

Francis Cortney Junior High School

Grade 6 Explorations

Fall Semester 2008

Mr. Adamovich

COURSE DESCRIPTION:

As a semester-long course, Explorations 6 will consist of Creative Writing and Character Education for Fall 2006. Creative Writing will focus on instruction in personal expression, with special emphasis towards writing fictional narratives. Each student will develop through the sequential writing process of Prewriting, Drafting, Responding, Editing, and Publishing. Varied activities regarding the assessment of the writing traits will be developed, as well.

In addition, several concepts that deal with emotional growth will be shared through two renowned character education programs: (1) the Lions' Quest Skills for Adolescents' Model, and (2) the Why Try visual analogy program.

In order to achieve these objectives, the students will exhibit responsibility through completion of class work and homework assignments. Such reinforced expectations will be to develop the skills necessary to succeed within the Sixth Grade curriculum, as well as reinforcement of previously learned concepts and skills.

BEHAVIOR AND CLASSROOM MANAGEMENT:

All students will be expected to observe the campus rules that are explained in the Cobra Planner, as well as the classroom

rules that are discussed during the first few weeks of the semester. If behavior problems persist, parents will be notified. If the combination of parent and teacher efforts does not change the behavior, I will request assistance from the Counselor and/or the Dean. If necessary, behavior problems may be monitored with weekly status reports.

Each quarter students will have cumulative records of classroom citations and detentions that were received during that quarter. Positive reinforcements for appropriate behaviors and academic progress will include notes to parents, O's in citizenship, honor cards, school awards, and classroom privileges.

COVEY'S SEVEN HABITS OF EFFECTIVENESS (1989)

1. Be proactive:
Take responsibility for your choices.
2. Begin with the future in mind:
Define your goals for Sixth Grade.
3. Put first things first:
Prioritize each of your activities.
4. Think win-win:
Have an "everybody can win" attitude.
5. Seek first to understand, then to be understood:
Listen to people sincerely.
6. Synergize:
Work as team members to achieve more.
7. Sharpen the saw:
Take care of your body, mind, and soul.

DISCIPLINE PLAN:

1. No put-downs or interruptions.
2. Follow written expectations.
3. Respect property, time, and space.
4. Stay in your assigned seat unless you have permission to do otherwise.
5. Food, candy, or beverages will not be allowed in class.

CONSEQUENCES:

1st incident: Sign student citation profile.

2nd incident: Detention (with phone call taking place later that day)

3rd incident: Phone call during that specific period

4th incident: Referral to Counselor or Dean's Office

Severe Clause: Insubordination and conflict will lead to immediate dismissal from the classroom. A parent/teacher conference will follow.

If a student receives three demerits, he/she will receive a detention, and a parent/teacher phone conference will be held.

CITIZENSHIP GRADING SCALE:

Outstanding=0-2 demerits

Satisfactory=3-5 demerits

Needs improvement=6-9 demerits

Unsatisfactory=10 or more demerits, or habitual tardiness

TARDY POLICY:

1st incident: Student/teacher conference

2nd incident: Detention / phone conference

3rd incident: Detention /phone conference & letter for home

4th incident: Unsatisfactory score in Citizenship

5th incident: Referral to Dean's Office

****Tardies will be counted per semester, not per quarter.****

DAILY/ WEEKLY REQUIREMENTS:

1) Upon arrival, each student is expected to write about the entry prompt written on the board. Also, he/she is required to complete their Cobra Planner each day and have them signed by the following Monday.

2) Classroom involvement will be assessed through recorded information and opinions within the students' logs.

3) Two weekly assignments that will reinforce the various stages of the writing process will be graded and recorded as part of each student's grade.

4) Numerous expressive activities that reinforce creativity will be used to encourage each student's development within the writing process.

