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| |  |  |  |  | | --- | --- | --- | --- | | **6th Grade CCR Language Arts** | | | | | **Woodford County Middle School 2014-2015** | | | | |  | | | | | **Welcome to Mrs. Heflin’s 6th Grade Language Arts Class** | | | | | This is my 4th year at WCMS, and I am excited to get to know each of you. Here at the middle school, we have high expectations for all our students. This class will challenge you, but I will be there every step of the way providing the support you will need to excel. I look forward to an excellent year together as we build a caring community and life-long learners.  I am happy to meet with students who have questions or need additional help with assignments. Unless scheduled for a morning duty, I will be available to meet with students by 7:30 am before school or after school on Tuesdays from 3:30-4:30. Students will need to schedule before-school meetings at least one (1) day in advance. If a student needs to meet before-school, they must obtain a “Morning Pass” for before-school meetings in order to be permitted downstairs to my classroom.  Thanks for your partnership in this educational adventure. As always, if you have any questions, please call, email or visit. I am so thankful to have your child as part of my classroom for the 2014-2015 school year. | | | | | **Course Description:** | | | | | Sixth grade language arts focuses on critical thinking and analytical reasoning which prepares students for rigorous tests such as the K-PREP, EXPLORE and ACT. While improving writing skills and grammar knowledge, students produce various kinds of papers and multimedia presentations. Literature study includes novels, plays, short stories, poetry and a variety of nonfiction. | | | | | **Textbook Information:** | | | | | *Prentice-Hall Literature,* Penguin Edition, (Pearson Education, 2007)  *Holt* *Elements of Literature*, Introductory Course (Holt, Rinehart & Winston, 2007) *Language Essentials Grammar and Writing*, The EMC Masterpiece Series, Redwood Level (2005) | | | | | **Parent/Teacher Communication:** | | | | | Communication initiated by parents and teachers is essential to a child’s academic and behavioral success. Methods of communications include telephone calls, conferences, the use of the student Tiger Book, and email. Parents are strongly encouraged to review the Tiger Book daily to monitor the student’s organization and study habits, as well as, teacher emails. If anything seems unclear, please feel free to contact the teacher at any time. I check my school email regularly and will do my best to answer questions from parents and students within 24 hours.   * To sign up for my weekly newsletter, send an email to the address below with the subject line of “Please Add to CCR Newsletter”. | | | | | **Grading Percentages:** | | | | | Formative Assessments: Homework, In-Class Activities/Assignments, Quizzes | | | 30% | | Summative Assessments: Unit Tests, Projects and Writing Pieces | | | 70% | | **Classroom Materials:** | | | | | Please bring the following supplies to class **EVERYDAY**:   * Tiger Book * 1 inch 3 ring binder with 5 dividers (will be left in the class) * Pencils and erasers * Paper | | | | | **Teacher Contact Information:** | | | | | **Teacher Name** | **Email Address** | **Help Sessions** | | | Mrs. Nicole Heflin | nicole.heflin@woodford.kyschools.us | Mornings: By appointment  Afternoons: Tutoring Tuesdays 3:30-4:30 | | | |
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| **Classroom Procedures and Expectations:** |
| In this portion of the document, you will find specific procedures, guidelines and information to help YOU be successful in my class. To ensure a positive learning environment, **ALL** **STUDENTS** are expected to follow the WCPS Code of Conduct and the WCMS Code of Conduct at all times. Please note that all guidelines and expectations uphold Woodford County Public Schools and WCMS policies. |
| **Absent Work:** |
| Students will follow the Woodford County make-up procedures as outlined in the student handbook and Tiger Book. Upon returning to school following an excused absence, it is the student’s responsibility to contact the teacher to request make-up work. The student shall request make-up work on the day s/he returns from an excused absence and shall have two (2) days to complete the make-up assignments for the first day of absence and one (1) additional day for each additional excused absence. **Again, it is the student’s responsibility to get missed assignments!** |
| **Late work (From the 6th Grade Grading Policy):** |
| * Will be accepted until the unit test * No late penalty given, but assignment will be flagged as late in Infinite Campus * I will grade the late assignment against classroom expectations * Any work not turned in will be a **zero** in Infinite Campus * You should turn in late work to the labeled tray on my desk |
| **Corrections (From the 6th Grade Grading Policy):** |
| * Corrections will be offered for formative assessments ONLY. Corrections must be completed BEFORE the unit summative assessment. * You may NOT correct summative tests, projects, or writing pieces * I will offer “Early Bird Specials” where you can turn in **projects up to 3 days before the deadline** for feedback. You can use this feedback to correct your work before the project is due. |
| **Classroom Expectations Follow the ROCKS Characteristics** |
| Respect   * Listen to others as they share their thinking. * Raise your hand, or wait for the proper time to speak. |
| Ownership   * Come prepared and ready to learn. * Take pride in your work, give your best effort. |
| Cooperation   * Positively respond to redirection. * Follow instructions and work well in groups |
| Kindness   * Treat others as you would like to be treated. * If you don’t have anything nice to say, DON’T say anything at all. |
| Safety   * Keep hand, feet, and all objects to yourself * Follow all procedures. |
| **Choices Have Consequences** |
| If you choose to VEER from my expectations, or any WCMS Behavior Expectations, then…   * First, you will receive a verbal warning and redirection * If the behavior is not corrected, I will fill out a Minor Incident Report (MIR) and a parent or guardian will be contacted * If three (3) MIR forms are filled out, the guidance office will be contacted * In the event of a major behavior incident, a Student Referral will be written and the student will be sent to the office |

Please sign below to acknowledge that you have read through the syllabus and are aware of the polices and expectations for my classroom. Thank you, and I look forward to a great year!

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_