



Sixth Grade English Language Arts
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COURSE OUTCOME:

Course Description

-In English Language Arts we focus mainly on grammar, writing, and literature. This year we will be using the AmplifyELA curriculum, adopted by Knox County Schools.

Course Links

[-AmplifyELA Homepage](#)

[-Tennessee ELA Standards](#)

INSTRUCTION:

- **Topics/Competencies/Skills Covered (Note that the order in which units are taught may vary)**
 - **Module 6A: Dahl & Narrative (Approximately 4 weeks)**
 - **Main Text:** *Boy: Tales of Childhood* by Roald Dahl
 - **Topic & Theme:** The impression of a moment
 - **Reading:** Observe how an author creates a character
 - **Writing:** Focus on a moment in the text and develop a unique perspective about it
 - **Activity Highlights:** Respond with constructive comments to peers' writing
 - **Text Features:** Memoir with vivid descriptions and 20th century British slang
 - **Module 6B: Mysteries & Investigations (Approximately 5 weeks)**
 - **Main Text:** *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain
 - **Topic & Theme:** Reading like an investigator
 - **Reading:** Assess the credibility of evidence used to support conclusions
 - **Writing:** Explain which trait is most useful to problem-solving investigators
 - **Activity Highlights:** Use an app to identify, organize, and evaluate claims and supporting evidence
 - **Text Features:** Narrative nonfiction of scientific discoveries, detective stories, inductive reasoning
 - **Module 6C: The Chocolate Collection (Approximately 6 weeks)**
 - **Main Text:** *The Chocolate Collection* (A Compilation of Short Stories about the History of Chocolate) by Amplify
 - **Topic & Theme:** Facts and stories about chocolate through the ages
 - **Reading:** Identify various sources' perspectives on a topic
 - **Writing:** Synthesize information from several sources to develop an argument
 - **Activity Highlights:** Scavenger hunts, debate, internet research, and media project
 - **Text Features:** Primary and secondary source materials, varied topics and perspectives



- **Module 6D: The Greeks (Approximately 4 weeks)**
 - **Main Text:** "Prometheus," *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin
 - **Topic & Theme:** Man vs. gods in ancient Greece
 - **Reading:** Analyze what symbolic characters show about human nature
 - **Writing:** Write about the development of a shared theme in two texts
 - **Activity Highlights:** *Myth World* Quest, write original interpretations of ancient myths
 - **Text Features:** Modern prose retellings of myths and translation of ancient narrative poem
- **Module 6E: Summer of the Mariposas (Approximately 5 weeks)**
 - **Main Text:** *Summer of the Mariposas* by Guadalupe Garcia McCall
 - **Topic & Theme:** The hero's journey through Aztec mythology
 - **Reading:** Trace a character's arc from the beginning of a novel to the end
 - **Writing:** Analyze how character traits assist a heroic character on their journey
 - **Activity Highlights:** Fishbowl discussions, presentations of research on Aztec mythology
 - **Text Features:** Latinx YA novel, incorporates magical realism, Aztec mythology, hero's journey
- **Module 6F: The Titanic Collection (Approximately 6 weeks)**
 - **Main Text:** The *Titanic* Collection (A Compilation of Short Stories about the Titanic) by Amplify
 - **Topic & Theme:** The lives and experiences of the *Titanic* passenger
 - **Reading:** Compare and contrast perspectives on a single event
 - **Writing:** Develop a question, conduct research, and create a multimedia project
 - **Activity Highlights:** Research and role-play a *Titanic* passenger and write from their point of view
 - **Text Features:** Compelling artifacts from voyage (menus, journals), letters, photographs
- **Grammar Module (Throughout the School Year)**
 - **Grammar Topics**
 - What Is a Complete Sentence?
 - Expanding the Complete Sentence
 - Understanding the Pronoun
 - Pronoun Usage
 - Verb Tense
 - Verb Moods, Modals, and Voice
 - Punctuation
- **Materials Needed**
 - AmplifyELA digital version
 - Chromebooks
- **Fees**
 - None