****As the objective of Sixth Grade Creative Writing/Character Education is to develop confidence and capability in the Writing Process at various stages, limited allowances toward correct spelling, proper grammar, and neatness in assignments will coincide with the students' development in expression. Every student will be expected to use these conventions, once prerequisite foundations have been established.****

****Grades and attendance can be accessed through www.parentlink.ccsd.net. Information pertaining to passwords and updates will be available throughout the semester.****

MONTHLY OBJECTIVES

AUGUST/SEPTEMBER:

Thought + Emotion + Action (Lions' Quest 3)

Idea (English 4.1) & Prewriting (English 4.2, 4.3, 4.4)

"Surrendering the One-Up Relationship" (Why Try 1)

"Channeling Challenges Into Positive Motivation" (WT 2)

OCTOBER:

Stress (LQ 3.8)

Friendships & Cliques (LQ 4.4)

Organization (E 4.2) & Drafting (E 4.2, 4.5, 4.6, 4.7, 4.8)

"The Reality Ride" (WT 3)

"Tearing Off Labels" (WT 4)

"Defense Mechanisms" (WT 5)

NOVEMBER:

Peer Pressure & Inside Messages (LQ 4.6, 4.7, 4.8)

Voice (E 4.1) & Revising (E 4.2, E 4.7, E 4.11, E 4.12, E 4.13)

"Climbing Out" (WT 6)

"Six Steps for Climbing Hurdles" (WT 7)

DECEMBER:

Family Relationships (LQ 4)

Conventions (E 4.1) & Editing (E 4.2, E 4.14)

JANUARY:

Personal Goals (LQ 1)

Self-Confidence & Communication (LQ 2)

Publishing (E 4.2, E 4.15)

Narrative Compositions (E 4.10, E 4.15)

“Desire, Time, Effort” (WT 8)

“Lift the Weight” (WT 9)

“Getting Plugged In” (WT 10)

“Seeing Over the Wall” (WT 11)

MAKE-UP PROCEDURES:

For every day missed, each student will have three days to make up missing work from the day of absence. Ten unexcused absences per semester will result in a failing grade. For assistance in making up assignments, I will be available in my classroom for Opportunity Period, which is from 7:40 until 7:55 every morning.

GRADING PROCEDURES:

The grading scale is as follows:

90–100%=A

80–89%=B

70–79%=C

60–69%=D

0–59%=F

****All assignments are based on a point system. Any assignments that are late will result in a reduction of points. ****

QUARTERLY GRADES:

The parts of the student’s grade are as follows:

Class work=50%

Homework=20%

Quizzes & tests=10%

Participation through Cobra Planner=20%

SEMESTER GRADES:

The parts of the student's semester grades are as follows:

Third Quarter average=40%

Fourth Quarter average=40%

Semester final exam=20%

NECESSARY MATERIALS:

- 1) The Cobra Planner
- 2) One 3-ring notebook (2" or larger)
- 3) A pack of lined notebook paper
- 4) A pencil pouch with pencils and an eraser

Open communication between home and school helps to ensure that concerns are being addressed. If you have any concerns, please feel free to contact me at 799-2400, voice mail #70100201. Also, I am available for conferences during Opportunity Period, as well. I am looking forward to a semester of growth and success for your child.

Sincerely,

**Mr. Robert Adamovich
#606**

I have read and discussed the attached Course Expectations for **Sixth Grade Creative Writing/Character Education Elective** with my **child**. I understand what is expected of him/her in class, and I also understand the rules and consequences.

(Parent/Guardian Signature)

(Date)

I have read and discussed the attached Course Expectations for **Sixth Grade Creative Writing/Character Education Elective** with my **parent/guardian**. I understand what is expected of me in class, and I also understand the rules and consequences.

(Student Signature)

(Date)

PLEASE SIGN, DETACH, AND RETURN TO MR. ADAMOVICH BY FRIDAY, SEPTEMBER 5, 2008.

Please list any additional information that I should know to be of better assistance to you and your child:

