



**Vicente San Agustin Middle School  
Sixth Grade Language Arts  
School Year 2018 - 2019  
Team 6A - Invincibles**

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|---------------------------------|--|---|
| <b>Teacher</b> Mrs. Aoki        | <b>Email Address</b> mjaoki@gdoe.net           | <b>Room</b> 5                                     |
| <b>Phone Number</b><br>632-5647 | <b>School Website</b><br>www.vsabms.weebly.com | <b>Teacher Website</b><br>www.team6ala.weebly.com |

### **Course Description**

Sixth grade Language Arts continues to emphasize development of the core language arts components of reading, writing, speaking, and listening. In addition, class assignments and activities are designed to help students master the skills needed to meet the Common Core State Standards as well as to be successful in their future endeavors.

### **Course Objectives**

To successfully complete this course, students are expected to:

- Enhance vocabulary
- Enhance communication skills
- Apply the stages of the writing process in original compositions

### **Adopted District Textbooks**

- *Prentice Hall Writing and Grammar*
- *Everyday Spelling*

### **Class Supplies**

- 2 - composition notebooks; one to be used for notes and the second to be used for journal entries
- 1 - ½ inch binder that will remain in class and serve as a portfolio for the entire school year; used binders will suffice
- Ample supply of loose leaf paper
- Pencil and red pen
- The following supplies are optional: color pencils and glue stick

**Please note that markers are considered contraband and are not allowed on campus.**

### **Technology**

Students will use technology to develop collaboration, communication, and critical thinking skills - vital components for college and career readiness. Your child will be tasked with curating resources and creating projects to showcase mastery of the assigned skills throughout the school year. Since the class will utilize a number of Google for Education suites to complete and submit assignments, your child will be assigned a GMAIL account to be used for educational purposes only. Keep in mind that the campus is equipped with a functional computer lab to meet your child's needs and the course expectations; internet connection at home is not a course requirement. **Parents, please read and sign the *Acceptable Use Policy* and *Technology User Agreement*. That signed document must be submitted in order for your child to access technology on campus.**

## Course Outline

| First Quarter<br>Narrative Writing   | Second Quarter<br>Argumentative Writing  | Third Quarter<br>Compare & Contrast   | Fourth Quarter<br>Research Writing  |
|--|--|---|---|
| <p>6.L.1 – Demonstrate command of Standard English grammar and usage when writing and speaking.</p> <p>6.W.3a-c,e – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.</p> | <p>6.L.1 – Demonstrate command of Standard English grammar and usage when writing and speaking.</p> <p>6.L.2 – Demonstrate command of standard English capitalization, punctuation, grammar when writing.</p> <p>6.W.1.a-c,e – Write arguments to support claims with clear reasons and relevant evidence.</p> | <p>6.L.1 – Demonstrate command of Standard English grammar and usage when writing and speaking.</p> <p>6.L.2a –Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.</p> <p>6.W.9a – Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>6.W.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing that inquiry when appropriate.</p> |
| <ul style="list-style-type: none"> <li>● Nouns: Common, proper, singular, plural, possessive</li> <li>● Pronouns: Antecedents, personal, demonstrative, possessive</li> <li>● Subject: Simple, compound, complete</li> <li>● Predicate</li> </ul>  | <ul style="list-style-type: none"> <li>● Verbs: Linking, helping, regular, irregular, simple tenses, perfect tenses</li> <li>● Subjects</li> <li>● Predicates</li> <li>● Subject-Verb agreement</li> <li>● Simple and compound sentences</li> <li>● Conjunctions</li> </ul>                                    | <ul style="list-style-type: none"> <li>● Adjectives: Degrees of comparison</li> <li>● Adverbs: Degrees of comparison</li> <li>● Commas and quotation marks</li> <li>● Prepositions</li> <li>● Interjections</li> </ul>  | <ul style="list-style-type: none"> <li>● Research</li> </ul>  |

\* Schedule is subject to change as necessary.

