

# Syllabus | Course Information

## Textbook Information

Required reading materials are accessible in our classroom and/or in Canvas.

## Grading/Assessment/Feedback

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** 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.

While individual assignment/quiz grades may be displayed in Canvas, **official grades are available in Skyward ONLY.**

## Course Syllabus

Deborah Combs  
dcombs@ems-isd.net

**Conference Period:** 6<sup>th</sup> Period 1:06-1:52

**Tutoring Opportunities:** Before school as needed/ after school with parent permission

**Class Materials:**

- **1 - 1 inch 3 ring binder (only one binder needed for ELAR and Reading)**
- **Dividers**
- **Loose leaf notebook paper**
- **Pencils**

- **Highlighters**
- **Canvas, Office 365, Skyward**

Access to Canvas and Office 365 tools is available to students through our [Single Sign-on Portal \(SSO\) \(Links to an external site.\)](#). Students receive their SSO login during enrollment.

GT/Advanced Humanities Literature (Reading) 6

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. 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. Must take with 406092 - GT/Advanced Humanities World Cultures 6 and 406011 A ELA 6

### **Course Goals:**

By the end of this school year, our students will be prepared to enter seventh grade with the skills they need in order to be successful, insightful readers and writers.

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

Students are expected to take ownership of their learning, complete all assignments correctly and timely. Students will have reading and classwork assignments at times that will need to be completed outside of the classroom. Students are expected to communicate with me. Ask questions!

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

**Absences** – According to state attendance regulations, we must have a parent letter or doctor's note for any student absence within five days of the absence. A phone call from the parent is also encouraged on the morning of the absence to inform the campus of the absence.

Students are responsible for submitting all notes (parent/doctor) to Kelea Hebert in the attendance office.

**Tardies** - Students are considered tardy or late if they do not arrive to the classroom before the tardy bell for each class period.

**Make-up work**

- All students shall be allowed to makeup work when they are absent from class.
- Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers will work with the student to determine the due dates for make-up work missed. Teachers may reduce the length or number of assignments as long as the appropriate TEKS are covered.
- Students returning to class following an absence are responsible for discussing with the teacher what is to be completed and date for such completion, along with securing necessary materials and notes.
- Make-up work, including tests, at teacher discretion may be an alternate version of the original work (including online) as long as it is at the same level of cognition and covers the identical learning target(s).
- Make-up tests should be administered before or after school to prevent a student from missing additional class time. At a teacher's discretion, tests may be made up during the school day.
- Work, including tests, assigned prior to an absence may be due on the first return day.

**Classroom Expectations:**

We will use the CHAMPS classroom management plan to establish classroom procedures.

We will follow the classroom expectations that we establish when we complete our class Relationship Agreement.

**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.

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

### **Unit 1 Project: The Culture of Me**

Students will work independently to create a narrative that demonstrate a message about their personal culture. They will also create their own choice board presentation to explain what literary techniques they used to enhance their narrative.

### **Unit 2 Project: Technology Changes the World**

Students will work independently to create an informational research essay about a past technology, its impact on the world, and why it was significant. They will also create a choice board presentation using techniques they learned about in Reading.

### **Unit 3 Project: The Poetry of Geography**

Students will work independently to create an anthology of poetry about the geography of our world, how we are influenced by it, and how it in turn we change it. They will also choose from a choice board a way to explain the poetic techniques they learned in Reading and how they included them within their anthology to enhance their message.

### **Unit 4 Project: The Government of *The Giver* and Citizenship of Jonas**

Students will work independently to create a literary analysis essay that analyzes the literary techniques Lois Lowry uses to explain the government system within *The Giver* and evaluate whether this makes Jonas a good or bad citizen based on his thoughts and actions. They will also create a choice board presentation explaining the literary techniques they learned in Reading and how they used them to help justify their argument for or against Jonas.

### **Unit 5 Project: The Economy of Literature**

Students will work independently to create an informational research presentation that explains various forms of economic systems, determines the economic system within their book club book, and compares and contrasts it with the systems they have learned about. They will also create a choice board presentation arguing which economic system is the best and why.

### **Unit 6 Project**

Students will work independently to create a literary magazine that revises all previous work to better include techniques in each genre. They will also create a choice board explaining how their idea of culture has changed over the course of the school year.

Students will also create a choice board presentation about how historical figures, groups, events, and conflicts influence societies today.

## Textbook Information

Required reading materials are accessible in the classroom and in Canvas.

