



## **6<sup>th</sup> Grade Gifted and Talented Reading and Writing**

Leanna Cochrane

Lcochrane01@ems-isd.net

**Conference Period:** Period 7

**Tutoring Opportunities:** after school by appointment

### **Class Materials:**

- Canvas (tutorials provided in class on using this tool)
- Office 365 (Microsoft Office, Excel, Sway, OneNote, etc.)
- Binder with paper and pencil daily
- Novels varying per 6 weeks (Each 6 weeks, parent letters with novel selections will be provided.)

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:**

In this **GT/Advanced Humanities Reading** course, students will develop intellectual character by pursuing a conceptual question for each unit in order to engage in complex thinking about advanced content. Students will pursue the same question in GT/Advanced Humanities Social Studies through other lenses. These units will entail independent research, collaborative problem solving, and a significant amount of reading to produce real-world products. Products will be presented in various forms for authentic audiences. Prerequisites: Students must be identified as gifted/talented OR must have scored masters grade level (formerly Level III) on Reading STAAR for 4th or 5th grade.

**Pre-AP English** 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.

As these are two separate courses, they will interact with one another, but your students will receive separate grades for each course.

### **Course Goals:**

Students who complete this course successfully will be able to:

- develop and sustain foundational language skills: listening, speaking, discussion, and thinking—oral language.
- recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
- produce complex, multi-structured sentences to create narrative, argumentative, expository, etc. texts throughout the year.
- engage collaboratively to research, formulate questions, and synthesize knowledge gained through multiple texts.
- interact and create inferences from poetry and drama by analyzing key details.

- embed properly cited evidence to support their thinking.

### **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:**

Students will embark on a self-directed learning path in which they carefully consider and evaluate increasingly complex text, which will be utilized to embed information into writing assignments. Student-initiated research that extends the learning may be required to understand complex topics students are unfamiliar with. Students are expected to spend time outside of class reading selected novels, researching topics, and creating projects/writing assignments. Students will be expected to hold collegiate conversations with peers as directed. Students will be assessed with various assessment techniques such as formative and summative assessments such as district common assessments.

### **Attendance/Tardy Policy/Make-Up Work:**

Attendance is required in classes, and district attendance policy found in the student handbook page 34 will be followed. Make-up work is the responsibility of the student who has an absence. The student must check with the teacher regarding make-up work on the day he/she returns to class. Students shall have equal time to days absent from class plus one day to complete all missed assignments. Zeroes will be given for any assignment or test not made up within the allotted time. Missing class due to a school activity is not an absence nor is it treated as one. Arrangements for missed work should be made in advance of school related trips and activities and is due as designated by the teacher.

### **Classroom Expectations:**

Students will be expected to regularly work with other students to collaborate on projects or have discussions. Students will be expected to make presentations, debate, and participate in class discussions regularly. Students will be expected to turn work in on time.

### **Preliminary Schedule of Topics, Readings, and Assignments**

Unit 1: How should we balance order and liberty?

Unit 2: How should people interact with their environment?

Unit 3: How should we regulate technology?

Unit 4: To what extent is culture a struggle between continuity and change?

Unit 5: How should we define and pursue prosperity?

Unit 6: Is art a reflection of its society or is society a reflection of its art?

### **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.



## 6<sup>th</sup> Grade Gifted and Talented Social Studies

Angelia Shaddox  
ashaddox@ems-isd.net

**Conference Period:** 1<sup>st</sup> Period, 8:20-9:06

**Tutoring Opportunities:** 7:45-8:10 Mondays and Fridays; after school by appointment

### Class Materials:

- Canvas (tutorials provided in class on using this tool)
- Office 365 (Microsoft Office, Excel, Sway, OneNote, etc.)
- Binder with paper and pencil daily
- Novels varying per 6 weeks (Each 6 weeks, parent letters with novel selections will be provided.)

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:

In this GT and Advanced Humanities Social Studies course, students will pursue a conceptual question for each unit in order to solve a real-world problem by developing a real world project. This same question will be address in GT/Advanced Humanities Reading from other angles. These projects will entail both independent research and collaborative problem solving where the students establish their learning path each day by articulating “knows,” “need to knows,” and “next steps.” Products will be presented in various forms for authentic audiences. Prerequisites: Students must be identified as gifted/talented OR must have scored masters grade level (formerly Level III) on Reading STAAR for 4th or 5th grade.

### Course Goals:

Students who complete this course successfully will be able to:

- Unit 1: Government and Citizenship
- Unit 2: Humans and the Environment
- Unit 3: Science, Technology, and Society
- Unit 4: Migration, Culture, and Society
- Unit 5: Economic Development, Economics Systems, Globalization
- Unit 6: Art, Culture, and Society

### 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%.”

**Assignments, exams, expectations outside of the classroom:**

Students will embark on a self-directed learning path in which they carefully consider and evaluate increasingly complex ideas, which will be utilized to embed information into final products. Student-initiated research that extends the learning may be required to understand complex topics students are unfamiliar with. Students are expected to spend time outside of class researching topics and creating projects/writing assignments. Students will be expected to hold collegiate conversations with peers as directed. Students will be assessed with various assessment techniques such as formative and summative assessments such as district common assessments.

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## 6<sup>th</sup> Grade Gifted and Talented Social Studies

Leanna Cochrane  
Lcochrane01@ems-isd.net

**Conference Period:** 7<sup>th</sup> Period

**Tutoring Opportunities:** After school by appointment

### Class Materials:

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