

6th GRADE ELA SYLLABUS
Mrs. Hannah Maley
Del Rio Elementary School - DRES

Contact Information:

Email: sawyerh@cocke.k12.tn.us

Phone: 423-487-5570

Room: 109

School Hours: M - F 8:00 am – 3:45 pm

Tutoring Hours: TBD

Course Description: 6th Grade Amplify ELA Curriculum

Topic Outline/Schedule

Unit	Focus Standards	Lessons	
<p>Dahl and Narrative: Students begin with narrative writing to quickly boost their writing production, to learn the foundational skill of Focus, and to become comfortable with key classroom habits and routines they will use all year. Then, students apply their new observational focus to some lively readings from Roald Dahl’s memoir, <i>Boy: Tales of Childhood</i>, and learn how to work closely with textual evidence.</p>	6.RI.KID.1 6.W.TTP.1 6.RI.CS.4 6.W.TTP.2.i 6.W.TTP.1.h 6.L.CSE.1.d 6.W.TTP.1.b 6.W.TTP.1.d 6.RI.CS.5 6.W.TTP.3.d 6.RI.CS.6 6.RI.KID.2 6.W.PDW.5 6.RI.CS.4 6.W.TTP.3 6.W.TTP.2 6.RI.KID.3	Sub-Unit 1: Lessons 1-4 Sub-Unit 2: Lessons 1-12	<p style="background-color: yellow;">August 2023</p>
<p>1st Cumulative Benchmark</p>	<p>Covering all content to this point (along with some of Unit 2) Late September 2023</p>		
<p>Mysteries & Investigations: Throughout the unit, students step into the role of investigator, read closely to notice the strategies that different characters employ, create their own theories based on available information, and even predict, in the</p>	6.RL.KID.1 6.W.TTP.3 6.RI.KID.3 6.W.TTP.1 6.SL.CC.1 6.RI.IKI.8 6.RI.CS.6 6.W.RBPK.9 6.W.TTP.1.f 6.RI.IKI.7 6.RI.IKI.9 6.L.KL.3	Sub-Unit 1: Lesson 1 Sub-Unit 2: Lessons 1-15 Sub-Unit 3: Lessons 1-5 Sub-Unit 4: 1-3	<p style="color: red;">Fall Break 10/2-10-6</p> <p style="background-color: yellow;">September/October 2023</p>

<p>case of Sherlock Holmes, what investigators are most likely to do or not do. Reading stories from <i>The Adventures of Sherlock Holmes</i>, students will break down deductive observations of a crime scene and read closely to understand how the detective breaks seemingly unsolvable mysteries wide open.</p>	<p>6.RI.KID.2 6.W.TTP.2.h 6.RI.CS.5 6.W.TTP.2 6.RL.KID.3</p>		
<p>The Chocolate Collection: In this unit, students explore primary documents and conduct independent research to better understand the strange and wonderful range of roles that chocolate has played in cultures around the world throughout its long history.</p>	<p>6.W.RBPK.8 6.RI.KID.1 6.W.RBPK.7 6.SL.CC.1 6.W.PDW.4 6.SL.CC.3 6.W.TTP.1.f 6.RL.IKI.7 6.W.TTP.1 6.RI.IKI.8 6.W.RBPK.9 6.W.TTP.2 6.W.TTP.2.c 6.W.TTP.1.f 6.W.TTP.1.b 6.W.TTP.2.d 6.W.TTP.1.d 6.W.TTP.1.a 6.W.TTP.2.b 6.W.TTP.1.c 6.W.TTP.2.a 6.W.TTP.2.f 6.W.PDW.5 6.W.TTP.2.e 6.W.TTP.1.e 6.W.TTP.1.i 6.W.PDW.6 6.W.TTP.2.j 6.L.CSE.2 6.SL.PKI.6</p>	<p>Sub-Unit 1, Lessons 1-4 Sub-Unit 2, Lessons 1-4 Sub-Unit 3, Lessons 1-4 Sub-Unit 4, Lessons 1-4 Sub-Unit 5, Lessons 1-4</p>	<p>November 2023 Thanksgiving Break 11/22-11/26 December 2023</p>
<p>2nd Cumulative Benchmark</p>	<p>Covering all content to this point Mid-Late December</p>		

<p>The Greeks: The stories of world mythologies have a timeless quality. The Greek myths in this unit explore questions and themes that help us understand the world around us and our role in it. Drawing on the routines and skills established in previous units, these lessons ask students to move from considering the state of a single person—themselves or a character—to contemplating broader questions concerning the role people play in the world and the various communities they inhabit within it.</p>	<p>6.RL.CS.6 6.RL.KID.2 6.SL.PKI.4 6.W.TTP.1 6.W.RBPK.9 6.W.TTP.3 6.RL.KID.1 6.RL.CS.5 6.W.RBPK.9 6.RL.KID.3 6.W.TTP.1</p>	<p>Sub-Unit 1: Lessons 1-6 Sub-Unit 2: Lessons 1-7</p>	<p>Christmas Break 12/15-01/02 January 2024</p>
<p>Summer of the Mariposas: Using the hero's journey structure and Homer's <i>The Odyssey</i> as inspiration, Guadalupe Garcia McCall creates a world in which Mexican folklore and Aztec legend are woven into the more realistic experiences of Odilia and her sisters. Some of the ideas that students will return to throughout their reading will be the characterization of the sisters, the stages of the hero's journey, and the themes of family and identity. As part of this work, students will</p>	<p>6.RL.KID.2 6.RL.CS.6 6.RL.KID.1 6.W.TTP.1 6.RL.CS.5 6.RL.CS.4 6.SL.CC.1 6.RL.IKI.9 6.W.RBPK.9 6.RL.IKI.7 6.W.TTP.1 6.W.TTP.2 6.W.RBPK.8 6.W.TTP.2.h 6.RL.KID.3 6.SL.CC.1 6.W.TTP.2.c 6.W.TTP.2.d 6.W.TTP.2.a 6.W.TTP.2.b 6.W.TTP.2.h 6.W.PDW.4 6.W.TTP.2.j</p>	<p>Sub-Unit 1: Lessons 1-21 Sub-Unit 2: Lessons 1-5</p>	<p>End of January 2024 February 2024 Spring Break 3/25-3/29</p>

