

**Sixth Grade Accelerated Language Arts Syllabus
2007-2008
Mr. Deree**

Objectives:

At the middle school level, 6th Grade Accelerated Language Arts class will give students the opportunity to practice (at the appropriate level) skills that enable them to be successful in the Advanced Placement class and/or Honors class at the high school level thus preparing them for college level courses, and as active participants in the world to which they will live.

This course builds on the range of basic content form with the on-level course, and has students investigate literature in more depth. Students will be challenged to develop advanced skills in reading, composition, oral communication, and logical argument. The grammatical, mechanical and syntactical skills of language are taught within the meaningful context of the writing process. Extensive in and out of class reading, individual and group research projects, challenging class discussions, and a variety of writing experiences will be required.

Entrance and Enrollment Criteria:

Language Arts will provide students with the necessary skills to perform successfully in a high school English course and thus prepare them for entry-level college courses and in the non-skilled labor force. Students should not enroll in an A.P course based merely on anticipation of attending college. Students and parents must realize that students will be expected to perform approximately at levels one or more years above their peers.

Entrance and Enrollment Criteria is not intended to limit course enrollment but will be used to identify students who possess the motivation and prerequisite skills necessary to succeed within the demanding environment of an accelerated course.

Students who wish to enroll in the Advance Placement Language Arts course must meet a minimum of four of the following six criteria in order to be considered for placement, as well as, written parental permission for participation.

- 📖 Received a 22 or higher on their Sixth Grade Diagnostic Test.
- 📖 Maintains an overall class ranking within the top 10 percent.
- 📖 Scores at or above the 85th percentile in the NRP testing of Reading, Grammar and Language scores of the Florida Comprehension Assessment Test, or other school board designated examinations. Verbal ability score at or above the 85th percentile on a state approved intelligence test, if available (i.e., Cognitive Abilities Test).
- 📖 High degree of motivation as evidenced by grades or mastery of objectives and teacher assessments, high attendance record, and consistent completion of classroom work and projects presented in a portfolio.
- 📖 Continued enrollment in the A.P. Language Arts course will be evaluated at the end of first and second quarters of enrollment. Students failing to maintain an 85 percent accelerated course average will be dropped from the course, and enter a non A.P. Language Arts course.

I would like to take this opportunity to welcome you to our language arts classroom. I have high expectations of you and your performance in my class this year. We will read at least two novels every quarter, some as a whole class, some independently. We will also have a cursory introduction of all of the parts of speech, new vocabulary words, and repeated expository and creative writing practice. You will receive a lot of work this quarter, and I want you to be prepared to do your best, not fall behind, and be a responsible student.

Textbooks

The Textbooks that we will use include the following:

- 📖 *Prentice Hall Literature, Copper Edition*
- 📖 *Writing and Grammar, Communication in Action, Copper Edition*
- 📖

The Novels that we will read include the following:

- 📖 *The Cay* by Theodore Taylor
- 📖 *The Egypt Game* by Zilpha Keatley Snyder
- 📖 *Arthur and the Knights of the Round Table*
- 📖 Various Greek Mythology books including *Edith Hamilton's Mythology*, *Scholastics Greek Gods and Monsters*, and *The Adventures of Ulysses*.
- 📖 Three additional choice novels for each quarter's book reports.

Supplies

- 📖 Four (one for each quarter) green, one-subject notebooks
- 📖 Pens (black or blue ink)
- 📖 Loose-leaf paper
- 📖 Shared Velcro or Zipper Binder

Contacting the Teacher

You may contact me at the following email address: JamesDeree@ssas.org
I try to answer emails as promptly as I can. I usually answer emails within a 24-hour period. If emailing me over the weekend, please do not be alarmed if you do not receive a response until Monday.

Grading**Tests and Book Reports****25%**

If you are planning on being absent the day a project is due, YOU MUST HAND IN THE PROJECT A DAY EARLY. Book reports will not be accepted after Friday of the due date week and those late reports will lose 10 points a day. Any major test must be made up the following Friday (silent reading day) and the student must request it.

