

DOBBS FERRY MIDDLE SCHOOL
Dobbs Ferry, New York 10522

COURSE OUTLINE/EXPECTATIONS

SUBJECT: Language and Literature

GRADE: 6

Rm. M212

Course description:

Some of the Statements of Inquiry that will be studied are:

1. Interactions (relationships) change who we are, which affects who we become, and how we impact the world around us.
2. The hero, as s/he undertakes the hero's journey, demonstrates and perpetuates desired values in human nature.

The Language Arts program is designed to instill in students an appreciation necessary to be thoughtful critical thinkers and reflective learners.

Within this program, students will be exposed to a variety of **literature** which will allow students to explore different genres.

- The use of *Reading Response Journals* will allow students to reinforce reading comprehension skills, expand appreciation of the elements of literature and fine writing, explore the relationship between literature and other subjects, learn new vocabulary, and analyze the choices made by themselves and literary characters.
- *Independent Reading Projects/ Book Partnerships/Clubs* will allow students to pursue their own interests and journey into a variety of roles as critical readers, thinkers and writers.

Students are instructed in various kinds of **writing**.

- In-class timed on-demand pieces and process writing through use of the *Writer's Notebook* will be the focus of students' interests and reading experiences. While the emphasis is on structured assignments, students will also have opportunities for individual creativity. Through whole-class and small-group instruction, students will be taught to draft, revise, rewrite, edit and publish their work, while recognizing their audience.

Communication (mechanics) is an important component of our program.

- Students will examine word usage, including recognition of parts of speech through *vocabulary activities*. Sentence structure will be reviewed, but students will be expected to be able to construct *detailed paragraphs leading to the formation of organized essays*. Emphasis is placed on the transfer of knowledge of skills to practice.

Listening and speaking skills are also integrated into the program.

- Students will be taught to listen effectively during a variety of presentations and to carefully follow oral directions. They will also be expected to speak articulately through a variety of personal interactions, offer thoughtful opinions and judgments, and demonstrate individuality.

Anticipated student outcomes:

By June of this year, students in this class should be able to:

1. Self-select a “just right” book for themselves in a variety of genres.
2. Plan, construct, revise, and edit a five-paragraph essay.
3. Comprehend and analyze non-fiction writing pieces within their reading level.
4. Recognize and respond in writing to specific elements of story such as *plot, flashback, symbolism, and irony*.
5. Determine the author’s purpose as both a reader and a writer while recognizing audience as a writer.

Materials required or used:

Assignment planner, portfolio (homework), Independent Reading Book, composition notebook(s), Classwork/materials folder (red), class novel

Criteria for grading:

Tests/Quizzes/Writing Pieces/Projects: 85% of total grade

Homework/Class Participation: 15% of total grade

Behavioral Expectations:

Students are expected to follow the S.O.A.R. guidelines which govern proper DFMS classroom behaviors. Failure to adhere to these policies will result in consequences that may include a discussion after class, Achievement Room during lunch, contact with home, and office referral.

On a daily basis, students are expected to be in their seat, properly prepared with supplies and homework, before the late bell. They are expected to be able to follow written instructions related to the Do Now.

Students are also expected to make up missing work in a timely fashion when absent from class.

Opportunities for Enrichment/Resources:

readkiddoread.com

writingfix.com

htekidsnews.com

tweentribune.com

englishforeveryone.org

Revised: Spring 2019