<p>consider how characters change and develop, compare McCall’s retelling to episodes from Homer’s <i>The Odyssey</i>, contrast the sister’s fictional journey to the non-fiction account of a migrant boy’s journey, and research Aztec mythology to create their own <i>Lotería</i> cards. After completing the novel, students write an essay explaining what allows the hero of <i>Summer of the Mariposas</i> to be successful in specific moments. Through the use of a sample essay, exploration of the text, and discussion, students will complete a series of lessons to craft a well-written and focused essay.</p>	<p>6.W.TTP.2.e 6.W.TTP.2.g 6.W.PDW.6</p>		
<p>Final Comprehensive Benchmark</p>	<p>Covering all content Mid-Late March (before Spring Break)</p>		
<p>Poetry in America: Students gain an understanding of how to approach a poem through observation, analysis, and discussion, with the goal of developing their own ideas about each poem. Additionally, students have the opportunity to try on the poet’s use of language, craft, and structure in creative writing assignments for each poem they read in a sub-unit.</p>	<p>6.L.VAU.5 6.RL.KID.1 6.RL.CS.4 6.SL.CC.1 6.SL.CC.2 6.RL.CS.5 6.RL.CS.6 6.W.TTP.3 6.W.TTP.3.g 6.W.RW.10 6.W.PDW.4 6.RL.IKI.7 6.RL.KID.2 6.SL.PKI.6 6.W.TTP.3.d 6.RL.KID.3 6.RL.IKI.9</p>	<p>Sub-Unit 1: Lessons 1-3 Sub-Unit 2: Lessons 1-3</p>	<p>April 2024</p>

	6.W.TTP.3.a 6.W.PDW.6		
Review for TCAP	All Standards		4/8-4/16
Roll of Thunder or Titanic Collection: In subsequent lessons, each student is assigned a passenger from the <i>Titanic's</i> manifest. They consider gender and class issues as they research and write narrative accounts from the point of view of their passengers. This lesson informs the next sub-unit, a Socratic Seminar in which students rely on their research to examine the complicated issues inherent in the <i>Titanic</i> story. As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research assignment: a part essay, part multimedia project.	All Standards	Sub-Unit 1, Lessons 1-4 Sub-Unit 2, Lessons 1-4 Sub-Unit 3, Lessons 1-4 Sub-Unit 5, Lessons 1-5	April-May 2024

Policies and Procedures

Progress Reports:

Progress reports will go home every three weeks. Please talk to your child and how important it is to get all progress reports to you the day they go home, so that you may sign and return them the next day.

Assignment Sheet:

Each week, we will start with a blank assignment sheet. At the end of each school day, we will take the time to complete our assignment sheets as a class. The assignment sheet is a vital tool to help students become more responsible and accountable for their work. If you would like to keep track of

what we are doing in class, please check your child's assignment sheet each night. A sample assignment sheet has been attached.

Beginning of School Year Paperwork:

PLEASE be sure to **FILL OUT**, **SIGN**, and **SEND BACK** the papers in this packet on the **RETURN** side. It is important that the school has them on file.

Homework Policy:

Daily assignments are necessary to enhance students' skills. Students will have the opportunity to take home their assignments, so parents/guardians can look over and provide assistance, if necessary. Most of the work should already be completed by your child in class before they go home (so I will be there for questions/help.) If your child is coming home with an excessive amount of homework everyday, he/she may not be using their class time wisely.

Absent Work:

It is the responsibility of the student to collect any work they may have missed while absent. Their missed work will be available for student pick-up when they return to school. Students will have three days to make up missed school assignments.

Rewards and Consequences:

I start each new week in a new Circle Board. Each student has a chance to earn 4 points each day, regarding good behavior and meeting expectations. When a student chooses to break a rule, they receive a circle, resulting in a loss of a point. The consequences are listed below. Each Monday, PBIS points will be distributed, and it is the responsibility of each student to keep up with them. I feel this discipline plan is a fair and consistent way to establish a safe, orderly, and positive learning environment in which all students receive a quality education.

Rules:

1. Pay attention and follow directions the **FIRST** time they are given.
2. Raise your hand and wait **PATIENTLY** to be called on.
3. Show respect to others and their property.
4. Keep hands, feet, objects, and negative comments to yourself- **NO PLAY FIGHTING! NO PUT DOWNS!**
5. Arrive on time and be prepared for class each day.

Rewards:

20 points- 5 PBIS points

19 points- 4 PBIS points

18 points- 3 PBIS points

17 points- 2 PBIS points

16 points or less- 0 PBIS points

Consequences:

1st Circle- Warning

2nd Circle- Paragraph about Why You Received This Consequence and What You Can Do to Correct It (due before free time)

3rd Circle- Paragraph Explanation and Kindness Penalty (no free time)-DUE THE NEXT DAY

4th Circle- Teacher's Discretion: lunch detention, office referral, contact parents, etc.

SEVERE CLAUSE- SEND IMMEDIATELY TO PRINCIPAL