



David T. Howard Middle School
COURSE SYLLABUS
 2020 - 2021

ENGLISH LANGUAGE ARTS 6

Teacher	Email	Room Number	Virtual Office Hours
Ms. Abbi Hurt	Abigail.Hurt@apsk12.org	2205	2:45-3:30 PM, M-F
Dr. Tiffany Mitchell	TNMitchell@atlanta.k12.ga.us	2204	2:45-3:30 PM, M-F
Ms. Tammy Miller	TMiller@atlanta.k12.ga.us	2411	2:45-3:30 PM, M-F
Ms. Hannah Lonza	Hannah.Lonza@atlanta.k12.ga.us	2404	2:45-3:30 PM, M-F
Ms. Jodi Stern	Jodi.Stern@atlanta.k12.ga.us	2214	2:45-3:30 PM, M-F

This language arts class is designed to increase your communications skills through reading, writing, speaking, and the study of the English language. Our primary focus in language arts class will be reading texts critically and using those texts as a springboard for various writing styles, demonstrating the rules of grammar, and developing oral expression. This year you can expect to read 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 implement this year. Writing assignments will include timed responses, 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, please also expect to work periodically in group situations and to present information to your peers in groups or individually. Atlanta Public Schools utilizes the Georgia Standards of Excellence which emphasizes rigor. [www.georgiastandards.org]

Course Outline:

Unit 1	<p><i>Unit 1</i> of the ELA Unit will cover the theme of <i>Life, Love, and Learning</i> and items pertaining to a collection of inspirational short stories for teenagers that includes the following lessons: the nature of friendship and love; the importance of belief in the future; the value of respect for yourself and others; and dealing with tough issues that pertain to current events.</p> <ul style="list-style-type: none"> - Major Project: Independent Book Project (1st Nine Weeks) - Amplify: Short Stories - Novel: <i>The Outsiders</i> by S.E.Hinton - Narrative Writing
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Unit 2	<p><i>Unit 2</i> will focus on <i>Survival Against Unbeatable Odds</i> by evaluating survival stories to learn about the importance of positive thinking, problem solving, and constant vigilance when facing any situation, especially one that may prove life threatening. Students will also study characters in literature to learn about the struggle of man versus nature and the life lessons we can learn from the survival stories of others. The lesson progressions within the unit place an emphasis on text structure and how story elements (individuals, events, and ideas) develop and interact over the course of a text.</p> <ul style="list-style-type: none"> - Major Project: Independent Book Project (2nd Nine Weeks) - Amplify: Short Stories - Compare/Contrast Writing
Unit 3	<p><i>Unit 3</i> will focus on the theme of <i>Taking a Closer Look</i> and items emphasizing learning to compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). Unit three emphasizes reading a balance of literary and informational text and writing both argumentative and explanatory compositions.</p> <ul style="list-style-type: none"> - Major Project: Independent Book Project (3rd Nine Weeks) - Novel Studies: Literature Circles - Argumentative Writing
Unit 4	<p><i>Unit 4</i> will focus on the theme of <i>Margins Where We Live</i> which is based on themes revolving around identity, individualism, heroism, innocence, experience, family, media influence, and crisis.</p> <ul style="list-style-type: none"> - Major Project: Independent Book Project (4th Nine Weeks) - Poetry Types & Analysis - Amplify

Key Dates:

FINAL EXAM SCHEDULE

First Semester Due to Virtual Learning the dates for the final exam will be shared at a later time	
	All Connection Classes
	6th - 8th Science
	6th - 8th ELA
	6th - 8th Social Studies
	6th - 8th Math

Second Semester	
Monday, May 17	7th & 8th Connection Classes
Tuesday, May 18	6th & 7th Science 6th Connection 1
Thursday, May 20	6th & 7th ELA 6th Connection 2
Friday, May 21	6th & 7th Social Studies
Monday, May 24	6th & 7th Math
Monday, April 26 th – Friday, May 14 th Eighth grade core contents will work on culminating projects	

***Last Day of School is May 26th.**

***Students are not allowed to take final exams early.**

Georgia Milestones Schedule:

To Be Announced -- As of August 24th, no decision has been made about the Georgia Milestones. Currently, students will take the state standardized tests. Updates will be given out in class

It is essential that our key dates be taken into consideration for vacations and other planned absences.

Required Text:

Grade 6 Amplify: Digital Textbook

To access the online textbook, please visit mybackpack.apsk12.org

Required Materials:

David T. Howard Standard Supply List:

https://docs.google.com/document/d/1EOHXwMbNjUkS005WHzp9x5Tgld5r-8WvK1bnEnd_YPA/edit?usp=sharing

School-wide Behavioral Expectations:

Rising to the Challenge: Academics/Attendance/Behavior

Always doing our best: Academics/Attendance/Behavior

Making a difference: Academics/Attendance/Behavior

Striving for success: Academics/Attendance/Behavior

Classroom Expectations:

1. Everyone has the right to, and should expect to, learn.
2. Each individual is worthy of respect.
3. Classroom orderliness is necessary for an effective classroom.
4. Hard work is necessary for learning.
5. We will follow all policies and procedures stated in the student handbook

Evaluation and Grading:

