

**COURSE SYLLABUS**  
**2017-2018**  
**English Language Arts Enrichment**  
**Grade 6**

**Inman's Vision**  
Creating a Culture of Excellence

**Inman's Mission**

Establish a rigorous curriculum that allows all students to work to their highest potential and contribute to the community as socially responsive citizens.

Teacher: Nicolás Alarcón      Phone Number: 404.802.3200  
Room Number: 2049      Email: nalarcon@atlanta.k12.ga.us  
Semester: Fall 2017      Tutorial Day: W  
Textbook: n/a      Tutorial Hours: 4:20 - 5:20 PM  
Website: www.writewithalarcon.weebly.com      Tutorial Location: 2049 m

**Course Description**

English Language Arts Enrichment is an inquiry based course that invites you to explore the world through the lens of the working writer. All assessments are project based and require the expression of an original point of view, which you will refine through learning experiences that develop your critical thinking skills as well as your ability to communicate and collaborate with your peers to solve real world problems.

**Course Outline**

**Unit 1 The Design Process**

4.5 weeks

CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

*Grant Assignment* Design a positive classroom environment and then write a grant to get that project funded.

**Unit 2 Flash Fiction**

4.5 weeks

CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

*Flash Fiction Assignment* Compose a highly-focused story characterized by brevity. Stories written in this genre have few characters, show rather than tell, are similar to poetry in their economy, get in the reader's head, have an intellectual or emotional impact, and stop.

**Unit 3 The Script**

4.5 weeks

CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

*Dramatic Script Assignment* Compose a script that uses dialogue, action, and stage direction to tell a story.

**Unit 4 The Profile of A Person of Interest**

4.5 weeks

CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

*Journalism Assignment* Write a profile of a person of interest. Profiles are feature articles that build upon the interest of the audience. These stories focus on people and what they like to do, where they live, what they eat, what entertains them.

**Evaluation and Grading**

In accordance with Atlanta Public Schools Board Policy, the grading scale is 100 - 90 A; 89 - 80 B; 79 - 70 C; 69 - 60 D; 59 - 50 F; and Not Evaluated NE.

Classwork/Participation 35%  
Projects 30%  
Tests/Performances 20%  
Quizzes 15%  
Total 100%

Campus Portal for Parents and Guardians: Visit - <https://ic.apsk12.org/portal> to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

**Required Materials**

1. Two pencils & two pens (blue/black ink)
2. One wide rule composition notebook

**School-wide Behavioral Expectations**

Be Safe. Be Responsible. Be Respectful. Be Helpful. Be Mindful

**Classroom Expectations**

In order to receive an "A" in conduct, you must contribute positively to teaching and learning, set an example for others, work hard, and behave well.

**LATE ASSIGNMENTS**

It is important that students are responsible and meet established due dates for assignments. A late assignment is defined as work submitted after the teacher collected the assignment. All missing/not turned in assignments will be recorded in Infinite Campus with an "M-Missing" designation.

**MISSING ASSIGNMENTS (late assignments or unexcused absences)**

Students with late assignments or unexcused absences will be expected to submit missed work within two weeks of the end of the grading periods. The deadlines for missing assignments are as follows:

- ❑ Midterm is October 4<sup>th</sup>. Deadline September 22- (for assignments from August 1-September 21)
- ❑ End of Semester is December 22<sup>nd</sup>. Deadline is December 8<sup>th</sup> (for assignments from September 22<sup>nd</sup> -December 7<sup>th</sup>)
- ❑ Midterm is March 16<sup>th</sup>. Deadline is March 2<sup>nd</sup>- (for assignments from January 8<sup>th</sup> through March 1<sup>st</sup>)
- ❑ End of Semester is May 25<sup>th</sup>. Deadline is May 11<sup>th</sup> (for assignments after March 2<sup>nd</sup> through May 10<sup>th</sup>)

Late assignments will be assessed a 20% penalty.

**MAKE-UP ASSIGNMENTS (Excused Absences)**

Students with an excused absence will be expected to submit missed work on or before the third class meeting after the absence. Pre-announced assignments are due upon return to school.

**REASSESSMENT OPPORTUNITY**

Reassessment opportunities are available for all students on assessments only. The reassessment will be a newly generated teacher assessment and the reassessment score will replace the original score. The reassessment can occur during the class period, tutorial, and/or a lunch-and-learn session at the teacher's discretion.

**GIFTED**

Any student in a gifted course will be instructed at a pace that provides enrichment and acceleration in areas of student strengths. Students in the gifted program will receive differentiation of content, process, product, and/or learning environment in order to appropriately challenge and maximize engagement of gifted learners. Information about the gifted programming standards can be found at:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx>

## School-wide Expectations

### MASTERY LEARNING

With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

### PROGRESS REPORTS

Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Progress reports with plans for remediation will be provided for all students making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Also, see Board Policy Administrative Regulation IHA-R(1) under "Students in danger of not meeting academic expectations" for further information. Teachers will:

- ☐ Contact parents/guardians early in the semester if academic, attendance, or behavioral difficulties are apparent.
- ☐ Notify the counselor, Student Support Team (SST)/Response to Intervention (RTI) Chair, and/or an Assistant Principal of serious problems that are affecting classroom performance.
- ☐ Set up parent conferences as necessary.

### ATHLETIC ELIGIBILITY

Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. A master list of students participating in extracurricular activities and athletics under the auspices of the GHSA will be available to all staff.

### On Mandated Reporting

If you are being abused and share that information with me, I will file a report with protective services.

### Receipt of Syllabus

Course Name: Language Arts Enrichment

Teacher Name: Mr. Nicolás Alarcón, M. Ed.

Please send a confirmation email stating your child's name and grade level in the Subject line. Please include any comments, questions, or concerns in the body of the email.

### Example

The screenshot shows an email composition window. The 'To' field contains 'Alarcon, Nicolas'. The 'Subject' field contains 'JOSÉ ARCADIO BUENDÍA Grade 8'. The email body text is as follows:

Dear Mr Alarcón,

Good afternoon. I have read and understand the syllabus. A comment I have is . . . . A question I have is . . . . A concern I have is . . . .

Thank you,

Juan Arcadio Buendia