● **Resources:**

- **Textbooks:** AmplifyELA digital version
- **Online Resources:**
 - IXL
 - CommonLit
 - EdPuzzle
 - Edulastic
 - Flipgrid
 - Padlet
 - Microsoft Teams
 - Others as Needed
- **Compliance with Instructional Materials Policy & Procedure I-211:**
 - List of Instructional Materials (All texts drawn from district-wide adopted curriculum and resources)
 - *Boy: Tales of Childhood* by Roald Dahl
 - Excerpt from *The Adventures of Tom Sawyer* by Mark Twain
 - *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain
 - *Fever 1793* by Laurie Halse Anderson
 - "Yellow Fever Circles Brazil's Huge Cities" by Shasta Darlington and Donald G. McNeil Jr.
 - The Hippocratic Oath/The Physician's Pledge
 - *The Chocolate Collection* (A Compilation of Short Stories about the History of Chocolate) by Amplify
 - "Prometheus," *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin
 - Excerpts from *The Odyssey* by Homer, translated by E.V. Rieu
 - "Arachne," from *Selected Tales From Ovid* by Ted Hughes
 - Excerpt from *The Arabian Nights' Entertainments*, "Second Voyage," by Andrew Lang
 - *Summer of the Mariposas* by Guadalupe Garcia McCall
 - Excerpt from *The Odyssey*, a graphic novel by Gareth Hinds
 - Excerpt from *The Odyssey* by Homer, translated by E.V. Rieu
 - Excerpt from *Enrique's Journey* by Sonia Nazario
 - The *Titanic* Collection (A Compilation of Short Stories about the Titanic) by Amplify
 - Select CommonLit Articles and Short Stories
 - All objectionable content flagged (refer to guidelines in Policy I-211)
 - None
 - Describe the protocol for accessing equitable alternative assignment outlined



- If a parent objects to any of the texts listed above, please notify the teacher at least 2 weeks in advance.

ASSESSMENT:

- **Expectations and Skills:**

- At the end of this course, students will be able to:
 - Read and comprehend a variety of literary genres.
 - Write narrative, argumentative, and informational essays on a variety of topics.
 - Use grade-level appropriate grammar and conventions.
 - Demonstrate mastery of grade level skills (TN State Standards).

- **Grading Policy/Rubrics:**

- **Standard Grading Scale**
 - A (90-100)
 - B (80-89)
 - C (70-79)
 - D (60-69)
 - F (59 or Below)

*Please note that a (50) indicates that a student Did Not Attempt or is Missing the assignment

- **Explanation of Assignments & Projects** (*expectations/timeline/due dates, etc*)

- **Assignments**
 - Students will submit assignments and projects through Canvas, Amplify, CommonLit, other digital apps, or on paper as directed

- **Make-Up Work Policy/Late Work Policy**

- Please note the Knox County Policy on make-up work in your student handbook.

- **Grade Posting Policy**

- One way in which we are able to communicate with the student and parent is through Parent Portal/Aspen. In order to give timely feedback, we will update grades at least once per week.

GENERAL EXPECTATIONS:



Student Expectations in Virtual and Face-to-Face Classes

(These expectations are for synchronous learning where students participate in the class at the same time. This could be in a physical or virtual space.)

- Students must adhere to the KCS Policy J-260 Dress Code.
- Students are expected to follow KCS Policy J-191 Misbehaviors and Disciplinary Options to provide a safe and respectful environment for teachers and students.
- Students are expected to follow the KCS Policy I-220-3 when utilizing technology. Proper behavior, as it relates to the use of computers, is no different than proper behavior in other aspects of school activities. All users are expected to use the computers and computer networks in a responsible, ethical, and polite manner. KCS reserves the right to monitor all technology resource activity.
- Students are responsible for the content posted through their login and account activity. Sharing or using usernames and passwords with others or using other's usernames and passwords is strictly prohibited.
- Follow KCS grade-level expectations for digital citizenship. (<https://www.commonsense.org/education/digital-citizenship/curriculum>)
- Students will attend in-person or virtual lessons with teachers.
- Students must maintain a log of usernames and passwords for all virtual learning platforms.
- Students will be expected to adhere to all assessment policies for diagnostic, benchmark, and Standards Based Assessments.
- Students are expected to check Canvas or other teacher communication formats daily.
- Student attendance will be recorded daily and entered into Aspen.
- Students are expected to be active participants in in-person and virtual activities as directed by the teacher.
- Submit assignments as directed by the teacher. Assignments may be assigned with flexibility to submit weekly. (Example: Saturday by midnight)
- If a student fails to complete an assignment and there is no communication within 5 school days, then the students shall earn a failing grade for the assignment.
- Advocate for personal needs and additional support when needed. Students are expected to meet the teacher policy regarding assignment submission, late work, and incomplete work. Students are expected to meet all deadlines.
- Students will be held accountable for meeting teacher virtual classroom policies.
- Students will attend mandatory in person assessment days at the base school.
- Report any technical issues through the Tech Help Desk (865-594-1830) as soon as an issue arises. The help desk is manned from 8:00 AM - 4:30 PM Monday - Friday.