• Non-Academic Behaviors

- Student progress toward non-academic goals that are critical to student success shall be assessed on age-appropriate competencies which may include, but are not limited to, conduct, citizenship, class participation, preparation, punctuality, meeting deadlines, neatness, organization, etc.
- Mastery of non-academic goals are assessed separately and grades of the report card.
- For each course, Howard students will be assessed on the following non-academic expectations: Classroom expectations, Preparation, Student Punctuality, Work Completion and Punctuality, and Academic Integrity on a Conduct Rubric.
- The rubric ratings are
 - (4) Exemplary - Always demonstrates above expectations
 - (3) Proficient - Usually demonstrates expectations
 - (2) Progressing - Sometimes demonstrates expectations
 - (1) Needs Improvement - Rarely demonstrates expectations
 - (0) Disregard for Expectations

MASTERY LEARNING: With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students

who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

ELA Course Components		Weights	Grading Scale	
Classwork		30%	100-90	A
Homework		10%	89-80	B
Lesson Quizzes		15%	79-70	C
Unit Tests (or Performances)		25%	69-0	F
Projects		20%	Not Evaluated	NE
TOTAL		100%		

CAMPUS PORTAL FOR PARENTS AND GUARDIANS: Visit - <https://ic.apsk12.org/portal> to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

Absences

Students who are absent from class are expected to have mastery on all missed standards. It is **the student's** responsibility to obtain the homework assignments, notes & any other pertinent information that is missed during an absence. Students are to submit missed work on or before the third class meeting after the absence, to avoid "work punctuality" rating on their Non-Academic Behaviors evaluation being impacted. Pre-announced assignments are due upon return to school. After the third class meeting, the student's Non-Academic Behaviors evaluation will be impacted.

Missing Assignments (late or missing assignments): *All missing/late assignments will be recorded in Infinite Campus with an "M-Missing" designation.* Students are expected to stay in communication with their teachers about the progress of completing late and/or missing assignments. Students with late assignments or absences will be expected to submit missed work within ten (10) school days of the assigning date. This will be the case for all assignments with one exception. Assignments that are given by the teacher within ten (10) school days of the end of the 9-week grading periods will have to be submitted prior to the close of that grading period. The end of each 9-week grading period is detailed below:

- **Grade posting date for the End of Quarter 1 is October 21st. Quarter 1 is 8/24 -10/23**
- **Grade posting date for the End of First Semester is January 13th. Quarter 2 is 10/26 – 1/15**
- **Grade posting date for the End of Quarter 3 is March 17th. Quarter 3 is 1/19 – 3/19**
- **Grade posting date for the End of Second Semester is May 24th. Quarter 4 is 3/22 – 5/26**

Late Work Policy

It is important that students are responsible and meet established due dates for assignments. A late assignment is defined as work submitted after the teacher has collected the assignment.

- *Late Classwork and Late Project will be penalized by a 10pt deduction for late submission*
 - There is value in participating in assignments within the assigned window. Submitting assignments late could prevent a student from participating in activities and/or group dialogue.
 - Submitting assignments on time provides the ideal conditions for quality feedback from teachers.
 - Teachers need to be given time to finalize a student's final grade and massive piles of late assignments hold teachers up from finalizing course grades.
 - Students practice being responsible and are held accountable which are lifelong skills.

Homework

- **Students are expected to read 20 minutes or more a night in preparation for their Independent Book Project and classroom discussions.**

- **Additional homework as assigned (Examples include: IXL, Amplify, Vocabulary.com, Reading Plus, Reading Log)**

Retake Policy

- Retakes are on quizzes.
 - Students who have scored less than a grade of 90% are afforded a single (1) opportunity for a retake within five (5) school days of receiving returned assessments, provided the student “adequately prepares for the retake” per confirmation of the teacher. Max score of retake is 90%.
 - Teacher coordinates either formal or informal retake with students individually to determine changes in proficiency level.
 - Students make a formal request to the teacher to retake the quiz. The teacher approves requests if tangible evidence supports the student's efforts to prepare for the quiz.
 - Tangible evidence options, this list is not exhaustive
 - YouTube Videos
 - Khan videos or practice
 - IXL Skills
 - Worksheets with answers
 - Teacher explicit teaching
 - Retakes will most likely be in a different format or have different questions than the original assessment but it will evaluate the same standards, skills, and knowledge.
- Final Exams cannot be retaken

Extra Credit- Extra credit is not given. Students will have an opportunity to replace poor scores by participating in more practice and retaking tests or redoing assignments. Student’s grades will not calculate to more than 100%.

GIFTED – Any student in a gifted course will be instructed at a pace that provides enrichment and acceleration in areas of student strengths. Students in the gifted program will receive differentiation of content, process, product, and/or learning environment in order to appropriately challenge and maximize engagement of gifted learners.

Information about the APS gifted programming standards can be found at:

<https://www.atlantapublicschools.us/cms/lib/GA01000924/Centricity/Domain/8419/GATE%20Standards%20Review%202018.pdf>

ATHLETIC ELIGIBILITY: Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. A master list of students participating in extracurricular activities and athletics under the auspices of the GHSA will be available to all staff.

Our Vision: Creating a Culture of Excellence

Our Mission: Establish a rigorous curriculum that allows all students to work to their highest potential and contribute to the community as socially responsive citizens.

Please complete the following Google Form to verify your receipt of this document: [6th Grade ELA Syllabus Acknowledgement Form](#)