San Diego City Schools
Marston Middle School
(858) 810-75-- ext. 4206 for art: ext. 4114
Please note: This is a fluid document, subject to change.

Instructor: Pam Hashimoto (phashimoto@sandi.net) assignments posted on Google Classroom. Your students have log in numbers.

Course Title: 6th Grade English

Course Description: The purpose of this English/Language Arts class is to provide an opportunity for students to explore and gain expertise on the structure, impact and techniques in all types of text, including but not limited to expository text, persuasive text, and narrative text. This course is a balanced literacy class built around reading and writing strategies using such techniques as: guided reading/writing, shared reading/writing, touchstone texts, read aloud, word study, and independent or whole class sharing and/or discussions about literacy. The class will devote a portion of the time period to independent reading; writing and practicing newly taught strategies. Students will engage in discussions. Students will create electronic projects with general guidelines, but with leeway to add to, or modify the project to reflect his or her ideas, passions, and strengths. Modifications are subject to prior teacher approval.

We will use the new English Language Arts Adoption- Amplify and units that compliment our project based learning units for San Diego Coastkeeper. We will begin with Amplify and narrative, then we will transition to expository and argumentative units using both Amplify and a research notebook.

District Content and Performance Standards: The content standards, which will be addressed, are vocabulary development, reading comprehension, writing strategies, written/oral language conventions, and listening and speaking strategies. Content standards can be accessed at the following website: www.cde.ca.gov/be/st/ss/enggrade6.asp. We are also incorporating the new Common Core Standards, available at http://www.cde.ca.gov/re/cc/educators.asp

The District has identified Critical Concepts to be addressed this year. This is a draft document and subject to change. Here is a link to the document. https://drive.google.com/drive/search?q=critical.

Reading Comprehension Strategies: The following reading strategies will be used in the classroom to help students gain deeper meaning and understanding from fiction and nonfiction text: questioning, predicting, summarizing, inferring, connecting, synthesizing, clarifying, and analyzing. Students will learn to use text structure and features to increase comprehension, take notes, learn to write summaries, narratives, essays, and various other writing genres.

Writing
Students will be taught a variety of writing formats, with an emphasis on content and structure. Per the new Core Curriculum standards along with SDUSD’s critical concepts, those formats will be Narrative and Argument. Students will learn how to structure this type of writing and support their assertions with evidence that is reasonable and reliable. They will learn how to use the conventions of language to make their writing comprehensible.

Project Based Learning
This is our sixth year working with San Diego Coastkeeper. Each year, San Diego Coastkeeper asks us to research a topic and create materials for their social media accounts. This year, we are researching climate change, mega droughts and water conservation. Students will create websites to help SD Coastkeeper educate and inspire the public to help mitigate the effects of climate change and to help conserve and protect California’s water resources.

Google Classroom and Canvas - Students will complete and post work to Google Classroom. Eventually, we will explore Canvas.

Google Classroom:
- Announcements
- Posting of Assignments for Amplify
- Assignments
- Materials

Students will join the Google Classroom that matches their ELA schedule. Period 2 students will join Period 2, ELA 2021-2022 classroom. Period 3 will join Period 3 ELA 2021-2022, etc.

Students will be using the computer to submit many of their assignments. Please note the following information regarding Google Classroom:
1. This website contains resources to assist students (Resources will change throughout the year)
2. Texts that will be used in class (Each unit will have different texts loaded onto the computer, dependent on the concepts and curriculum)
3. Assignments- students click the assignments. If a formatted paper has been created for student use, students open the handout. If there is no handout, students click “Create” and then create their assignment page. After assignments are complete, students must click the “submit” button to turn in their papers. Google classroom records the date and time assignments are turned in.
4. Grades- points for assignments will be posted, along with comments, dependent on the assignment
5. Comments from the teacher, especially on rough drafts, should be read and addressed by the students. Once rough drafts are turned in, they will receive 10 points. Final drafts will be graded according to 6th grade standards. Grades will reflect how closely the assignment meets the 6th grade standards from the Common Core. Please note: In Power School, a blank does not mean ANYTHING. If your child is missing an assignment, it will be a “0”.

If you would like to see the grades your child received on an assignment posted on Google classroom, have the students log on to Google Classroom. You will see grades and comments posted. Most assignments are 10-20 points and are graded by the grade scale that is listed later. Periodically these grades will be posted to Powerschool, but more immediate feedback is posted on Google Classroom.

