

Ms. Reyns' 6th Grade Syllabus for ESL/ELL

Teacher: Ms. Marianne Reyns

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Room # 134 English as a Second Language (ESL)/ English Language Learners (ELL)

Office Hours: To Be Determined by plan time on rotating schedule.

The mission of the Knox County Language Arts Department (6-12) is to facilitate learning and empower students to develop and demonstrate effective reading, writing, listening, speaking, viewing, and problem-solving skills in their personal, community, and work environments in an ever-changing society.

Materials Needed:

- Pencils and paper
- folder (for ELL/ELA only)
- 1 subject wire bound notebook
- Highlighter
- Colored pen
- Colored pencils
- Glue stick

Knox County Grading Scale:

- A 93-100
- B 85-92
- C 75-84
- D 70-74
- U 0-69

Classroom Expectations:

- Be Safe
- Be Responsible
- Be Respectful

Return to: Ms. Marianne Reyns

I have received a copy of the 2019-2020 Sixth Grade Syllabus that explains procedures and expectations for ESL/ELL class.

Parent Signature: _____

Student Signature: _____

Ms. Reyns' 6th Grade Syllabus for ESL/ELL

The English as a Second Language (ESL) is designed for English Language Learners (ELL). The class is a highly academic class focusing on delivering instruction in all the subject areas: English Language Arts (ELA), Science, Social Studies, and Math with a concentration on language domains: speaking, listening, reading, and writing. With all of the content subjects, instruction in vocabulary is implemented across the curriculum. Students develop important academic skills through reading and writing in various subject areas. ESL instruction is designed to challenge the student for academic growth in all subject areas, especially academic English. Many students who complete ESL classes become highly successful in academic subjects.

Note on beginners/newcomers – students who have another language spoken at home and are just beginning to acquire the English language, have instruction in social and instructional language to master basic communication. As soon as a student is able and ready, the student begins academic English language instruction.

Learning Goals: Each student has an Individual Learning Plan (ILC) to focus on an area or areas of academic English.

Learning Outcomes: Student proficiency on WIDA Access 4.2 composite, 4.0 Literacy is required to exit ELL instruction to participate in mainstream parallel class. WIDA ACCESS TESTING is administered each year in the spring to measure English Language Proficiency (ELP).

Novels and Films:

The following novels and films may be used for instructional purposes throughout the school year. Although each novel has been approved as appropriate for 6th grade, parental awareness of the following content is advised.

Novels: Tuck Everlasting, Hoot, Holes, Maniac Magee, Crash, Theodore Boone: Kid Lawyer, The City of Ember, The Phantom Tollbooth, Esperanza Rising, A Long Way from Chicago, A Year Down Yonder, Bud Not Buddy, Island of the Blue Dolphins, The Wizard of Oz

Textbooks, Reading Resources, Novels, Films

Any of the resource books, movies and texts listed on any of the other syllabi for the grade level
Content area selections from Readworks, Common Lit, Newsela and online databases
Read Theory
Treasures Readers

Video Clips and Films: During the course of the year, **short (3-5-minute video clips) are shown** to introduce or give a short overview of the subject area that will be implemented. Other videos or movies may be determined based on content area of instruction. Permission slips for longer movies will be sent home as necessary. This syllabus **serves as notification for permission to show video clips** in content areas. IF a parent or guardian finds any of the materials listed objectionable please contact me at the above contact information.

Films: Tuck Everlasting-PG, Hoot-PG, Holes-PG, Maniac Magee-PG, The City of Ember-PG

Assessments: All grades for ESL/ELL instruction are based on daily work in the classroom. Homework may be given occasionally. Percentages as follows: Speaking 15%, Reading 35%, Listening 15%, and Writing 35%.

Subject and Content Areas Covered:

ELA: English Language Arts:

Literacy is a multi-faceted, complex relationship of interrelated skills, beginning with language development. The standards have been written based on a progression beginning with the skills in the Foundational Literacy standards—print concepts, phonological awareness, phonics and word recognition, word and sentence composition, and fluency. The progression continues to build toward a more sophisticated manipulation of language in the upper grades. This progression of building and reinforcing foundational skills will be critical for the success of Tennessee students as they advance towards mastering postsecondary and workforce expectations. In every grade, the Language standards are based on the development of language processing from the word level to the sentence level, and finally to content knowledge as further explained below. These three areas—words, sentences, and content knowledge—come together to help the reader make sense of the text he or she is reading (Hennessey, 2014).

Command of Language Students acquire command of language in environments rich in listening, speaking, reading, and writing opportunities. Through discussion and collaboration, students develop flexible thinking about language while learning to adhere to a set of conventions. Inviting students to experiment with sentence structure helps them develop control over sentence and word choices. As Jeff Anderson says in *Revision Decisions: Talking Through Sentences and Beyond* (2014, p. 9), “It’s not about learning another rule, such as how to use colons; it’s about writers discovering another option to make their writing strong.” The goal of language education is for students to learn to adapt the language to their audience and to create an appropriate style and tone for the task.

Social Studies:

World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)

Course Description: *Sixth grade students will study the beginning of early civilizations through the fall of the Roman Empire. Students will study the geographical, social, economic, and political foundations for early civilizations progressing through the Roman Empire. They will analyze the shift from nomadic societies to agricultural societies. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, India, China, Ancient Israel, Greece, and Rome. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. The geographic focus will include the study of physical and political features, economic development and resources, and migration patterns. The sixth grade will conclude with the decline and fall of the Roman Empire. This course will be the first concentrated study of world history and geography and will utilize appropriate informational texts and primary sources.*

Science:

The standards incorporated into this grade have been streamlined for the students' K-12 coherent experience for a diversity of learners. The theme for sixth grade science is how energy, found in multiple systems and scales, is driving ecosystems (populations, food chains/webs), Earth's natural resources, and Earth processes (oceans, weather, and climate). In turn, oceans, weather, and climate help determine characteristics of ecosystems. A focus on science literacy is placed through the use of the science and engineering practices. Often times, students are required to gather information from reliable sources to construct evidence-based arguments (e.g., 6.LS2.3). Finally, STEM integration is supported both as a stand-alone disciplinary core idea. 46 By the end of sixth grade, it is expected that students should be able to demonstrate the skills and content knowledge emphasized in the following standards in preparation for future learning in science and its practice.

Mathematics:

In Grade 6, instructional time should focus on four critical areas:

- (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;
- (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which

includes negative numbers;

- (3) writing, interpreting, and using expressions and equations; and
- (4) developing understanding of statistical thinking.

August 5th, 2019 – August 9th Monday is half day for students - Ice-Breaker Activity. Students will examine their WIDA Scores from the previous year. Students create a time capsule for the beginning of the year that will show abilities at the beginning of the year to compare with the end of the year.

Students will view and discuss how they will be graded on assignments. Students will discuss in groups the meanings of the terms in the WIDA rubrics for listening, speaking, reading, and writing to gain an understanding of how assignments will be evaluated.