



PAP ELAR 6th Grade

Mrs. Brownlee

jbrownlee@ems-isd.net

Conference Period: 2nd period; 9:10-10:00 a.m.

Tutoring Opportunities: Schedule through Mrs. Brownlee before or after school

Class Materials:

- books will be issued by Mrs. Brownlee as needed
- online access code(s) will be provided to student when necessary
- 2 Composition Notebooks (1 for Reading/English notes, and 1 for Writing)
- Canvas, Teams

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

Course Description:

English Language Arts: Students are expected to apply previously learned skills in increasingly more complex presentations and written compositions. Along with developing research techniques and language assessment skills, students select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. To support the reading/writing connection, students write to analyze and interpret literary works on a regular basis, some of which will include in-class, timed writings. A more intense emphasis on written conventions aids this analysis. This course assists in preparing students for the challenges offered by the Advanced Placement program through sustained habits necessary for success in the College Board's AP Program.

Literature: This course develops more complex comprehension skills and introduces literary analysis strategies. The reading/writing connection is strengthened by writing a response to, reflect on, and analyze literature. Some of these writings reflect the nature of the Advanced Placement exam and are completed in class within a timed situation. Strong attention is given to increasing the ability and desire to read works of literary merit. Literary focus includes fiction, nonfiction, poetry, and drama. In addition, emphasis is on more complex vocabulary development, critical listening skills and an increased reading rate. This course assists in preparing students for the challenges offered by the Advanced Placement program through sustained habits necessary for success in the College Board's AP Program.

Course Goals:

Students who complete this course successfully will be able to:

- Demonstrate increased fluency and build a greater stamina for reading
- Analyze texts of various genres, including fiction, nonfiction, poetry, and drama
- Investigate, analyze, and synthesize topics across multiple texts
- Generate ideas for writing using multiple strategies
- Utilize critical thinking while responding to literary texts
- Use the writing process to compose, revise, and edit essays over assorted topics

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Semester exams will count 1/7 of the semester grade
- A letter system (S, N, U) is used to report a student’s conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.”
- Official grades will be in Skyward only and can be accessed by student and parent through Family Access.

Assignments, exams, expectations outside of the classroom:

Incomplete classwork will become homework when learning in person. Students are expected to turn incomplete classwork in the following school day when in-person learning. During remote learning, all assignments are due by 11:59 pm on the day they are assigned. Points may be deducted for late assignments, however, a grade of zero will be recorded in the gradebook until the work is received. Students and parents will be notified of any long-term project well in advance of any grades being taken. Additionally, any project requiring attention away from the classroom will be tracked and monitored by both Mrs. Brownlee and the student to ensure success!

Attendance/Tardy Policy/Make-Up Work:

Participate **every day** in class. Instructional time is bell to bell during in person learning, so if you are not physically present and engaged, you are missing valuable learning!

1st Tardy = Warning; 2nd Tardy = Detention; 3rd Tardy = Detention and Parent Contact; 4th Tardy = Office Referral; *Tardies will affect your citizenship grade.*

Should you become ill and unable to attend class, please check Canvas for your missed assignments and reach out to Mrs. Brownlee if you need help with instruction. Please note: **YOU** are responsible for any assignments, notetaking, or learning that you missed.

Classroom Expectations:

- Be prompt.
- Be prepared.
- PARTICIPATE.
- Be polite.
- Live the Creekview Way! 😊

Preliminary Schedule of Topics, Readings, and Assignments

Students will participate in Reading and Writing Workshop covering a variety of genres and topics. Please see parent letters issued through Family Access each six-week period for more details.

Academic Integrity:

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.