



Journey Middle School

217 Celtic Drive, Madison, Alabama 35758

Honors English Language Arts, 6th Grade

Mrs. Julia Day

Teacher Contact Information	Email: jnday@madisoncity.k12.al.us Classroom Phone: 256-774-4695 EXT. 84226
Classroom Digital Platforms	Webpage Link: Meet Mrs. Day Schoology Link: Madison City Schoology
Textbook Information	Textbook: StudySync Grade 6, McGraw-Hill This is an online and print text. The online platform is available to students via the “McGraw Hill” link in Schoology. Students will have their own consumable copy of the textbook as well. These will remain in the classroom until the end of the school year.
Required Novels	<ul style="list-style-type: none"> - <i>Restart</i> by Gordon Korman - <i>Towers Falling</i> by Jewell Parker Rhodes - <i>Clues to the Universe</i> by Christina Li - <i>A Night Divided</i> by Jennifer Nielsen - <i>Holes</i> by Louis Sachar <p>*Honors ELA students are required to provide their own copies of these texts.*</p>
Course Description	Sixth grade Language Arts will continue students’ growth in the areas of reading, writing, listening, speaking, discussion, and reflection. Reading strategies, critical thinking skills, vocabulary building, and a continued focus on writing comprise the main elements of reading instruction. The focus for writing instruction will be narrative, informational, and argumentative writing with requirements based on Alabama College and Career Ready standards. The overall goal of the class is to increase the literacy and writing ability of students. Outside reading and summer reading are required.
Course Objectives	Students will develop and strengthen critical thinking skills by reading, comprehending, and engaging with both literary and informational texts. Students will make text-to-text, text-to-world, and text-to-self connections. Students will be able to identify, define, and duplicate examples of figurative language found in texts. They will demonstrate their understanding of the text through various formative and summative assessments. Students will display the convergence of their independent thoughts and textual examples in the writing of paragraphs and essays, as well as develop clear and concise writing skills through the execution of writing assignments and the application of proofreading and editing skills. Students will also improve their writing through the increased understanding and application of grammar, mechanics, and vocabulary skills. Students will be able to respectfully engage critically and constructively in a dialogue of ideas through class discussion, small group assignments, and project-based learning. Students will develop and display clear written and verbal communication skills.
Course Outline	1st Nine Weeks

Reading	Writing	Grammar
Review of 5th Grade skills Text Structures/ Informational Texts Types of Conflict Research Skills	Elements of CDC Writing Argumentative Writing	Parts of Speech Review Subjects Verbs Prepositions

2nd Nine Weeks

Reading	Writing	Grammar
Theme Plot Elements of Drama	Explanatory/Informative Essays Narrative Writing	Subject/Verb Agreement

3rd Nine Weeks

Reading	Writing	Grammar
Point of View Plot/subplot Poetry Analysis	Persuasive/ Argumentative Essays	Pronouns Punctuation

4th Nine Weeks

Reading	Writing	Grammar
Review of Literary Elements Literary Analysis Discussion	Text-Dependent Writing	Grammar Review

Vocabulary is embedded throughout the school year with a blend of standalone vocabulary units and academic vocabulary.


Nonfiction excerpts, articles, and other sources are used in each unit to make real world connections, enhance critical thinking skills, and deepen understanding of fictional texts.

This is subject to change at teacher discretion.

Classroom Expectations

1. Be PROMPT
 - Arrive to class on time.
 - Turn in assignments on time.
2. Be PREPARED
 - Come ready to participate in class every day.
 - Bring all necessary materials.
3. Be PRODUCTIVE
 - Remain on task.
 - Follow directions.
4. Be POLITE
 - Respect yourself, your classmates, and your teacher.
 - Show kindness in your words and actions.