## Schoolwide Learner Outcome (SLO) addressed

### *Succeed Academically*

| 4.0   | 3.0  | 2.0   | 1.0   |
|---|--|---|---|
| Students will apply knowledge and skills in real-life situations and demonstrate lifelong learning behaviors. | Students will acquire the necessary knowledge and skills to achieve at the highest levels. | Students will explain the lesson objectives and be able to complete learning activities. Students will articulate the learning targets. | With help, students are willing or able to acquire prerequisite knowledge and skills. |

## Vocabulary

Students will study grade-level vocabulary aligned with the Common Core State Standards. Students are expected to study and be prepared for scheduled vocabulary quizzes. Please support your child by encouraging him/her to apply the vocabulary words at home.

## Grade Distribution

Classwork/participation = 40%

Assessments (quizzes, tests, post-tests) = 25%

Projects = 25%

Homework = 10%

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 59 – below

## Homework Policy

Homework gives students the opportunity to practice skills introduced in class. It is imperative that homework assignments be completed and submitted in a timely basis to ensure student mastery.

Performance on homework affords the teacher the opportunity to assess student growth and provide additional instruction or practice.

## Make-Up Work Policy

- Upon return from an excused absence, students will be granted the opportunity to complete any missed assignments. The make-up work is due no later than two classes after a student's return from an absence.
- If a student is absent the day an assignment is due, the assignment must be turned in the day he/she returns to class.
- Late projects/writing assignments will not receive full credit. There will be a 10% daily deduction on late work. No credit will be given after four days.

## Class Rules

Students are expected to *Be Safe, Be Respectful, Be Responsible*. All school and team rules apply; please refer to the student handbook for the behavior matrix and school rules. Team 6A behavior policies apply to the class.

## Academic Dishonesty

Academic Dishonesty is a Level 2 infraction. Consequences range from three days of lunch detention or work detail to three days of parent shadowing, suspension, or in-school suspension.

## Class Expectations

| <i>Ready</i>   | <i>Respectful</i>   | <i>Responsible</i>   |
|--|---|--|
| <ul style="list-style-type: none"><li>• Arrive on time.</li><li>• Complete assignments and be ready to work.</li><li>• Use the restroom before class. Finish meals and beverages before class.</li></ul> | <ul style="list-style-type: none"><li>• Use G-rated language.</li><li>• Be open to new ideas. T</li><li>• Treat school and personal property with care.</li></ul> | <ul style="list-style-type: none"><li>• Arrive with materials.</li><li>• Submit assignments when due.</li><li>• Prepare for tests and quizzes.</li></ul> |

## Consequences

The following consequences will be issued to students who choose not to follow the rules. Major infractions will result in a discipline referral.

- First Offense: Verbal warning with documentation
- Second Offense: Parent notification and/or loss of privilege
- Third Offense: Parent notification and/or meeting and loss of privilege
- Fourth Offense: Discipline referral and loss of monthly activity

## Citizenship

Students will also receive a citizenship grade in addition to their academic evaluation.

|                          |   |
|--------------------------|---|
| E (Excellent)            | <ul style="list-style-type: none"><li>● Student stays on task.</li><li>● Student listens and follows directions.</li><li>● Student is responsible and respectful to others.</li><li>● Student participates and adds to the class in a positive manner.</li></ul>  |
| S (Satisfactory)         | <ul style="list-style-type: none"><li>● Student is usually on task.</li><li>● Student listens and follows directions and rules most of the time.</li><li>● Student is usually responsible organized and respectful to others.</li><li>● Student participates in class and seldom needs to be corrected.</li></ul>                           |
| N<br>(Needs Improvement) | <ul style="list-style-type: none"><li>● Student needs to be reminded to stay on task.</li><li>● Student continually needs reminders to follow directions and rules.</li><li>● Student continually needs reminders to be organized, responsible, and respectful.</li><li>● Student frequently interrupts class through disruption.</li></ul> |
| U (Unsatisfactory)       | <ul style="list-style-type: none"><li>● Student makes no effort to be on task.</li><li>● Student does not follow directions or rules.</li><li>● Student is negative or disrespectful towards students and teachers.</li><li>● Student consistently disrupts class interrupting students' right to learn.</li></ul>                          |

## Attendance

Attendance in this course is crucial, for written assignments develop from class instruction. When students are absent, they are responsible for obtaining all information, homework, assignments, and handouts distributed during that session. The attendance policy is dictated by BP 411.