If you have trouble posting on Google Classroom or Canvas, what should you do?
If your child has trouble accessing Google Classroom at home, or posting an assignment on Google Classroom at home, please do not spend hours trying to access the site.
1. Complete the work on word processing program like Word, Docs, or Pages.
   a. Print the work and take a screen shot or scan and email it to me
   b. If on Canvas, Please remember you must click the submit button BEFORE you begin the work, then click it AGAIN, after the work in completed.
2. **It is always a good idea to back up your child’s work!** It is a good idea to copy and paste the Google Doc to Word or Pages, just in case you work doesn’t save on Google and visa versa. If working on Canvas, make sure your child’s account is linked to Google. Have him/her complete the work in Google and copy and paste it into Canvas, unless there is an option to submit directly from Google to Canvas.

If your child has difficulty getting completeing his/her work online, and works better on paper, please take a CLEAR picture of the work and turn it in electronically to the appropriate assignment on Google Classroom or Canvas. Please do not simply email the assignment.

**Marston Expectations.** The specific rules to be followed in this class include but are not limited to:

1. Be Safe
2. Be Respectful
3. Be Responsible
4. Work Together

**Classroom Expectations:**

*Motto:* Our lives are the sum total of the choices we have made!

*Class rules:*
- Treat others with dignity and respect
- Be diligent.
- Have Integrity.
- Act with enthusiasm and Gusto!

Accept and embrace all people, even if they have different cultures and/or beliefs than our own.

**Rules and Guidelines:**

1. **Never give your user ID or Password to anyone.**
2. Be on time
3. **Be respectful to everyone**, students and adults. Support your peers with positive comments and constructive suggestions. Use appropriate language, no bullying, intimidation or put downs,
4. **Participate in classroom discussions respectfully.** Ask questions. Other students have the same questions. Be brave and ask the questions for them! Give positive feedback, constructive criticism, analysis.

**Homework Expectations:** Students should be prepared to spend time each evening on homework. Homework usually consists of independent reading (30 minutes a night), unfinished class work, daily assignments, notebook assignments, writing assignments, word work, and special projects. Students are responsible for copying the homework and classroom assignments into their planners or their calendars.

**Google Classroom:**

Assignments are posted by week. The assignments will have the same name (although sometimes abbreviated) If your child has a missing assignment, look for the same name on Google Classroom.

**Make Up Policy:**

1. It is the student’s responsibility to get the assignment(s) and turn it(them) in promptly.
   a. There will be a section on Google Classroom titled: Classwork and Homework. This section will list the work that was assigned to be completed in class and the homework.
b. If students have questions regarding what their assignment was for the day, he or she should ask questions during classtime or come to tutoring sessions.

3. Students will be given a window of time to complete and turn in missing work. The work will be graded according to how closely the work matches 6th grade standards.

4. Students should have selected 2 people in the class as a resource for information they missed.

NOTE: Late work will NOT be accepted after the 7th week of any 9-week grading period. Students will be given multiple opportunities to master standards, but will not be given unlimited opportunities to redo any given assignment.

Grading: Students will be graded on homework, class work, exams, quizzes, essays, projects, and interim assessments. Each of these activities will be given various point values. These points will be totaled and put into a percentage to determine each student’s grade. A straight scale will be used to determine students’ letter grades from the points they have earned. Ultimately grades will be based on the teacher’s discretion.

* A = 90-100%
* B = 80-89%
* C = 70-79%
* D = 60-69%
* F = 59% and below

Some guidelines that will help students succeed in this class include:

1. Regular attendance (In person when applicable, remote/electronic when applicable)
2. Coming to class prepared (w/ completed assignments and materials) everyday
3. Organizing assignments and materials (using some system of organization, such as assignment agendas or calendars) During this time, keeping a written log of assignments and their due dates will be especially helpful. Many of my students list the assignments in a calendar, like Google Calendar, with reminder alerts.
4. Taking pride in everything handed in (this includes daily assignments as well as essays and projects)

Tutoring Schedule: This is in addition to asynchronous learning time

Monday - none

Tuesday and Thursday -

In person, in room 114, unless district guideline ban in-person tutoring. Online Zoom meeting, for one hour, from 2:45 to 3:40 Everyone is welcome to come to tutoring, without an appointment. If we cannot tutor in person, the Zoom link will be posted in Google Classroom.

Wednesday

Tutoring will be during lunch, by appointment, in person. There will not be tutoring during lunch, if we must tutor using Zoom.

Marston Staff and Students have pledged to be “College Ready”. This means we are all striving towards helping every student acquire the necessary academic, organizational, and personal skills necessary for a successful college education. Please help your child gain and maintain excellent study habits and work ethics.
Please review this syllabus with your student and fill in the Google Form to signify you have received, read and understand this syllabus. The link is at the end of this document. Thank you in advance for your support and I look forward to a great year with your student! If you have any questions or concerns, please contact me at phashimoto@sandi.net.

Sincerely,
Pamela Hashimoto
6th Grade ELA

https://docs.google.com/forms/d/1IGKUNz-N-GrllHizIAW3w91ZNADndfwNyyh3ZxCRGYmM/edit