

Textbook Information

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

Course Syllabus

GT/Advanced English 6

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Conference Period: 6th period 1:06-1:52

Tutoring Opportunities: Before school as needed. After school by appointment with parent permission.

Class Materials:

- **1 - 1 inch 3 ring binder to be used in Reading and Writing**
- **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:

406011 – Advanced English Language Arts 6

Advanced 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, argue, 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 Academics program through sustained habits necessary for college success.

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
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- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
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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.

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 a presentation from the choice board to explain what they did to organize their writing and create a plot with an engaging conflict.

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 by organizing their information using graphics.

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 create a choice board prestation explaining the poetic forms or styles they learned in Writing and how they organized 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 organizational pattern they used within their essay and how they used evidence from the book to support their thesis.

Unit 5 Project: The Economy of Literature

Students will work independently to create an informational research presentation the 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 1: Culture Literary Magazine and Project 2: The History of Society

Students will work independently to create a literary magazine that revises all previous work and adds graphics, images, ads, and organization to make the magazine flow. They will also create a choice board presentation explaining how their idea of culture has changed over the course of the school year.