

LANGUAGE ARTS 6 SYLLABUS

COURSE OVERVIEW

This course will focus on the study of narrative elements and writing through the novel *Maniac Magee*. Students will respond to the novel and other reading selections as both readers and writers. Lessons will focus on a study of literary elements and how they are used in the story, writing longer narrative pieces, and shorter persuasive and expository pieces, vocabulary and word usage exercises, and practical skills practice. Lesson focus:

- **Reader's World:** Exploration of one essential question related to the overall themes/content of the novel; focus on structure of plot and introduction/development of character and theme; how the novel approaches these elements, modeled with examples from the text.
- **Writer's World:** Introduction to three main writing purposes, knowing audience, and writing process. Narrative devices from the perspective of writing narrative related to unit essential questions.
- **Word Power:** Focus on vocab, word usage, spelling, and grammar.
- **Skills Builder:** Focus on discrete skills necessary for success: posing a question, notetaking, creating a presentation, active reading, tech based discrete skills (Word, email, scanning/saving/organizing files).

COURSE PREREQUISITES

None

REQUIRED TEXT

Maniac Magee by Jerry Spinelli ([Order from Amazon opens in new tab](#))

This course will focus on the study of informational texts and writing through the book *Kid Athletes: True Tales of Childhood from Sports Legends*.

Students will respond to the book and other reading selections as both readers and writers. Lessons will focus on a study of research and writing informational texts. Students will also explore vocabulary and word usage exercises, and practical skills practice. Lesson focus:

- **Reader's World:** Exploration of reading informational text and tools to understand structure, technical meaning and author's perspective.
- **Writer's World:** Focus on writing an informational text, specifically a research biography. How to write a thesis statement with claims, reason, and evidence. It will also walk through how to research and write a well organized, developed paper.
- **Word Power:** Focus on vocab, word usage, spelling, and grammar.
- **Skills Builder:** Focus on discrete skills necessary for success: posing research questions, researching, quoting, paraphrasing, using graphics, and formatting.

COURSE PREREQUISITES

None

REQUIRED TEXT

Kid Athletes: True Tales of Childhood from Sports Legends by David Stabler ([Order from Amazon opens in new tab](#))

COURSE LEARNING OUTCOMES

- Connect the lessons learned through fiction to their own lives.
- Explore how character, plot, and theme are developed through the course of a story.

- Analyze the explicit and inferred meaning of the text.
- Cite evidence from the text to support analysis.
- Evaluate the effectiveness of word choice and narrative devices to enrich text.
- Explain how specific pieces of a story or text fit into the overall structure.
- Compare how different pieces of writing approach similar themes.
- Examine the individual parts of words and the relationship of one word to another.
- Determine the correct form of a word in context.
- Use context clues to determine the meaning of unfamiliar words.
- Explain the purpose and intended audience of a piece of writing.
- Reflect on the steps of the writing process.
- Use the steps of the writing process to create polished and effective pieces of writing.
- Create narrative writing pieces with a focus on specific narrative elements and devices.
- Consider purpose while writing.
- Develop questions related to a specific task or reading selection.
- Summarize the key points and plot developments of a text.
- Create audio and visual presentations.
- Use active listening strategies to determine the purpose and main point of a speaker.
- Determine central idea of an informational text, including details of the text.
- Summarize texts objectively.

- Identify perspective and purpose of informational text.
- Use prewriting activities and strategies.
- Identify arguments and claims in an informational text.
- Understand claims supported by reason vs. Claims not supported by reason.
- Compare/contrast two authors on the same topic.
- Practice pre-writing activities.
- Generate research questions.
- Identify subject/predicate.
- Identify subject complement.
- Use outlines to structure and organize writing according to purpose and type.
- Compose a thesis statement.
- Introduce and support a claim and organize reasons/evidence to support.
- Identify proper case for pronouns.
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns.
- Use precise language, transition words and vocabulary in an informative piece.
- Conduct research using several sources including digital resources.
- Introducing a claim and organizing reasons/evidence.
- Write a concluding statement that follows the argument presented.

- Correct use of quoting and paraphrasing sources to support research.
- Include formatting, graphics and multimedia when useful in aiding comprehension in an informative/explanatory piece.
- Evaluate and list sources for informative pieces of writing.
- Prepare for a group discussion.
- Understand the rules and conventions for a discussion.
- Contribute to discussion, including posing and responding to questions.
- Verbally review key ideas and seeing multiple perspectives.
- Explain arguments and specific claims.
- Use appropriate eye contact, adequate volume and clear pronunciation.
- Ongoing grade level reading.

ASSIGNMENT CHECKLIST

[Printable Assignment Checklist \(.pdf\)](#)

ASSIGNMENT DESCRIPTIONS

- **Quizzes** - Quizzes give students an opportunity to practice skills learned in a lesson. Quizzes will be a mixture of questions types including short answer explanations/exercises. Quizzes could be part of the Reader Response, Writer Response, or Word Power grading categories.
- **Story Spotlights** - Story Spotlights are activities that allow students to connect to the novel reading and can be presented through a variety of methods. Story Spotlights could be part of the Story Spotlight grading categories.

