

**Jackson Hole Middle School Vision Statement:**

*JHMS provides students with an innovative and exceptional education that instills integrity and promotes achievement in a diverse world.*

**Jackson Hole Middle School Course Syllabus  
6<sup>th</sup> Grade Language Arts and Social Studies**

**Teacher & Contact Information:**

Renaye Notzka

Phone: 733-4234x3124

Email: [rnotzka@teton1.k12.wy.us](mailto:rnotzka@teton1.k12.wy.us) \*Email is the best way to contact me!

**Wyoming LANGUAGE ARTS content and performance Standards:**

1. READING

Students use the reading process to demonstrate understanding of literary and informational texts.

2. WRITING

Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

3. SPEAKING AND LISTENING

Students use listening and speaking skills for a variety of purposes and audiences.

**Wyoming SOCIAL STUDIES content and performance standards:**

1. CITIZENSHIP/ GOVERNMENT/ DEMOCRACY

Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve. (**6<sup>th</sup> Grade Focus:** the evolution, from ancient times to the present, of governments in different countries in the Eastern Hemisphere)

2. CULTURE/ CULTURAL DIVERSITY

Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live. (**6<sup>th</sup> Grade Focus:** compare and contrast different cultures, geographic influences on culture, world religions)

3. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Students demonstrate an understanding of economic principles and concepts and describe the influence of economic factors on individuals and societies. (**6<sup>th</sup> Grade Focus:** trade, specialization)

4. TIME, CONTINUITY AND CHANGE

Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation and world. (**6<sup>th</sup> Grade Focus:** link ancient cultures to current events)

## 5. PEOPLE, PLACES, AND ENVIRONMENTS

Students demonstrate an understanding of interrelationships among people, places, and environments.  
**(6<sup>th</sup> Grade Focus:** river valley civilizations, Western influence in the Eastern Hemisphere)

### COURSE GRADING SPECIFICS:

|                                    | Description   |
|------------------------------------|---|
| <b>Homework</b>                    | <b>Language Arts:</b><br>Weekly Reading Minutes – 100 min/ week<br>Skills- 20-30 min/ week<br>Bedside 5- 20 min/ week<br>History:<br><b>Current Events-</b> 20-40 min/ week   |
| <b>Common Writing Expectations</b> | C – proper capitalization<br>O – organized paragraphs<br>P – proper punctuation<br>S – correct spelling   |
| <b>Responsibility</b>              | Work is completed and turned in on time,<br>Directions are followed. Student’s name is on all work!<br><b>Performance Points are given at the beginning of each quarter. Two (2) points are deducted for each infraction. These deductions are noted on PowerGrade.</b> |

#### GRADING SCALE:

|             |    |
|-------------|----|
| 97.5 - 100% | A+ |
| 92.5 - 97.0 | A  |
| 89.5 – 92%  | A- |
| 87.5 – 89%  | B+ |
| 82.5 – 87%  | B  |
| 79.5 – 82%  | B- |
| 77.5 – 79%  | C+ |
| 72.5 – 77%  | C  |
| 69.5 – 72%  | C- |
| 67.5 – 69%  | D+ |
| 62.5 – 67%  | D  |
| 59.5 – 62%  | D- |

#### LA – Weights:

|                         |
|-------------------------|
| Reading Minutes – 10%   |
| Readers’ Workshop – 35% |
| Writers’ Workshop – 35% |
| Skills – 10%            |
| Responsibility – 10%    |

#### History – Weights:

|                               |
|-------------------------------|
| Current Events Homework – 20% |
| Class work/Projects – 40%     |
| Tests/Quizzes – 20%           |
| Skills – 10%                  |
| Responsibility – 10%          |

**EXTRA CREDIT:** Up to 20 extra reading minutes are allowed each week. If approved by the teacher, extra Current Events may be turned in for 10 additional points. Other extra credit may be allowed, but it should not be counted on to replace missing assignments.

### WEEKLY HOMEWORK:

\*Homework is sent home each **Wednesday** and will be **due the following Wednesday**.