## Grading/Assessment/Feedback

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- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
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## Course Syllabus

GT/Advanced Humanities ELA 7 - GT/Advanced Humanities Literature (Reading) 7

Deborah Combs  
dcombs@ems-isd.net

**Conference Period:** 4<sup>th</sup> Period 10:53-11:38

**Tutoring Opportunities:** During Remote Learning please join Teams Meetings and/or email me

**Class Materials:**

- Canvas, Office 365, Skyward

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

### **Course Description:**

GT/Advanced Humanities ELA 7 Taken with - GT/Advanced Humanities Literature (Reading) 7 In the ELA Humanities course for GT and Advanced Literature, Language, and Composition learners, the students will synthesize and connect their understanding from above-grade level, classical and contemporary texts including primary historical documents, philosophical works, supreme court majority and dissent opinions, speeches, novels, poetry, literary non-fiction, art with accompanying commentary, and music with lyrics. This course will employ a continuous read/write/discuss cycle with a predominance of exploration through independent reading in order to produce an advanced level product each six weeks. There is a significant amount of reading in this course. Prerequisites: Students must be identified as gifted/talented OR must have scored masters grade level (formerly Level III) on Reading STAAR for 5th or 6th grade.

### **Course Goals:**

By the end of this school year, our students will be prepared to enter eighth grade with the skills they need in order to be successful, insightful readers and writers.

### **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
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- 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 take responsibility for their learning by asking questions, developing, following and completing action plans, both independently and in groups.

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

**Absences** – According to state attendance regulations, we must have a parent letter or doctor's note for any student absence within five days of the absence. A phone call from the parent is also encouraged on the morning of the absence to inform the campus of the absence.

Students are responsible for submitting all notes (parent/doctor) to Kelea Hebert in the attendance office.

**Tardies** - Students are considered tardy or late if they do not arrive to the classroom before the tardy bell for each class period.

**Make-up work**

- All students shall be allowed to makeup work when they are absent from class.
- Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers will work with the student to determine the due dates for make-up work missed. Teachers may reduce the length or number of assignments as long as the appropriate TEKS are covered.
- Students returning to class following an absence are responsible for discussing with the teacher what is to be completed and date for such completion, along with securing necessary materials and notes.
- Make-up work, including tests, at teacher discretion may be an alternate version of the original work (including online) as long as it is at the same level of cognition and covers the identical learning target(s).
- Make-up tests should be administered before or after school to prevent a student from missing additional class time. At a teacher's discretion, tests may be made up during the school day.
- Work, including tests, assigned prior to an absence may be due on the first return day.

**Classroom Expectations:**

We will use the CHAMPS classroom management plan to establish classroom procedures.

We will follow the classroom expectations that we establish when we complete our class Relationship Agreement.

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



### Unit 1 Project: You Be the Judge

Unit Description: Students will use the ThinkLaw curriculum to look at court cases and learn the DRAAW+C writing strategy. Students will learn to write and analyze like lawyers. Students will then respond to correspondence from a judge to evaluate the sentencing of the convicted person in the case.

### Unit 2 Project: SCOPE: Courage vs Cowardice

Unit Description: Students will analyze the significant life events of the subject/character of a novel, to demonstrate their understanding of how/why each event impacted them and determine how the cumulative effect of those events led that person to courageously overcome obstacles. Students will craft a short story to demonstrate a character or themselves courageously overcoming obstacles.

### Unit: 3 Project: What Blinds People from the Truth?

Unit Description: Students will analyze how perception can blind people to the truth by creating a literary analysis. Students will read a novel of choice and various texts to analyze characters' perception of truth. Students will create a study guide for Spark Notes for their chosen novel.

### Unit: 4 Project: To Conform or Not to Conform?

Unit Description: Students will analyze the benefits and deficits of individuality versus conformity by creating an informational piece in the form of a biography. Students will read several pieces of literature and artwork to analyze the ways in which authors and artists represent individuality or conformity. Students will choose an author or artist to research how their life influenced their work regarding the concept of individuality vs conformity.

### Unit: 5 Project: Perspectives of Power

Unit Description: Students will analyze the concept of power versus corruption and create a presentation. Students will read several pieces of literature and artwork to analyze the ways in which authors and artists represent power versus corruption. Students will create a presentation to consider real-life applications of the lessons presented.

### Unit: 6 Project: Genius Hour Duration: 5 weeks

Unit Description: Genius Hour is a student selection-based project that will be presented at a district event, Evening with the Experts. Students will choose a project to align with one of the following unit themes: Truth vs Perception, Individual vs Conformity, or Power vs Corruption. Students will submit a project proposal, an artifact demonstrating their learning of the unit theme, and a presentation of their created artifact.

### **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.

# Syllabus | Course Information

## Textbook Information

Required reading materials are accessible in the classroom and in Canvas.