Quizzes**15%**

Students must make up all missed quizzes on the following Friday (silent reading day). After one week without taking the quiz, the quiz grade will become a 0%.

Homework**40%**

All homework must be neat, on loose leaf, unless otherwise noted, and in pen. Vocabulary homework is completed within the workbook. Students have 5 days to make up any missing homework, losing 10% a day, after the fifth day it is a 0%. Homework is always posted on the calendar and the daily agenda, as well as the team news.

Class Work**20%**

It is imperative that students at times take notes on literary terms, grammar definitions with examples and writing samples. Students will also have periodic exercises and group activities in class.

Classroom Expectations

- 1) If you are absent, you will have the number of days absent to make up work, for example: 2 days absent, two days to make up. This is YOUR responsibility to get missing work, not mine. Please check the calendar for the day's assignments, utilize team news for missed assignments, and talk to your table partner for assistance. After you have completed this, see the teacher if necessary.
- 2) Respect teacher, students, and all belongings (textbooks, desks, workbooks), any other behavior will result in consequences. You are here to learn, not play.
- 3) Agree to follow Employability Skills while in class.
- 4) No gum, candy, food, playing of rubber bands, and/or drinks in classroom.
- 5) Have a great time in class and learn a lot.
- 6) Never feel frustrated and remember that you can always ask your table partner or the teacher for help!

2004-2005 Sixth Grade Language Arts Plans

First Quarter

❖ Literature:

- *Tangerine* – discussion, testing of *Tangerine*, summer reading book.
- Introduction to drama and the fantasy genre, including reading of *The Phantom Tollbooth*. Students will write an original play either alone or with a partner. #
- Students will also read *The Egypt Game* as a class, which will corroborate with an interdisciplinary unit with their Ancient History class. *

❖ Alternative Book Report

- The students will have an alternative book report assignment to read a fantasy novel to be approved by myself, and then the students will either create a Painting of Another World, Write a Song, Ballad, or Rap of Another World, Create A Soundtrack about the Book, or Create A Game About The Book
- Students who read *The Tombs of Anak*, *Princess Diaries: Cleopatra*, *The Pharaoh's Daughter*, or other thematically related novels would receive extra credit. ~

❖ Grammar & Vocabulary:

- Introduction to nouns and pronouns and simple sentence diagramming.
- Introduction to the vocabulary book.

Second Quarter

❖ Literature

- Survival Unit introduction, including class reading of *The Cay*. *
 - Unit will include map skills, a setting mural to be created in class, and survival skill presentations.

❖ Alternative Book Report

- Alternative book reports on *Island of the Blue Dolphins*, *Hatchet*, *Brian's Winter*, *Brian's Return*, or an other survival themed novel. ~
 - Book reports will be a choice between a "Message in a Bottle" with map or a "Setting Diorama."

❖ Introduction to short stories.

- Work on both reading of and writing of short stories including the elements of plot (plot, setting, theme, main idea, character, etc.) #
 - "Dragon, Dragon" Responding 1-10, Analyzing 1-4
 - "Eleven" Responding 1-10
 - "Aaron's Gift" Responding 1-9, Analyzing 1-2
 - "The Circuit" Responding 1-9, Anal.3
 - "The Dog of Pompeii" Responding 1-8, Analyzing 1; Writing in class.
 - "The All American Slurp" Responding 1-6, Analyzing 3; Writing Make a Menu

❖ Grammar & Vocabulary:

- Grammar will include only verbs and sentence diagramming.
- Vocabulary

Third Quarter**❖ Literature**

- Introduction to the Greek and Roman mythology unit, which will last the entire quarter.
- This will include *The Greek Gods*, *Greek Mythology*, *Edith Hamilton's Mythology*, and *The Adventures of Ulysses*, comic books, and myths from the literature book. *#
- Students will work on writing and reading of the myths, and connecting them to art, science, and history.
- They will also create a Greek God calendar as a class.