BEST PRACTICES

- ❖ Consider the environment behind you that can be seen in video chats and ensure there are no inappropriate images, materials, etc. for school.
- ❖ Mute audio when entering chats.
- ❖ Mute audio when not speaking.
- ❖ Be appropriate and respectful in your actions.
- ❖ Listen to the educator or individual speaking.
- ❖ Stay engaged throughout the lesson or activity.



- ❖ Ensure that all work is your own.
- ❖ Bring a charged laptop to class every day.

Parent Expectations in Virtual and Face-to-Face Classes

(These expectations are for synchronous learning where students participate in the class at the same time. This could be in a physical or virtual space.)

- A parent/guardian, along with the child who will participate in virtual learning, will be required to attend the base school's Virtual Orientation.
- Parents are expected to set up a dedicated learning space in the home - free from distractions and interruption (pets, siblings, television, etc...). This may include a quiet space, no movement behind the student, and appropriate background.
- Parents are expected to set up and maintain a daily work schedule for the student in accordance with the virtual class schedule.
- Parents are expected to check KCS platforms (Canvas and ASPEN) for assignments and grades.
- Parents are expected to provide schools and teachers with the most current contact information (phone numbers, emergency contact, and address).
- Parents are expected to maintain open lines of communication (phone and email) with teachers and communicate any concerns or questions to the teacher. Teachers are expected to return communication within 1 business day.
- Parents are expected to ensure that the student is communicating appropriately with teachers and classmates (email, chat feature, etc...).
- Parents are expected to adhere to the Civility Code KCS Policy B-230.
- Parents are expected to ensure that the student follows the KCS dress code. (J-260)
- Parents are expected to ensure that the student follows the established classroom rules and expectations for in-person and virtual learning.
- Parents are expected to ensure that the student follows the KCS grade-level expectations for digital citizenship. (<https://www.common sense.org/education/digital-citizenship/curriculum>)
- Parents are expected to support academic integrity by allowing students to work independently and by monitoring resources used.
- Parents are expected to monitor student work and ensure that assignments are submitted according to directions by the teacher. This includes due dates and format.
- Parents are expected to ensure that all KCS policies and procedures are followed.
- Students must understand they must be properly dressed and cannot use inappropriate or threatening language in the school building or in a virtual class.
- Parents are expected to follow federal and state laws regarding student privacy and FERPA. This includes not recording lessons or sessions and not posting photos and videos on social media.
- Parents are expected to read, review, and follow the KCS Responsible Use Policy (Knox County Schools Procedure (I-220-3)).



Teacher Expectations in Virtual and Face-to-Face Classes

(These expectations are for synchronous learning where students participate in the class at the same time. This could be in a physical or virtual space.)

- Teachers will utilize Microsoft Teams or a similar educational communication service (e.g. Remind, Canvas, Aspen) to remain in contact with families and students. Teachers will not use their personal cell phone numbers to directly contact students individually.
- Teachers will be available during regular school hours; they will be available via email and will respond within 1 business day. Office hours will be posted and consistently maintained.
- Teachers will provide and post syllabi on Canvas at the beginning of each term to communicate expectations.
- Teachers will communicate expectations for assignment deadlines and point/percent penalties (if any) for late work.
- Teachers will communicate how students should alert the instructor if they are experiencing technological issues that could result in missing/late assignments.
- Teachers will report malfunctioning/damaged equipment to the appropriate individual in a timely manner.
- Teachers will ensure grades reflect student ability, not access to resources.
- Teachers will uphold specialized education plans, including IEPs, ILPs, and 504s.
- Teachers will actively participate in the development of educational programming for students as appropriate.
- Teachers will maintain the principles outlined in the KCS Connect course.
- Teachers will approach online learning with a spirit of professional collaboration, both within their school-level content areas and among colleagues across the district.
- Teachers will collaborate with content-area/grade-level PLCs to remain aligned with the determined curriculum and pacing guide.
- Teachers within the same school will work together to ensure consistently high expectations and best use of technology.
- Teachers will operate on the same schedule as their base school.
- Teachers should plan for students to have a combination of synchronous and asynchronous learning material equivalent to their full class time.
- Teachers will provide a variety (multiple) of ways to ensure students understand and
- can demonstrate mastery of the content standards.



- Teachers will regularly progress monitor on a weekly basis to ensure that students are on-track/on-pace. Students who are not on-track will need extra, intensive meeting time to catch up on missing mastery items.