*\*Students have one week to complete the work!*

*\*The expectation is that students will spread the work out over the school week!*

**\*A homework binder will be created. The goal of the binder is that it will become an organizational resource for completing homework this year. It should come home daily.**

**\*Your student will be asking you to sign her/his agenda each week to verify that reading minutes and Bedside 5 have been completed.**

## **Weekly Homework will include:**

1. **Reading Minutes (RM):** 100 minutes is the goal each week. ***Our reason for the reading log:** It is essential that students read 20 minutes **each** night. Students will be given time to read each day in school – 30+ minutes – but this is not enough time to practice reading. Students will be expected to read 100 **ADDITIONAL** minutes (outside of the school day) each week. While it might be tempting to do all those minutes in one or two nights, **research says that a daily reading habit is important for student academic success.** Our goal is that students read 25 books in the course of a year.*
2. **Current Events (CE)** history homework: The goal of this assignment is to build prior knowledge for upcoming history units and/or reinforce learning that has occurred. It is also an effective way to connect ancient history to events occurring today.
- 3.” **Bedside 5”:** Brain research shows the **last** 5 minutes of focused thought before sleep stores information and makes long-term memory more easily accessible. We want to make the most of these important 5 minutes by having students review the short list of “Bedside 5” topics to memorize.
4. **Skills:** Skills instruction in class and homework will change through out the school year. Skills include geography, writing and word study. Skills will be modeled and practiced in class before they are assigned for homework. Students will have a thorough understanding of expectations before this is brought home as homework.
5. **Special Projects:** At times students may have additional work from class due to long term projects or research papers. Weekly homework will be modified if such homework is expected.

## **Make Up Procedures:**

Students are responsible for keeping track of and making up missed work. If students are ill, parents may request make-up work from the office or via email directly to me. Assignments can be picked up at our front office. For every day absent, students have two days to make up the work.

Prearranged Absences: Students present a note from their parents to the JHMS head secretary, Joyce Sawczuk. She will give them a pre-excused absence form which the student will need to bring around to each of his/her teachers in order to get the absent date/s assignments. This should be completed at least **2 days** prior to the absence. Students should make sure they are clear about the expectations and due date.

**Late Work:** Late work is accepted at a 10% deduction up until two weeks before the end of each quarter. Work turned in *on time* will have grading priority.

## **PowerSchool Abbreviations:**

*Assignments not handed in on time, for any reason, are given a 0 to motivate and remind students to make up the work!*

~EX (Excused), PARENTEX, SICK (if a student is sick for a prolonged period of time) are all codes used when an assignment is excused and not counted in the grade.

When you are looking up your student's grades on PowerSchool, any information that is in blue has additional information attached to it. Just click on the blue words or scores to access the information. For example: if your student's score is 10/15 and the 10 is in blue, click on the 10 for more information about why your student earned that score. This is a great way for us to communicate about grades easily!

**For your Calendar:**

**Back to School Night:** September 15

**1st quarter Conferences:** Week of November 2

**3rd quarter Conferences:** Week of March 8

Student's Name:

Welcome to 6th grade! To help me get to know your child and better meet his/her needs, please answer the following questions. Thanks, Renaye Notzka

What do I need to know about your child in school?

1. What would you like me to know about your child's interests outside of school?
2. What are your hopes for your child this year?
3. What are your fears?
4. What skills and/or experiences do YOU have that you would be willing to share with the 6th graders this year?
5. Is there anything else you would like to share with me?

Parent's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Name: .....

Parent's Telephone #: home:.....

Cellular/Work:.....

*(Please indicate the best number to reach you!)*

e-mail address:.....

Mailing Address:

*I use email to correspond with individual parents. I also like to send out weekly reminders and updates about class assignments and scheduled events. If you would like to be included on this class list please indicate so below:*

I would like to be on an e-mail list and receive updates.      YES      NO

I prefer a paper copy of weekly reminders.                              YES      NO

I prefer handouts in    English      Spanish

I don't wish to receive weekly newsletters.

Other comments you would like me to know about your student.