

# Syllabus | Course Information

## Textbook Information

Required reading materials are accessible in the 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 grades may be given in Canvas, official grades will always be displayed in Skyward.

## Course Syllabus

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

Deborah Combs  
dcombs@ems-isd.net

**Conference Period:** 6th 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 (for ELA and Reading Combined)
- Dividers

- **Loose leaf notebook paper**
- **Pencils**
- **Highlighters**
- **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synthesize and connect their understanding from above-grade level, classical and contemporary texts including primary historical documents, philosophical works, supreme court majority and dissent opinions, speeches, novels, poetry, literary non-fiction, art with accompanying commentary, and music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.