

## 6<sup>TH</sup> GRADE: English Language Arts

**Teacher:**

Miss Aguilar

**Email:**[jaguilar122@cps.edu](mailto:jaguilar122@cps.edu)

**Class Description:** The focus this school year will be learning and developing our skills as critical thinkers and writers. The development and mastery of these important literary skills not only is important to achieving success in the Language Arts classroom, it is a critical component of achieving success in other school subjects, building strong relationships with others, and attaining a flourishing career as an adult. We will be using the myPerspectives curriculum for both reading and writing. The students are expected to cite evidence for their responses and throughout the units develop their Performance Based Assessment writing pieces. The students will not only be achieving benchmarks for Reading and Writing Common Core State Standards but they will also be incorporating their Speaking and Listening Skills, as well.

**Classroom Expectations:** Every student is expected to follow the classroom rules listed below:

- Be responsible (follow directions, stay on task, be on time)
- Come to class prepared (bring required classroom materials, homework, and be ready to learn)
- Always show respect, be nice, raise your hand to speak, listen when others are speaking
- Keep hands, feet, and objects to yourself
- Write all homework, tests and quizzes in planners daily.

**Materials:** myPerspectives Textbook    Reading Notebook    Book Club Notebook    Writing Utensil(s)

**Topics of Study:**UNIT 1: CHILDHOOD

PERFORMANCE TASK: Narration (Nonfiction Narrative and Oral Recitation)

ESSENTIAL QUESTION: *What are some challenges and triumphs of growing up?*

UNIT 2: ANIMAL ALLIES

PERFORMANCE TASK: Explanatory Text (Essay and Informative Presentation)

ESSENTIAL QUESTION: *How can people and animals relate to each other?*

UNIT 3: MODERN TECHNOLOGY

PERFORMANCE TASK: Argument (Essay and Oral Presentation)

ESSENTIAL QUESTION: *How is modern technology helpful and harmful to society?*

UNIT 4: IMAGINATION

PERFORMANCE TASK: Fictional Narrative (Short Story and Storytelling)

ESSENTIAL QUESTION: *Where can imagination lead?*

UNIT 5: EXPLORATION

PERFORMANCE TASK: Argument (Essay and Speech)

ESSENTIAL QUESTION: *What drives people to explore?*



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Students will be reading and analyzing different novels aligned with the same common theme of the units that will be covered in Language Arts. The students will be assigned pages/chapters to be read at home Monday through Thursday each week, and will come prepared to discuss what they read on Friday. During ELA, the students will travel to the respective classroom to meet with the members of their book club for these discussions. The discussions will **only** be held on Fridays(unless stated otherwise), so it is VERY important that the students read the material and complete their assignments.

**Grading:** Grading is done on a percentage system for the our content areas as followed,

40% =Summative Assessments include but not limited to: Unit Tests, Performance Task, Selection Tests etc.

25% =Formative Assessments include but not limited to: Quizzes, Selection Assignments, etc.

25% =Classroom Activities include but not limited to: Daily Classwork, Whole Group Learning activities etc.

10% =Homework include but not limited to: Practice Assignments, etc

**Grading Scale:**

90%-100% =A

89%-80% =B

79%-70% =C

69%-60% =D

59%-Below =F

**Homework/Make-Up Work:** Homework will be given on a regular basis. Book Club readings and reflections should be completed every Friday (unless Book Club is on a different day). All assignments are due the next day at the beginning of class, unless otherwise stated. Late work, (homework and in-class assignments) that are missing due to an absence must be turned in upon return. Assignments turned in late for other reasons will have points deducted from them. A student who has an absence from class is to be permitted to make up those assignments that they have missed. It is the student's responsibility to inquire about the work that was missed. Students know to locate missing handouts from the "While You Were Gone" folders. Late assignments will be penalized by having points deducted.

**Think Sheets:** A Think Sheet will be sent home if a student forgets their homework, is misbehaving, or is unprepared for class. This sheet should be signed by the parent and returned the following day. If the student behavior is serious, they might have an immediate lunch detention or referral.

1. Warning: the teacher provides a verbal reprimand/reminder. (three strikes in most cases)
2. Lunch Detention: short time spent during lunch to contemplate conduct.
3. Referral to Administration: a student will be immediately referred to administration for severe behavior problems.

