

Autrey Mill Middle School



ELA Course Syllabus for All Levels 2022-2023

Educator Names	Email Address	Role
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Emily Shaver	ShaverE@fultonschools.org	ELA Educator- 6 th Grade & PLC Lead
Adam Clevestine	Clevestine@fultonschools.org	ELA Educator- 8 th Grade, 9H & PLC Lead
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Aleah Irvin	IrvinA@fultonschools.org	ELA Educator – 7 th Grade
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Kathleen Weber	WeberK@fultonschools.org	ELA Educator- 8 th Grade
Joe Smith	SmithJoseph@fultonschools.org	SEC ELA Educator- 7 th Grade Small Group
Barb Paulson	PaulsonB@fultonschools.org	SEC ELA Educator- 7 th Grade TT & 8 th Grade Small Group
Natalie Smith	SmithNA@fultonschools.org	SEC ELA Educator- 6 th Grade TT
Elise Kreitner	KreitnerE@fultonschools.org	SEC ELA Educator- 8 th Grade TT
Jennifer Lee	ChoiD@fultonschools.org	SEC ELA Educator- 6 th Grade Small Group & 7 th Grade Small Group

ELA Specific Supply List

- Textbook
- Laptop and charger
- Wired headphones
- Independent reading book
- Writing utensils
- Paper
- Any requested and/or required materials from individual teachers such as index cards, post-its, etc.

Help Session Information:

6th Grade Help Session Information (Held by 6th Grade ELA Team for 6th grade on-level, 6th grade advanced, and 7th Grade Accelerated):

Help sessions will be held on Mondays from 8:00-8:30 AM and will rotate through all teachers for 6th ELA. Please inform your ELA teacher ahead of time if you intend to attend.

7th Grade Help Session Information (Held by 7th Grade ELA Team for 7th grade on-level, 7th grade advanced, and 8th Grade Accelerated):

Help sessions are on Thursday from 8:00-8:30 AM and teachers rotate. Students should listen for the “All Call” for ELA regardless of ELA teacher.

8th Grade Help Session Information (Held by 8th Grade ELA Team for 8th grade on-level, 8th grade advanced, and 9th Grade Literature):

Help sessions will be held on Thursday from 8:00-8:30 AM and will rotate through all teachers for 8th ELA. 9th Lit will be hosted by Mr. Clevenstine every Thursday morning at the same time. Please inform your ELA teacher ahead of time if you intend to attend.

Course Materials:

Savvas *myPerspectives* English Language Arts

The following resources may be incorporated into classroom instruction at various points of a unit throughout the year:

- iReady Teacher Toolbox and related resources
- School-purchased materials from Scholastic (Scope, Upfront, Action, etc.)
- Achieve3000 selected articles
- WriteScore lessons and tools
- NewsELA selected articles (school subscription ends in November of 2022)
- Excerpts from trade books, both in physical and digital formats that coincide with required anchor texts and suggested passages for small group and individual practice
- Selected video resources suggested by the county-provided resources, including suggestions from outside of the textbook found in the “Illuminating the Text” resources for teachers, in addition to any other video resources, etc.

Information from the Fulton County Schools' Curriculum Handbook 2022-2023:

Curriculum in Fulton County Schools:

Curriculum is defined as a plan for learning. It encompasses all the learning experiences a student encounters under the guidance of the school. The curriculum in Fulton County Schools focuses on the development and application of skills and knowledge as identified by the state of Georgia, national curriculum standards, and local system objectives. Interactive learning and hands-on-experience are central to the Board of Education's vision for the effective delivery of instruction and increased emphasis on higher academic achievement for all children.

The overall goal of 6-8 curriculum emphasizes the relationship between ideas and seeks to:

- provide students opportunities to experience a continuum of activities with appropriate emphasis in each instructional area
- help students acquire and apply critical thinking skills
- help teachers identify and teach to a variety of learning styles
- help teachers utilize information from formal and informal assessments to plan and adapt instruction
- integrate new technology into the curriculum
- guide teachers in emphasizing global and multicultural concepts

Standards

The Georgia Standards of Excellence (GSE) and the Georgia Performance Standards (GPS) provide schools and families clear guidelines for teaching and learning. The standards explain what students should know, understand, and be able to do at the conclusion of a grade level or course. The standards define the level of rigor expected in the work enabling the teacher to know “how good is good enough.” The standards provide the framework for Fulton County Schools to prepare students to be college and career ready.