- A student who is not in the classroom when the tardy bell rings will be counted as tardy.
- Students will receive excused absences only with a parent note for an absence of one day or two consecutive days.
- Students must present a doctor's note if absent for **three or more** consecutive days.
- Please consult the BMS Student Handbook for reasons that will be allowed for excused absences

\* For more information, see DOE Board Policies 330 and 411 or BMS Student Handbook.

## Uniform Policy

Students are expected to be in full uniform before entering class.

**Parent-Teacher Conferences and Expectations** It is expected that parents communicate any emotional, physical and academic concerns with any of the team teachers. School wide parent-teacher conferences are scheduled after first and third quarters. Progress reports are sent out during mid-quarters. Should you wish to schedule to meet with Mrs. Aoki and/or the Team, please do not hesitate to contact Mrs. Mendiola (632-5647) to schedule a meeting.

## Language Arts Syllabus Receipt

Student Name \_\_\_\_\_

Last Name, First Name

Class Period \_\_\_\_\_

By signing this document, I acknowledge that I reviewed the syllabus for Mrs. Aoki's language arts class. I will work with my child to ensure that he/she fulfills the expectations of the course. I acknowledge that I understand the following:

- Course and class expectations
- Behavior Expectations
- Grading criteria
- Late and missing work policy

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Parent Email Address

\_\_\_\_\_  
Parent Contact Numbers

Feedback – Please indicate anything I should know about your child to better serve as his/her language arts teacher. Contact me at 632-5647 or [mjaoki@gdoe.net](mailto:mjaoki@gdoe.net) with any questions or concerns.

**Sixth Grade Language Arts**  
**6A - Invincibles**  
**School Year 2018-2019**  
**Vocabulary Schedule**

|   |  |  |
|---|--|--|
| <p>Unit 1<br/> <b>Quiz September 6/7</b></p> <ol style="list-style-type: none"> <li>1. anguish</li> <li>2. boisterous</li> <li>3. capacity</li> <li>4. commentary</li> <li>5. continuous</li> <li>6. cumulative</li> <li>7. erupt</li> <li>8. factor</li> <li>9. inept</li> <li>10. intimidate</li> <li>11. marvel</li> <li>12. maximum</li> <li>13. painstaking</li> <li>14. restrain</li> <li>15. unanimous</li> </ol>  | <p>Unit 2<br/> <b>Quiz September 20/21</b></p> <ol style="list-style-type: none"> <li>1. ample</li> <li>2. collaborate</li> <li>3. concise</li> <li>4. distinct</li> <li>5. diversity</li> <li>6. dominate</li> <li>7. ignite</li> <li>8. linger</li> <li>9. mimic</li> <li>10. objective</li> <li>11. parody</li> <li>12. rural</li> <li>13. strive</li> <li>14. superior</li> <li>15. urban</li> </ol> | <p>Unit 3<br/> <b>October 4/5</b></p> <ol style="list-style-type: none"> <li>1. allegiance</li> <li>2. chronological</li> <li>3. context</li> <li>4. diligent</li> <li>5. generate</li> <li>6. majority</li> <li>7. meager</li> <li>8. negotiate</li> <li>9. obstacle</li> <li>10. possess</li> <li>11. poverty</li> <li>12. prejudice</li> <li>13. prosecute</li> <li>14. remote</li> <li>15. transform</li> </ol>      |
| <p>Unit 4<br/> <b>Quiz October 18/19</b></p> <ol style="list-style-type: none"> <li>1. campaign</li> <li>2. collide</li> <li>3. consequence</li> <li>4. drastic</li> <li>5. elaborate</li> <li>6. inevitable</li> <li>7. loathe</li> <li>8. predicament</li> <li>9. provoke</li> <li>10. retaliate</li> <li>11. sanctuary</li> <li>12. siege</li> <li>13. subsequent</li> <li>14. treacherous</li> <li>15. vow</li> </ol> | <p>Unit 5<br/> <b>Quiz November 1/2</b></p> <ol style="list-style-type: none"> <li>1. dense</li> <li>2. deplete</li> <li>3. eclipse</li> <li>4. eerie</li> <li>5. effect</li> <li>6. esteem</li> <li>7. excel</li> <li>8. futile</li> <li>9. hazardous</li> <li>10. influence</li> <li>11. monotonous</li> <li>12. prominent</li> <li>13. quest</li> <li>14. solar</li> <li>15. unique</li> </ol>        | <p>Unit 6<br/> <b>Quiz November 15/16</b></p> <ol style="list-style-type: none"> <li>1. anticipate</li> <li>2. apparel</li> <li>3. controversy</li> <li>4. deluge</li> <li>5. designate</li> <li>6. equivalent</li> <li>7. hostile</li> <li>8. ingenious</li> <li>9. jovial</li> <li>10. makeshift</li> <li>11. salvage</li> <li>12. significant</li> <li>13. terrain</li> <li>14. unruly</li> <li>15. vacate</li> </ol> |

