

6th & 7th Grade Connect

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Conference Period: 2nd period 9:11-10:00

Tutoring Opportunities: 7:45 – 8:15 Tuesdays, Thursdays, and Fridays

Class Materials:

- School issued planner
- Notebook paper
- Pencil

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:

By focusing on the core competencies of Social Emotional Learning (SEL) and using AVID strategies, Connect will support student success in all content areas by teaching organization, implementing group work and collaboration, social and emotional skills and regulation, and individual student data tracking with student centered accountability.

Course Goals:

Students who complete this course successfully will be able to:

- Set SMART goals, track their progress, and reflect on success/completion of goals
- Data track grades, exams, tardies, and absences
- Collaborate effectively and properly with peers and communicate efficiently and respectfully with adults
- Plan and advocate for future educational needs by competing college career/military readiness

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor (Advanced courses 70% Major 30% Minor)
- Major grades – tests (including District Common Assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Each six weeks will count as 1/3 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 and quizzes. 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:

Appropriate time to complete in-class work will be allotted. Students are expected to utilize their school issued planner to remain organized and up to date on due dates of assignments, homework, tests, quizzes, projects, presentations, and other important academic due dates/deadlines. Time management, communication, and organization skills will be modeled, taught, and reinforced consistently throughout the school year. Therefore, it is the student's responsibility to advocate their needs to their teachers and request any assistance they may require.

Attendance/Tardy Policy/Make-Up Work:

In an effort to mitigate classroom disruption, it is imperative that students arrive to class on time and prepared. Excessive unexcused tardies will be addressed by campus administration. Students are encouraged to communicate their needs if they are aware they might be tardy to a class. Make up work is the responsibility of the student.

Each student is expected to be in their designated classroom when the tardy bell rings. All students should arrive to their classrooms on time and ready to learn when each class begins. Consequences will be given for students that do not follow the tardy policy as stated below:

- 1st Tardy - Warning
- 2nd Tardy - Phone Call Home
- 3rd Tardy - Lunch Detention
- 4th Tardy - Lunch Detention
- 5th Tardy - Before/After School Detention
- 6th or more Tardy - ISS
- *Will reset every 6 weeks

Classroom Expectations:

1. Arrive to class on time and prepared (planner and pencil).
2. Respect your classmates, teachers, and school.
3. Follow directions the first time they are given.
4. Advocate for yourself if you need a break, are confused, or overwhelmed.
5. Grades should be checked in Skyward daily.

Preliminary Schedule of Topics, Readings, and Assignments

1st 6 weeks

- Planner introduction & organization
- Respect agreement
- Goal setting (academic, social, emotional, personal)

- Electronic/Technology lesson (Skyward, acceptable use, digital citizenship)
- Email and communication etiquette
- SEL – Positive self talk, growth mindset, making a good impression, Lion’s Quest, self awareness
- School safety

2nd 6 weeks

- Planner expectation, utilization, and organization
- Making good choices
- Choices & consequences
- Managing stress
- Self control and self motivation
- Regulating emotions
- Exclusive and inclusive behaviors
- Accountability
- Disagreeing respectfully
- Lion’s Quest
- School safety

3rd 6 weeks

- Planner expectation, utilization, and organization
- Social awareness
- Empathy and respect
- Cultural awareness and appreciation
- Conflict resolution (with friends, peers, adults)
- Flexible thinking
- Impulse control
- Gaining confidence
- Lion’s Quest
- School safety

4th 6 weeks

- Planner expectation, utilization, and organization
- Working cooperatively
- Communicating clearly
- Kindness
- Mindfulness
- Gratitude
- School safety

5th 6 weeks:

- Planner expectation, utilization, and organization
- Lion’s Quest
- Resilience
- Self advocacy
- School Safety
- Proactive vs Reactive

- Coping with embarrassment

6th 6 weeks:

- Planner expectation, utilization, and organization
- Lion's Quest
- School safety
- Goal reflection
- Compromising
- Positively expressing feelings
- Stress & anxiety management
- Academic responsibility

Academic Integrity: Update from GRH

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.