

# English Grade 6 Syllabus

## C.R. Anderson Middle School

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School Year 2024-2025

### Teacher

Mrs. Kelly Blaz

### Phone

406-324-2796

### Email

kblaz@helenaschools.org

### Webpage

[https://staff.helenaschools.org/staff\\_page/kblaz/](https://staff.helenaschools.org/staff_page/kblaz/)

### Location

Room 203

### Office Hours

Tuesday-Friday

2:50- 3:15

### English 6 Overview

Our curriculum is Common Lit 360. Throughout this curriculum we will cover six comprehensive units. The units include focused reading, writing, and speaking goals. Throughout each lesson, students read, write, and speak to deepen their understanding. Students write for different audiences and purposes, and demonstrate content proficiency through culminating writing tasks.

### Required Supplies

One folder for English materials

One Composition Notebook

Pencils (please replace when your student runs out)

Colored pencils (optional)

### English 6 Materials and Communication

All course material is accessible through Teams and Clever.

Weekly lesson plans will be posted on Teams, Clever, and my Webpage. I will update this each week.

Announcements will be posted on Teams. The announcements will include assignments, tasks, and directions for our work in English. Students are expected to read my Teams posts daily.

Many of my assignments will be assigned through Common Lit. Students can access Common Lit from my Clever page.

Students are expected to use “chat” in Teams, instead of email, to communicate with me.

## English 6 Schedule

Quarter	Unit	Focus Skills
Quarter 1	Unit 1: Characters Who Change and Grow	<ul style="list-style-type: none"><li>Analyze the way characters change through their interactions with others</li><li>Determine and analyze a story's theme</li><li>Read and analyze a text with more independence</li><li>Write a paragraph that includes a claim, relevant evidence, and reasoning</li></ul>
Quarter 2	Unit 2: The Recipe for Success	<ul style="list-style-type: none"><li>Synthesize the central idea of a text</li><li>Cite relevant evidence to support their analysis</li><li>Use strong reasoning to support their ideas</li><li>Communicate information through visuals</li></ul>
Quarter 3	Unit 3: The Watson's Go to Birmingham-1963	<ul style="list-style-type: none"><li>Analyze how complex characters develop a novel's theme</li><li>Analyze how an author develops point of view</li><li>Gather evidence from across a novel to support an idea</li><li>Make connections between a novel and additional texts</li><li>Write an essay with a clear introduction and conclusion</li></ul>
	Unit 4: Our Changing Oceans	<ul style="list-style-type: none"><li>Explain how supporting details develop a central idea</li><li>Analyze how a central idea is conveyed through details</li><li>Read multiple sources to answer a research question</li><li>Present their research with clear and relevant reasoning in a visual format</li></ul>
Quarter 4	Unit 5: The Forces that Shape Us	<ul style="list-style-type: none"><li>Determine how an author develops a central idea</li><li>Analyze how interactions, setting, and point of view develop complex characters</li><li>Assess how figurative language develops character and theme</li><li>Write a compare/contrast essay that includes transitions and sentence variety</li></ul>
	Unit 6: The Power of Play	<ul style="list-style-type: none"><li>Independently annotate a text with a specific focus</li><li>Synthesize evidence in order to answer a research question</li><li>Clearly articulate their ideas in peer debate and discussion</li><li>Cite research and experts within their writing</li><li>Use digital media and images to persuade others</li><li>Produce professional emails and use a proper register with their audience</li></ul>

# ACHIEVERS

**Grading-** Practice is crucial for learning and ongoing academic success. Effective practice involves structured attempts, specific feedback, and opportunities for students to try again. This cycle of practice and feedback continues until students master the concept or meet the learning expectations. Without timely feedback or the chance to try again, mistakes remain uncorrected, hindering progress. Recording permanent scores during the early stages of practice does not accurately reflect a student's growth and, therefore, does not provide an adequate measure of their true abilities.

**Redo, Rewrite, Retest-** Students have the opportunity to redo, rewrite, or retest any assignment or assessment within the current unit of instruction to demonstrate improvement in a specific skill or learning target. To retake an assignment or assessment, students must complete a "Request to Redo" form, which requires both student and parent signatures. This form should be completed at home. The retake must be done outside of class time—during advisory, lunch, or before/after school. It is the student's responsibility to coordinate the retake with me.

**Grading Scale:** 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, below 60% = F

**Homework Policy-** You will not have regular homework in English. Homework will only be assigned if you are absent or need additional time to complete a classroom assignment.

**Late work-** I will accept late work, but please don't make it a habit. If you need to submit late assignments, communicate with me either through Teams or by talking to me directly. Keep in mind that I cannot guarantee timely feedback on late submissions.

If you miss an assessment due to an absence, you are expected to make it up before school, after school, during lunch, or in advisory.

# COOPERATIVE & RESPECTFUL

## **Expectations in the classroom**

- Be seated by the bell
- Follow directions
- Be prepared for class.
- Help others
- Show empathy
- Allow others to learn.

## **Expectations when using technology**

- Use technology when given permission
- Put technology away when asked
- Be responsible for your own device.
- Be kind when communicating with others
- Use only your own device

**Attendance & Participation-** Please be present, on time, and ready to learn! The more time you spend in class, the more I can help you succeed. Your active engagement in lessons is crucial to your learning, so I expect you to be fully involved in each one. I'll do my best to make sure the lessons are engaging, fast-paced, safe, and fun.

**Chromebooks-** Chromebooks are to be used **only** for educational purposes. Games, including educational games like Cool Math Games, Minecraft, and YouTube, are not allowed in the classroom. Messaging on Teams is also prohibited during class time as it can distract you and your peers. Staying focused and respectful helps everyone succeed.

**Cell Phones-** Students may use cell phones outside the building before school and after school while in the hallways as they leave. Texting, taking photos, or recording videos inside or outside the school building during the school day is not allowed. The school and district are not responsible for lost or stolen cell

phones. Please keep your phone in your backpack or locker. If your phone is out during instruction, you will receive a warning. On the next occurrence, the phone will be confiscated for the day. Apple watches are permitted but should not be a distraction in the classroom.



SYLLABUS ACKNOWLEDGEMENT

I acknowledge that I have read and understand Mrs. Blaz's syllabus for the 2024-2025 school year.

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

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

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

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