	<p>5. Be POSITIVE -Demonstrate a positive attitude in class . -Work together.</p>
<p>Progressive Discipline Procedures</p>	<p>All progressive discipline will correspond with the Madison City Schools Code of Conduct regarding Class I and II offenses. Class III offenses are a direct office referral.</p> <ul style="list-style-type: none"> ● Warning ● Conference with student with parent notification ● Parent Contact ● Detention ● Referral to administration for repeat Class I violations and initial Class II and III offenses--Consequences determined to be reasonable and appropriate by the school administration.
<p>Cell Phone Procedures</p>	<p>Cell phones and earbuds/headphones will not be allowed to be used during classroom instruction time. Phones and earbuds/headphones will be put away in a location designated by the teacher and placed in silent mode. In secondary schools, students will have access to their phones and earbuds/headphones outside of classroom instruction time, such as between classes and during lunch, but devices should be put away when students are in the lunch serving line. Failure to follow these procedures will result in a disciplinary referral to the office.</p>
<p>Grading Policy (MCS Policy)</p>	<p>60% = Assessments (Tests, Essays, Projects) 40% = Daily Grades (Quizzes, Homework, Classwork, and Participation)</p>
<p>Late Work Procedures</p>	<p>Students present in class on the day of instruction are expected to turn in all in-class and out-of-class assignments on time.</p> <p>Late work will be accepted up to 3 days after the initial due date, with a deduction of 10% each day it's late. Late work will not be accepted after 3 days. Students must email the teacher upon submitting late work in order to receive credit. Unexcused absences will not be eligible for late work submission.</p>
<p>Make-up Work/Test Policy</p>	<p>Work Makeup, Excused Absences. Students are permitted to make up work, tests, and other assignments, activities, etc., when absences are excused. Under normal circumstances, it is expected that students will submit previously assigned work upon return to school after an excused absence. All work missed on the day(s) of excused absence(s) must be made up within three school days after returning to school. However, for extended excused absences when homebound services are not necessary, the teacher may grant additional time, but not to extend beyond two weeks past the return to school. It is the joint responsibility of student and parent to ensure a student makes up work following excused absences. Teachers may alter assignments, tests, work, activities, etc., as necessary to ensure an accurate evaluation of the student's performance after an excused absence.</p> <p>Work Makeup, Unexcused Absences. Students will not receive credit for and will not be allowed to make up any assignments, tests, work, activities, etc., missed during unexcused absences.</p>
<p>Technology</p>	<p>Student laptops should not be hard-wired to the network or have print capabilities. Discs, flash drives, jump drives, or other USB devices are not allowed on Madison City computers. Neither the teacher nor the school is responsible for broken, stolen, or lost laptops. Laptops and other electronic devices will be used at the teacher's individual discretion.</p>
<p>Cheating/Plagiarism</p>	<p>A student who cheats will not receive credit for the work in question. If any other</p>

	<p>student has cooperated in cheating, that student is also considered to have cheated and will not receive credit. Cheating students will also be subject to the consequences in the disciplinary consequences in Section XXII of this CSC. Cheating is defined to include, but is not limited to:</p> <p>(a) copying someone else's work in or out of class and identifying and submitting it as your own</p> <p>(b) failing to quote and/or list appropriate citations for material derived from published sources (including the Internet) and identifying and submitting it as your own</p> <p>(c) the use of unauthorized notes, other materials, or assistance during the accomplishment of graded work in or out of class</p> <p>(d) any other situation in which the student attempts to or accepts credit for work not his or her own.</p>
<p>Materials & Supplies</p>	<p>JMS School Supply List</p> <p>A folder and binder tabs are suggested.</p> <p>Honors ELA students are required to purchase their own copies of the following novels. <u>Please do not read these novels ahead of time, except the summer reading novel.</u></p> <ul style="list-style-type: none"> - <i>Restart</i> by Gordon Korman - <i>Towers Falling</i> by Jewell Parker Rhodes - <i>Clues to the Universe</i> by Christina Li - <i>A Night Divided</i> by Jennifer Nielsen - <i>Holes</i> by Louis Sachar
<p>Homework</p>	<p>During novel studies, Honors ELA students are expected to read outside of class. Excluding novel studies and quarterly independent reading projects, homework is rarely assigned. It is typically an extension of the day's lesson and/or work not completed in class.</p>
<p>Parent & Student Acknowledgment Form</p>	<p style="text-align: center;">Digital Parent and Student Acknowledgement Form</p> <div style="text-align: center;">  </div>