## Grading/Assessment/Feedback

The grading system for this course is as follows:

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## Course Syllabus

GT/Advanced Humanities ELA 8 - GT/Advanced Humanities Literature (Reading) 8

Deborah Combs  
dcombs@ems-isd.net

**Conference Period:** 6<sup>th</sup> Period 1:06-1:52

**Tutoring Opportunities:** Before school as needed. After school with parent/teacher approval.

**Class Materials:**

- 1 - 1 inch 3 ring binder
- Dividers
- Loose leaf notebook paper

- **Pencils**
- **Highlighters**
- **Canvas, Office 365, Skyward**

Access to Canvas and Office 365 tools is available to students through our [Single Sign-on Portal \(SSO\) \(Links to an external site.\)](#). Students receive their SSO login during enrollment.

### **Course Description:**

408012– GT/Advanced Humanities English Language Arts and Reading 8

In this GT/Advanced Humanities English Language Arts and 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 United States History 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 6th or 7th grade.

Must take with 408093 - GT/Advanced Humanities US History 8

### **Course Goals:**

By the end of this school year, our students will be prepared to enter ninth grade with the skills they need in order to be successful, insightful readers and writers.

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

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

**Absences** – According to state attendance regulations, we must have a parent letter or doctor's note for any student absence within five days of the absence. A phone call from the parent is also encouraged on the morning of the absence to inform the campus of the absence.

Students are responsible for submitting all notes (parent/doctor) to Kelea Hebert in the attendance office.

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### **Classroom Expectations:**

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

### **Unit One - Project: Causes Worth Fighting For...**

In this unit, teachers will guide students with the skills to study protagonist and their relationship with the setting. Through these skills students will understand that historical fiction is often the clash between the protagonist's values and those of the time period. Additionally, teachers will guide students to turn their attention to minor characters to analyze their differing perspectives of the time period. Throughout the unit students will make connections between our current era and that of their novel. Students will synthesize their learning by creating a short story that highlights a cause worth fighting for.

### **Unit 2 - Project 1: What should we buy? (Weeks 1-2) Project 2: Talking Books (Weeks 3-4) Project 3: Why should/shouldn't I read this? (Weeks 5-6)**

In this unit, teachers will guide students with the skills to analyze characters as they read. Through these skills students will synthesize their learning to persuade others to want to read a certain book. Additionally, teachers will guide students to turn their attention to minor characters to analyze their differing perspectives. Throughout the unit students will make connections between our current era and that of their novel. Students will synthesize their learning by creating three different projects to exhibit their findings and opinions.

### **Unit 3 Tomorrow's History**

The goal of this unit is for students to be able analyze and write informational texts utilizing text structure, text evidence, anecdotes to support a controlling idea or thesis. Students will select a person, idea, or concept that is influential in today's world that will shape the world of tomorrow and create a podcast. Throughout the course, students will establish a purpose for their research, synthesize new information, generate high quality research questions, analyze informational characteristics and features such as footnotes, endnotes, and citations, develop their controlling ideas or thesis, and look

at specific text structures. To facilitate this learning, teachers will model informational reading strategies and analysis using the mentor text book, *The Physics of the Future*.

#### **Unit 4 Project: Paving the Path to Progress**

The goal of this unit is to understand how the rhetoric used in both political and social issue speeches can change the views of the public. Students will have access to numerous speeches, political cartoons, social issue articles, and correspondence to political figures. Teachers need to provide resources, exemplar mentor texts, and offer feedback throughout each checkpoint.

Through the first checkpoint students will build an experience by analyzing political cartoons and how they pave the path to progress. Students will ask the questions "What does it say?," "What does it not say?," and "What influence does this have on the viewer?" The goal with the second checkpoint is to analyze intentional word choice used in short argumentative articles to create a believable, consistent argument. Students will work to polish their own writing through using mentors and proofreading line by line. Checkpoint three will focus on generating letters to their government representatives about a current reform that needs to occur. Finally, the culminating project will focus on creating a speech about the current reform issue from the previous letter. Students will analyze past speeches to gain a better understanding of rhetorical fallacies and craft moves used by speech writers.

#### **Unit 5 Project: Social Justice: Conflicts Within Our Society**

Conflict is an issue that has shaped our culture, society, and way of life. Throughout this unit the focus will revolve around social justice topics and make students think critically about those topics. presented through ThinkLaw cases and preparations for a mock trial. Roles of the courtroom need to be researched, analyzed, and developed for the mock trial. Through looking at each of the roles of the judicial systems students will gain an understanding of the struggles within society.

#### **Unit 6 Project: Evening: Problems in Our Community: Can You Solve Them?**

Students will research a topic that is predetermined as a real-world problem in our community (local or global). Students will identify, research, and propose a solution to the issue at the hand by creating a TED Talk. As a culminating event, students will attend Evening with the Experts MCMS.