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|---|--|--|
| <p>Unit 7<br/><b>Quiz November 29/30</b></p> <ol style="list-style-type: none"> <li>1. agony</li> <li>2. beneficial</li> <li>3. composure</li> <li>4. constant</li> <li>5. cope</li> <li>6. dissolve</li> <li>7. duration</li> <li>8. genre</li> <li>9. immense</li> <li>10. optimist</li> <li>11. predict</li> <li>12. refuge</li> <li>13. stifle</li> <li>14. terminate</li> <li>15. verge</li> </ol>                       | <p>Unit 8<br/><b>Quiz December 13/14</b></p> <ol style="list-style-type: none"> <li>1. adhere</li> <li>2. apprehensive</li> <li>3. arrogant</li> <li>4. awe</li> <li>5. capital</li> <li>6. conspicuous</li> <li>7. dialogue</li> <li>8. encounter</li> <li>9. former</li> <li>10. hoax</li> <li>11. lure</li> <li>12. massive</li> <li>13. preliminary</li> <li>14. propel</li> <li>15. tangible</li> </ol> | <p>Unit 9<br/><b>Quiz January 17/18</b></p> <ol style="list-style-type: none"> <li>1. accumulate</li> <li>2. ambition</li> <li>3. barren</li> <li>4. deposit</li> <li>5. desperate</li> <li>6. dwell</li> <li>7. economy</li> <li>8. exaggerate</li> <li>9. expanse</li> <li>10. exploit</li> <li>11. extract</li> <li>12. liberate</li> <li>13. migration</li> <li>14. onset</li> <li>15. primitive</li> </ol>          |
| <p>Unit 10<br/><b>Quiz January 31/February 1</b></p> <ol style="list-style-type: none"> <li>1. abundant</li> <li>2. beacon</li> <li>3. clarity</li> <li>4. consent</li> <li>5. convenient</li> <li>6. cultivate</li> <li>7. deteriorate</li> <li>8. evolve</li> <li>9. exclude</li> <li>10. idiom</li> <li>11. legislation</li> <li>12. reluctant</li> <li>13. subordinate</li> <li>14. trait</li> <li>15. verdict</li> </ol> | <p>Unit 11<br/><b>Quiz February 14/15</b></p> <ol style="list-style-type: none"> <li>1. accommodate</li> <li>2. arid</li> <li>3. blunder</li> <li>4. commend</li> <li>5. compact</li> <li>6. cordial</li> <li>7. declare</li> <li>8. knack</li> <li>9. leeway</li> <li>10. plummet</li> <li>11. soothe</li> <li>12. stationary</li> <li>13. swarm</li> <li>14. transport</li> <li>15. vital</li> </ol>       | <p>Unit 12<br/><b>Quiz February 28/March 1</b></p> <ol style="list-style-type: none"> <li>1. burden</li> <li>2. conserve</li> <li>3. contaminate</li> <li>4. elude</li> <li>5. extinct</li> <li>6. formulate</li> <li>7. improvise</li> <li>8. leisure</li> <li>9. likeness</li> <li>10. manipulate</li> <li>11. minute</li> <li>12. priority</li> <li>13. pursue</li> <li>14. resolute</li> <li>15. retrieve</li> </ol> |