)
- Free online tutoring with Brainfuse (available from the Barnegat Library website)

As your teacher, I am committed to your success. If you need help, please ask!

Elaboration on Procedures and our “One Rule”

Our “One Rule” is to **Be the Best Version of You!**

In this class, we all want to choose to act like the best version of ourselves - not just someone or something else. There are expectations that logically follow this, since the best versions of ourselves make the kindest, most thoughtful, and most dedicated choices.

To keep things running smoothly, we also have class procedures. Following these procedures and making respectful choices as a responsible student will bring out your best self in the classroom.

Beginning class:

Be on time, take your seat when greeted to enter the room, and begin the “Now” activity on the board. There may be a timer indicating how long you have to complete that task.

When finished, you can also check out the reminders and the future activities on the board.

Class interruptions:

Sometimes you’ll need to take a break from the learning process to go to the bathroom or do something else that requires getting up.

Please let the teacher know what you need by holding up the correct sign (posted in the room near the flag) so you can do this at the next available opportunity.

If you need to leave the room, use the sign-out sheet and the designated pass. Bring the pass back and sign back in before returning to the learning activity.

Phones:

Phones or similar personal devices can be helpful tools, but can also get in the way of our class rule.

By default, **phones need to be out of sight or kept somewhere safe by the teacher.**

Your teacher will help you if you need to contact home in an emergency, and family members should contact the school, not the student’s phone, to reliably get through with emergency information.

Speaking and listening:

Learning often requires listening and talking to others, but there will be times when one speaker needs to be respected and the rest of the room needs to listen.

There will also be times where silence is necessary to respect those who are doing a difficult task requiring focus.

There will be lights near the front of the room to indicate noise level appropriateness from large group voices, small group voices, down to silent work.

If individuals or groups do not match the volume level, three reminders will be given by removing a letter from the word NOISE on the board. When the word only says “NO,” students who continue to disrupt will receive consequences.

There will be a special class code we use to bring attention back to the teacher when necessary. The code will be repeated until all students have stopped other activities/talking and have focused on the teacher’s new objective.

Late Work:

Almost without exception, assignments will be begun in class with provided class time. In the event that a student chooses to take work home or to OSS to complete, it is important that the work is still completed by the posted due date.

Once the due date passes, students will lose 10 percent per day.

Work can be completed at any time in the quarter for the lowest passing grade, but must be a genuine and full attempt to count for this credit.

Plagiarism and Cheating:

Plagiarized work, meaning work that copies some or all of someone else’s work in a way attempting to make it look like the student’s work, cannot earn credit and cannot be redone. Students should never risk copying parts or all of their work off of internet sources or other students.

Other academic dishonesty, like looking up or sharing answers during a quiz or test, will also lead to a grade being terminated. We do not cheat or lie in this classroom.

Consequences:

Behaviors that go against our rule can lead to:

- Lost health points on our online reward system, Classcraft
- The student and teacher communicating with guardians about behaviors
- Poor reflection on class participation grades
- A grade hold until the behavior or issue has been remediated
- A restorative circle with the class, with administrators, and/or guardians

I have read and understand the syllabus for ELA 6.

Student Signature

Print Name

Parent/Guardian Signature

Print Name