- **Skills Builder Activities** - Skills Builder Activities allow students to focus on vocabulary, word usage, spelling, grammar, and other discrete language art skills. These will be part of the Skills Builder grading category.
- **Free Writes** - Free writes are very short prompts focused on the three purposes of writing: Tell Me a Story, Change my Mind, and Explain it to Me. These will be graded as P/F and are intended to give the students opportunities to write freely with a purpose in mind. These will be part of the Writer Response grading category.
- **Reader's Response Journal** - Reader's Response Journal are used to help students organize their learning for each unit. They provide students with graphic organizers, guided notes, and other activities to support their understanding of the concepts presented in the lessons. Journals can also serve as a study tool. Journals will be graded as P/F for completion. These will be part of the Reader's Response Journal grading category.
- **Concept Checks** - Concept Checks are intended as a self-assessment for students to determine where their strengths and weaknesses are in their understanding of the module concepts. Concept Checks will also serve as a way for students to communicate to their instructors regarding lingering questions they may have about the module. Two of the four concept checks will require the students to meet with their instructor to discuss their learning in a one-on-one live meeting, and are labeled as Concept Check Conversation. They are meant to be a time for students to reflect on their learning and discuss this reflection with their instructor. Directions on how to schedule this meeting will be provided in the concept check.

IXL PRACTICE

Throughout this course you will be asked to practice skills through IXL. You will need a login for this site. If you have not receive a login previously, please contact your course instructor for this information. Links will be provided for you to go directly to the activities you will need to practice for this course. If you want to practice other skills available in IXL, please feel free to do so.

GRADING POLICY

High scores will be taken for each assignment and quiz. Students are expected to complete each assignment at Mastery level (80%) or higher.

Grades will be calculated as follows:

Scores in each category will be added together and divided by total possible points for that category and then multiplied by the weight of the category.

CATEGORY WEIGHTS

- Story Spotlight = 25%
- Writer Response Activities = 15%
- Reader Response Activities = 15%
- Word Power = 15%
- Skills Builder = 15%
- Reader's Response Journal = 10%
- Concept Checks = 5%

GRADE SCALE:

Percentage	Letter Grade	GPA
95 - 100	A	4.0
90 - 94.9	A-	3.7
87 - 89.9	B+	3.3

83 - 86.9	B	3.0
80 - 82.9	B-	2.7

TECHNICAL REQUIREMENTS

PREREQUISITE SKILLS



Before you begin, you should be able to:

- Complete basic operations with a word processing software.
- Complete basic operations with presentation software.
- Perform online research using various search engines.
- Communicate through email.

CONTACT TECHNICAL SUPPORT

1. Check the [technical support webpage](#) to see if your issue is listed.
2. If your technical issue is not addressed on the technical support page then fill out a [support ticket](#).

CMASAS HONOR CODE



CMASAS is a virtual community where we want all who join our school to feel valued. As a member of our community you have a responsibility to help build this type of environment by following our school's honor code. The honor code is outlined in the Parent-Student Handbook but we have provided a brief overview below.

- **Global citizenship:** Students are responsible for good behavior in our virtual hallways, just as they are in a classroom or a school hallway. Always use a computer in a way that shows consideration and respect. You are not to use obscene, profane, threatening, or disrespectful language. CMASAS expects students to adhere to the local and country laws applicable to them.
- **Act with academic integrity:** Integrity and authenticity of student work is something that we take very seriously at CMASAS. Do not cut, copy, or plagiarize internet content or the work of your online classmates.

- **Be mindful of copyrights:** Just as copying someone's writing is considered plagiarizing, so is the act of using someone else's photo, comic, joke, or quote without giving proper credit to its creator or author.
- **Be kind:** Communicate in a respectful and kind way, keeping comments and subject matter in posts appropriate.
- **Don't troll:** Avoid hijacking conversation threads for personal gain or steering conversation toward off-topic subjects or personal attacks toward another user.
- **Be sensitive to privacy:** Always limit your audience to a need-to-know basis.
- **Limit the spread of spam:** Spam is the equivalent of junk mail that clogs email inboxes and offers little professional or personal value while potentially opening up the users to hacking.
- **Use proper spelling and grammar:** Communicate with others using proper spelling and grammar. Save acronyms, web jargon, and shorthand for its prospective audience if it must be used at all.
- **Exercise self-control and open mindedness:** All students should exercise self-control, think before speaking, and look for value in the opinions of others.
- **Be respectful:** CMASAS requires that all comments made and opposing viewpoints expressed be done in nonconfrontational and respectful manner.
- **Consider consequences and protect yourself:** Think about the social consequences of any publicly accessible online community forum or other program you interact with.
- **Follow school policies:** All students must follow CMASAS school policies listed at the end of the Parent-Student Handbook.

ACADEMIC INTEGRITY

Academic integrity is founded upon and encompasses the following five values: **honesty, trust, fairness, respect, and responsibility**. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity. Each member of the academic community must stand accountable for his or her actions. As a result, a community develops in which students learn the responsibilities of citizenship and how to contribute honorably to their professions.

The first responsibility for academic integrity lies with individual students and faculty members of this community. A violation of academic integrity is an act harmful to all other students, faculty, and the school. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated. Members of the CMASAS community are expected to foster in their own work the spirit of academic honesty and not to tolerate its abuse by others. This Academic Integrity Policy encompasses the duration of the student's enrollment with CMASAS.

Students are expected to practice responsible and honest behavior. Acts of academic dishonesty will not be tolerated at CMASAS and typical offenses are listed but not limited to the following:

- Copying material from other sources and claiming it as your own without citation.
- Soliciting answers from other students, online forums, or search engines.
- Intentional falsification or invention of date, citation, or other authority in an academic exercise.
- Taking someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgment.

- Theft or alteration of materials.