❖ Alternative Book Report

- The students will have an alternative book report on a hero tale fiction novel of their choice, to be approved by Ms. Newell.
- The students will create a scrapbook or journal for the protagonist.
 - Those students who complete a report on *Dateline: Troy*, *Odysseus in the Serpent Maze*, or any other Greek or Roman hero themed novel will receive extra credit. ~

❖ Grammar & Vocabulary:

- Grammar will include adjectives and adverbs and sentence diagramming.
- Vocabulary will be suspended in lieu of FCAT preparation.

Fourth Quarter**❖ Literature**

- This quarter the whole class novel will be *King Arthur and the Knights of the Round Table*. *

❖ Poetry Unit

- Students will read and write poetry, learning all of the poetic devices including simile, metaphor, rhyme, etc.
- Students will create their own poetry anthologies of examples of the various types of form and free form poetry that we study.
 - They will incorporate artwork and technology with their poetry.

❖ Alternative Book Report

- This quarter will include a disability unit using a variety of different novels with learning disabled, physically disabled, or psychologically impaired protagonists. *
 - The students will create a web page that describes the novel; plot summary, characters, setting, etc. Students should work with a partner, both reading the same book.

❖ Grammar & Vocabulary:

- Grammar will include conjunctions, prepositions, and interjections and sentence diagramming.
- Vocabulary

*All novels provided # In the literature book. ~ A limited number of novels are available

Discipline Plan – Mr. Deree

Procedures:

These procedures are introduced by the teacher, and are not up to discussion. They are primarily in effect to make the day run smoothly.

- 🌀 Students are to have all necessary materials; they will lose 2 points for any missing materials or locker trips.
- 🌀 Students are to fill out their agenda planner for leaving room, then stand to the side of the board so that I may sign it, one student out of room at a time.
- 🌀 Students are to raise hand to talk.
- 🌀 Students must sit in assigned seats at all times.
- 🌀 Students are to write homework in agenda immediately, then complete Bell Work.
- 🌀 When the teacher says “Give Me Five”, students are to raise their hands and not speak.

Rules:

- 🌀 Respect others, property, and yourself.
- 🌀 Follow all procedures.
- 🌀 Always do your best.

Consequences:

- 🌀 First Offense: Visual (The Look) or Verbal Warning
- 🌀 Second Offense: Write classroom rules and parent notification (via a phone, document said call with date, time, and person contacted.)
- 🌀 Third Offense: Behavior essay with signature from parents(s).
- 🌀 Forth Offense: In school morning detention.
- 🌀 Fifth Offense: County Referral (one or more days out of school suspension)

Student or parent refusal for student to write classroom rules or behavior essay, and also a refusal to do a morning detention will be considered as a fifth offense.

Rewards:

- 🌀 Compliments
- 🌀 Stickers (To be saved for Treasure Chest Sale)
- 🌀 Grammar Game Days
- 🌀 Popcorn and Movie Parties

(Students have been told that frequency of such rewards lessens as the list continues.

Area of Concern

Seating of Students

Getting Attention

Arrival of Students

When Work is Completed

Restroom/ Drinks

Collection of Assignments

Dissemination of Assignments

Lining Up

Dismissal of Students

Agenda on board example

Date

1. Write HW in agenda
2. Anticipatory Set
3. Activity
4. HW: Complete etc. due 1/1

Procedure

Seating Chart

Hands Up or Give Me Five

Teacher in Doorway
Advanced Organizer on Board
Bell Work in Shoe Box by Door

Silent Reading,
Additional Activities in Bin

Agenda filled out,
brought to teacher

Homeroom Bin on Wall

Paper Passer Each Month

Single file line;
no talking in halls

Paper Example

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⊖		
⊖		
⊖		
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First Name Last
Name
Class Name

