

# Syllabus – 1st Nine Weeks

**AMHERST MIDDLE SCHOOL**  
**165 GORDON'S FAIRGROUNDS ROAD**  
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**Voicemail: 434-528-6499 ext. 27817**

**COURSE: Language Arts**  
**GRADING PERIOD: 1<sup>st</sup> 9 weeks**

**INSTRUCTOR: M. Cash**  
**EMAIL: mcash@amherst.k12.va.us**

**STANDARDS OF LEARNING:** See attached copy of the 1st 9 weeks' pacing guide.

## **GRADING POLICY:**

Tests, completed projects and papers = 35%, Quizzes = 30%,  
Classwork = 25%, Homework and warm-ups = 10%

## **MATERIALS Brought to Class Each Day:**

- Agenda
- Independent reading book...everyday!
- Homework Folder
- Pencils (not mechanical)
- Loose Leaf Paper
- Colored Pencils/Glue/Scissors

## **MATERIALS Left in Classroom**

- \* Book Club Folder
- \* Word Work Folder
- \* Interactive Notebook
- \* Index Cards
- \* Elmer's Glue

## **PLANNING TIME:**

My planning periods are 2<sup>nd</sup> period from 8:50-9:44 and 6<sup>th</sup> period from 1:00-1:50.

## **SUPPLEMENTARY READINGS:**

Students will be required to read books of their own choosing (various genres required) throughout the school year. We will also have classroom book clubs, literature circles and other fun reading activities.

## **CLASS PROJECTS FOR 9-WEEKS:**

Instructions will be announced in class followed by written documentation.

**AGENDAS ARE TO BE SIGNED BY A PARENT OR GUARDIAN ON THURSDAY NIGHT OF EACH WEEK for homeroom class.**

**\*Additional information will be located on my webpage at:**

<http://ams.amherst.k12.va.us/mcash>

I have read the syllabus for Ms. Cash's Language Arts for the 1st Nine Weeks:

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Parent Signature

Date

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Student Signature

Date

# 1st Nine Weeks' SOL's

**Reading:** Fiction

**Writing:** Narration/Description

The sixth-grade student will be an active participant in classroom discussions. The student will present personal opinions, understand differing viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication. The student will begin the study of word origins and continue vocabulary development. The student will read independently a variety of fiction and nonfiction, including a significant number of classic works, for appreciation and comprehension. The student will also plan, draft, revise, and edit narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. In addition, reading and writing will be used as tools for learning academic concepts, and available technology will be used as appropriate.

## **Communication: Speaking, Listening, Media Literacy**

6.1 The student will participate in and contribute to small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

6.2 The student will present, listen critically, and express opinions in oral presentations.

- a) Distinguish between fact and opinion.
- b) Compare and contrast viewpoints.
- c) Present a convincing argument.
- d) Paraphrase and summarize what is heard.
- e) Use language and vocabulary appropriate to audience, topic, and purpose.

## **Reading**

6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
- c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- d) Identify and analyze figurative language.
- e) Use word-reference materials.
- f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.

b) Make, confirm, and revise predictions.

c) Describe how word choice and imagery contribute to the meaning of a text.

d) Describe cause and effect relationships and their impact on plot.

e) Use prior and background knowledge as context for new learning.

f) Use information in the text to draw conclusions and make inferences.

g) Explain how character and plot development are used in a selection to support a central conflict or story line.

h) Identify the main idea.

i) Identify and summarize supporting details.

j) Identify and analyze the author's use of figurative language.

k) Identify transitional words and phrases that signal an author's organizational pattern.

l) Use reading strategies to monitor comprehension throughout the reading process.

## **Writing**

6.7 The student will write narration, description, exposition, and persuasion.

a) Identify audience and purpose.

b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.

c) Organize writing structure to fit mode or topic.

d) Establish a central idea and organization.

e) Compose a topic sentence or thesis statement if appropriate.

f) Write multi-paragraph compositions with elaboration and unity.

g) Select vocabulary and information to enhance the central idea, tone, and voice.

i) Revise sentences for clarity of content including specific vocabulary and information.

j) Use computer technology to plan, draft, revise, edit, and publish writing.

6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence, structure, and paragraphing.

d) Maintain consistent verb tense across paragraphs.

f) Use quotation marks with dialogue.

h) Use correct spelling for frequently used words.