BEST PRACTICES

- ❖ Be clear and specific about meeting times and online locations and share these well in advance of the meeting time.
- ❖ Be prompt and available during the time. Arrive to class meetings at least 10 minutes before the scheduled time so that students can log in and avoid confusion.
- ❖ Adhere to KCS professional dress guidelines when live streaming video.
- ❖ Designate a space in your home where you will connect virtually with your students.
- ❖ Use the functionality tools during class meetings to mute all students, allow students to raise hands, and manage student behavior.

- **Device Use/Misuse:**

Improper use of any computer or the network is prohibited. This includes the following:

- Use of racist, profane, or obscene language or materials
- Using the network for financial gain, political or commercial activity
- Attempting to or harming equipment, materials or data
- Attempting to or sending anonymous messages of any kind
- Using the network to access inappropriate material
- Knowingly placing a computer virus on a computer or the network
- Using the network to provide addresses or other personal information that others may use inappropriately
- Accessing of information resources, files, and documents of another user without permission
- Vandalism, any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's system, or any of the agencies or other networks to which the district has access is prohibited. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of district guidelines and, possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.
- Forgery or attempted forgery of electronic messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited. Forgery or attempted



forgery of documents or currency is prohibited. Deliberate attempts to create, copy or modify official documents or currency using district technology resources may be viewed as a violation of district guidelines and, possibly, as criminal activity under applicable state and federal laws.

Failure to comply with these standards may result in temporary or permanent removal of user access to KCS Virtual Instruction.

- **Students:**

- **Attendance Policy**

Parents/guardians have the legal responsibility to ensure that their child is fully participating in virtual and in-person school by monitoring their progress and time spent on daily course work. When a student is unable to participate in daily instruction, parent notes/doctor notes should be submitted. All virtual students are held to the same attendance policies/guidelines as students who are in traditional schools. See Knox County Board of Education Attendance Policy (J-120) regarding absence documentation.

- **Classroom Expectations**

- **Be Ready**

- Arrive on time (in classroom or teams meeting) with charged Chromebook
- Stay on task
- Participate in all activities

- **Be Respectful**

- Communicate and engage with positive interactions
- Turn off/put away phone and other distractions

- **Be Responsible**

- Submit assignments on time
- Organize workspace and materials

- **Be Safe**

- Sit appropriately in seat
- Follow health and safety procedures
 - Wear your mask
 - Sanitize hands as you enter the classroom
 - Follow social distancing requirements
- Keep aisles clear

- **Honor Code**

- Students will complete their own work and ask for help from the teacher when needed.

- **6th ELA Teachers:**

- **Communication Strategy:** Although you can leave messages through the school office, the easiest way to reach us is through email. We will respond to emails with two business days.



- Mrs. Trammell: Tifni.Trammell@knoxschools.org
- Mrs. Wade: Tara.Wade@knoxschools.org
- Mr. Roach: Billy.Roach@knoxschools.org

- Canvas – commitment to maintain and update daily

How will I communicate with my students?

- I will post grades to Parent Portal (Aspen) at least once per week.
- I will post announcements, assignments, and resources to Canvas each week.
- I will use Microsoft Teams for virtual class meetings.
- I will communicate course expectations in this syllabus.

How will I communicate with my families?

- I will email parents using the email address listed in Aspen or on Parent Square
- I will post grades to Aspen at least once per week.
- I will post announcements, assignments, and resources to Canvas each week.
- I will communicate course expectations in this syllabus.

- **Intervention Strategy:**

- Beginning in September, free tutoring will be available on Tuesdays and Thursdays from 3:30 – 5:00. Please contact the front office for more information and to register your student.

- **PLAGIARISM**

According to Harbrace Handbook, 15th edition:

Plagiarism is defined as “presenting someone else’s ideas, research, or opinion as your own without proper documentation, even if it has been rephrased.” It includes, but is not limited to the following:

1. Copying verbatim all or part of another’s written work;
2. Using phrases, figures, or illustrations without citing the source;
3. Paraphrasing ideas, conclusions, or research without citing the source;
4. Using all or part of a literary plot, poem, or film without attributing the work to its creator.

Cheating is defined as representing any other person’s work or work from any source as your own.

CONSEQUENCES OF PLAGIARISM



Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either re-doing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment.

Parents should be involved in making the decision.

Board Policy 1-431

Issues 7/95 Revised 6/08

The Board affirms that it is essential that the teaching about religion—and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following:

- Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs, provided it is essential to the learning experience in the various fields of study and is presented objectively;
 - The emphasis on religious themes in the arts, literature, and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs; and
 - Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech, and debate.
- Additionally, if a course features religion within the curriculum and instructional materials, this information must be included within the syllabus, and the syllabus must be publicly posted. Within the syllabus, teachers must include specific religion-aligned selections that will be used throughout the year or semester.