Grading

Teachers use a variety of ongoing, developmentally appropriate methods to measure student progress such as tests, exams, rubrics, quizzes, projects, reports, homework, class participation and other assignments. Teachers should use their own judgment in determining how much weight to give each graded activity. Grades are based on the individual student's mastery of state standards for the grade level and/or course in which the student is currently placed, subject to any Individual Education Plan (IEP). Grades should not be determined by a bell curve. Academic grades should not be lowered as a result of unsatisfactory conduct except in cases of cheating. Student grades will be determined by using the following categories:

- Major: An assignment or assessment that is cumulative in nature, measuring multiple standards/skills, and/or when there is a significant amount of dedicated instructional time devoted to the content being assessed.
- Minor: An assignment or assessment that measures an individual standard or subset of standards/skills within a unit and/or when there is a small amount of dedicated instructional time devoted to the content being assessed.
- Practice: Daily assignments, observations, and/or engagement activities given in class or for homework given to students to build and/or remediate skills. Practice has a maximum weight of 10 percent in the grade book.

English/Language Arts

Philosophy: Whether reading is used to enter into the imaginative world of fiction; learn from academic texts; meet workplace demands; acquire insight and knowledge about people, places, and things; or understand a graphic on an Internet website; readers must adapt their skills and strategies to meet the comprehension demand of a particular task at hand. Fulton County Schools believe that students' literacy skills and strategies can be cultivated to do so in all content areas. Literacy-rich classrooms integrate the teaching of disciplinary literacy skills and strategies into real-world contexts and give students opportunities to read and respond critically to text; write creatively, expressively, and analytically; develop effective oral language skills; investigate and present topics of interest using research methods; and use media and technology to communicate for a variety of purposes.

The curriculum is comprised of the Georgia Standards of Excellence (GSE) and focuses on the integration of vocabulary, literature, reading strategies, writing, oral language skills, research, and grammar. Reading instruction teaches students to use cognitive strategies before, during and after reading to help them monitor their understanding and evaluate the author's presentation of ideas. A thematic approach allows students and teachers to work collaboratively to explore literary and informational text. As part of the writing curriculum, students respond to texts, answer questions about a text, analyze exemplars from different types/genres of writing, and emulate the elements, features, and characteristics they identified as most effective in their own writing. Students receive writing instruction through a writing workshop framework that includes a mini-lesson, small groups, and individual conferences. They are provided direct, explicit instruction in writing skills and processes need to create a text including the writing process, paragraph and sentence construction skills, text structures used for writing, and word processing and other technology-related skills. In the Middle School English and Language Arts curriculum, there are three levels for every grade: On, Advanced, or Accelerated. The advanced course consists of the on-grade level standards and is differentiated by the complexity of the text as well as the inclusion of some standards from the next grade level. The accelerated course consists entirely of the standards one or more years above the assigned grade level.

Credit for High School Courses Taken in Middle School- 9th Grade Honors Literature (As of July 2022)

Middle school students enrolled in face-to-face or virtual high school courses at a Fulton County middle school may earn one (1) high school credit for a year-long course and half (.5) a high school credit for a semester-long course for successful completion of this coursework. Successful completion (70% or better) of each semester of each course is required to earn this credit. Students will have the option of accepting or declining the high school credit at the end of their eighth-grade year. Students will receive information regarding their grades and the options that are available to them in the spring prior to entering high school. They must complete the appropriate course form(s) by the given deadline in order to have the correct placement for ninth grade. The high school graduation requirements listed will help you begin to think about what will be required of you in high school and help you begin your plan while in middle school.

Eligibility for Graduation

A student shall become eligible for graduation upon meeting the following criteria:

- ✓23 units of appropriate credit have been completed
- ✓State assessment requirements have been met
- ✓Attendance requirements have been met

The next two pages are from Fulton County Schools' Grading and Reporting portal:

<https://www.fultonschools.org/GradingandReporting>

QUICK FACTS

GRADING POLICY

MIDDLE SCHOOL

EFFECTIVE AUGUST 2022



GRADING WEIGHTS

Middle School (6-8)

- 50% - Major Category
- 40% - Minor Category
- 10% - Practice Category

EOC GRADING

EOC Courses 2nd Semester

- 20% - EOC
- 40% - Major
- 30% - Minor
- 10% - Practice

In accordance with State Board Rule, students taking an End-of-Course (EOC) assessment, must have the EOC count as a weighted percentage of the student's total grade.

NON-ACADEMIC SKILLS

Feedback will be provided each 9 weeks in areas beyond academic mastery.

6-12

- **Self-Direction:** The student follows directions and procedures, sustains attention during class, and/or resists distractions.
- **Collaboration:** The student works well with others, asks for help when needs it, and/or shares ideas.
- **Problem Solving:** The student can describe a problem, finds more than one way to solve a problem, and/or is aware that all actions have outcomes.
- **Work Habits:** The student comes prepared for class, manages time and materials, and/or stays on task.

GRADING SCALE

Sixth – Eighth Grade

A	90 and Above
B	80-89
C	70-79
F	69 and Below
W/(1-100)	Withdrawn
P/F	Pass or Fail
NG	No grade
I	Incomplete
CR	Credit
NC	Non-Credit

GRADING MINIMUMS PER 9 WEEKS

For year-long courses, a minimum number of **8 grades per 9 weeks:**

- 2 Major
- 3 Minor
- 3 Practice

For 9-week courses, a minimum number of **6 grades:**

- 2 Major
- 2 Minor
- 2 Practice

Final Exams

Finals are not required. If administered, finals or midterms can only count as one of the major assessments of the course and cannot have a separate weight.

When a course includes a state-mandated, end-of-course test, the student's grade in the 2nd semester of that course will reflect the required percentage weight for that assessment based on State Board Rule in a separate category.

Fulton
County Schools
Where Students Come First

GRADING CATEGORIES

Student grades determined by using the following categories:

- **Major:** An assignment or assessment that is cumulative in nature that measures learning targets from multiple standards/skills.
- **Minor:** An assignment or assessment that measures an individual learning target, standard, or subset of learning targets/standards/skills within a unit.
- **Practice:** Daily assignments, observations, and/or engagement activities given in class or for homework to build pre-requisite skills, measure progress towards mastery of a learning target or standard, enrich, and/or remediate skills.

COMMUNICATION

- Progress Reports every 4.5 weeks
- Non-Academic Skills every 9 weeks
- Report Cards at the end of the semester
- Teachers will notify parents/guardians of students at risk of failing a course, retention, or recommended to change a class or placement level will be notified and provided an opportunity for an individual conference

QUICK FACTS

GRADING POLICY

RECOVERY

EFFECTIVE AUGUST 2022



TEACHERS SHOULD PROVIDE OPPORTUNITIES FOR EACH K-12 STUDENT TO CONTINUE LEARNING MATERIAL THAT HAS NOT YET BEEN MASTERED EVEN IF THE STUDENT'S GRADE IS NOT REPLACED

KEY DEFINITIONS

MISSING/LATE WORK: An assignment, assessment, and/or task have not been turned in on time due to a student absence or failure to turn in the work

RECOVERY: Administered throughout a unit to students who have failed to demonstrate mastery of the standards. Recovery assessments should cover the standards that the individual student has not mastered

INCOMPLETE: An assignment, assessment, and/or task have not been turned in due to a student being absent for an extended period

MISSING/LATE WORK

Schools and teachers will make a good faith effort to have structures in place to clear late/missing assignments before grades are impacted

When a student has missed instruction, the teacher should work with the student to ensure the delivery of content before the student is assessed

Should there be an extenuating circumstance for a prolonged absence and/or missing assignments, assessments and/or tasks, the teacher and student will create an appropriate plan to deliver content and assess student learning

Student Misses Work Due to Absence (Excused/Unexcused)

- Upon return to school, students will have an equal number of days as they were absent to complete any late/missing assignment, assessment, and/or task for full credit
- Teachers may begin deducting points from late/missing assignment, assessment, and/or task (maximum of a 25% deduction), but only after the deadline has not been met. A deadline is typically equal number of days the student was absent
- A zero may be entered in the grade book, if a student fails to turn in a late/missing assignment, assessment, and/or task

Student Present but Fails to Turn in Assignment, Assessment, and/or Task

- Teachers may begin deducting points from a late/missing assignment, assessment, and/or task (maximum 25% deduction)
- A zero may be entered in the grade book, if a student fails to turn in a late/missing assignment, assessment, and/or task

RECOVERY

Students in K-12 should be afforded the opportunity to recover all major assessments if they score below a 75% on the assessment. Students are limited to **one recovery attempt per major assessment** that meets the threshold for recovery.

- Recovery of a major assessment should occur before the next major is given
- Students are eligible to earn a replacement grade on a recovery that is no higher than 75%
- Before recovery, the teacher should work with the student to complete missing work and/or ensure delivery of the content through reteaching and relearning.
- If a student's recovery is below the original score, the original score should stand in the grade book.
- The original score should be noted in the comment section of the grade book if a student recovers a major assessment.

INCOMPLETE

At the conclusion of a semester, with the approval of the principal, teachers may give students who are absent for extended periods of time an Incomplete grade. The student will be given the opportunity to make up the work and have the Incomplete grade changed to a numerical grade.

- All Incompletes should be cleared no later than 30 school days after the start of the next semester
 - If the Incomplete was given in the Spring semester, the student should clear the Incomplete during Summer School
 - Exceptions can be made for students with a 504, IEP, or other health plans
- Students can also clear Incompletes during a school-provided intersession, summer school, or through another school/district-provided credit recovery strategy
- Students must clear all Incompletes for credit-bearing courses or courses required for graduation
- For students taking noncredit-bearing courses, students are only required to clear Incompletes for reading and math
- Failure to clear the Incomplete in one of these opportunities can result in the grade reverting to a withdrawal failure (WF)