



Welch Middle School

Houston Independent School District

Course Syllabus

2020-2021

Course Name	6 th Grade English Language Arts & Reading (ELAR)
School Phone	(713) 778-3300
Teacher Contact Information	Teacher: Ms. Mason-Kelly Email: P00068225@houstonisd.org Room: 516 Teacher: Mr. Smith Email: P00149199@houstonisd.org Room: 518 Conference Time: Mondays and Wednesdays (4 th Period)
Student Expectations	<p>All students are expected to set academic learning and character growth goals and to work diligently to reach those goals. These include passing the STAAR and demonstrating academic progress on all other assessments, as well as grow as a person to become a better human being overall.</p> <p>To help reach your goals, you are expected to:</p> <ol style="list-style-type: none"> 1. Be Ready to Learn 2. Be Respectful of Yourself & Others 3. Be Reflective 4. Be Resilient <p>In addition to these, students are expected to follow all classroom procedures and adhere to all school-wide policies.</p> <p>HISD Remote Learning Expectations:</p> <ul style="list-style-type: none"> ● Check the HUB and Microsoft Teams for information on classes, assignments, and resources ● Complete and submit assignments on time ● Create a learning space at home to do schoolwork ● Participate in online activities and assignments provided by your teacher ● Students of College Level programs (Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment) need to follow specific program coursework, policies and requirements ● Know how to navigate access and navigate online resources ● Complete independent reading goals

Attendance

Daily Attendance is crucial for students to **meet** their **academic goals**.

If a student is absent, he/she is responsible for:

- checking their **Absent Work Folder** (both paper-based and digital) to see what work has been missed
- getting any necessary worksheets
- copying notes or warm-ups in their interactive notebooks
- students must make arrangements to make up assignments and/or tests they have missed when absent

Students have **three days** to make up work. If they are absent for an extended period, special arrangements will be made.

HISD Policy: Regular attendance and punctuality shall be required of every student. Students have the responsibility to take advantage of their educational opportunity by attending all classes on time daily unless circumstances prevent them from doing so.

Daily Attendance is crucial for students to meet their academic goals. If a student is absent, he/she is responsible for checking their Absent Work Folder to see what work has been missed, for getting any necessary worksheets, for copying notes or warm-ups, make arrangements with me to make up labs, tests anything else they need help with. Students have one class day for every day they are absent to make up work. If they are absent for an extended period of time, special arrangements will be made.

HISD Remote Learning Policy:

Students who engage in learning activities via the HUB, participate in a Teams meeting with teachers, or submit assignments via the HUB are considered “present” and will not be marked absent. **State law TEC §25.092 and Houston Independent School District Policy still require students to attend at least 90% their classes to receive credit and be promoted.** Remote attendance will count the same manner as on-campus (face-to-face) attendance in satisfying this requirement. Students can engage with their teacher through the following:

- **Daily participation** in the HUB, the HISD Learning Management System (LMS), completion of independent reading and work assignments, use of assigned digital tools, and/or group interactions.
- **Interaction with teacher** via Teams as part of live or small group instruction.
- **Students assignment submission** via the HUB for each scheduled class. When unable to submit via the HUB students can submit assignments via emails, photos, phone conferences or other forms of documentation.

	<ul style="list-style-type: none"> ● Students who have not logged in by the following time will be marked absent by 10:25 a.m. <p>This absence can be resolved if the student engages in daily learning assigned by their teachers via the HUB by 11:59 p.m. that same day. Parents and students will receive absence notifications via School Messenger after 6:00 p.m. each day and will be reminded of the opportunity to resolve that day's absence the student engages in learning before 11:59 p.m. of the same day via the HUB. Any absences recorded but resolved by the student before 11:59 p.m. on the same day will be reconciled based on login records of the HUB. If a student is engaged in remote learning and completes the entire weeks' worth of learning activities on Monday and does not log in for the remainder of the week, he/she be marked "present" on Monday only and counted "absent" for Tuesday-Friday. Students must participate in learning EACH AND EVERY DAY.</p>
<p>In-Person Learning Materials</p>	<ul style="list-style-type: none"> ● 2-inch Blue Binder w/ clear cover ● #2 Wooden or Mechanical Pencils (48+ total) ● Hand-held pencil sharpener and/or extra lead for mechanicals ● Black, Blue, Red Pens (1 10-12 pack of each) ● 3 Green Pens ● Loose Leaf Paper (500+ sheets / 5+ packs) ● Dividers (8+ Tabs) ● 3 Composition Notebooks ● 3 Large Glue Sticks ● Index cards ● Sticky Notes ● Highlighters (2- Yellow, 1- Blue, 1- Pink, 1- Green) ● Crayola crayons box of 24 ● Crayola colored pencils ● Pencil bag or pencil box ● 1 box of Kleenex ● 1 Black Sharpie (must be turned in for group use) <p>In addition, a list of general supplies is found in the student handbook on the school's website at https://www.houstonisd.org/welch.</p>

<p style="text-align: center;">Resources</p>	<p><u>Textbook:</u></p> <ul style="list-style-type: none"> ● Pearson <i>myPerspectives</i> ELA (paper based & digital) <p><u>Class Novels:</u></p> <ul style="list-style-type: none"> ● <u>The Bully</u> by Paul Langan (School-Wide) ● <u>Bud Not Buddy</u> by Christopher Paul Curtis (Teacher Choice) ● <u>March by John Lewis</u> (Teacher Choice) ● <u>Esperanza Rising</u> by Pam Munoz Ryan (Teacher Choice) ● <u>Blood on the River</u> by Elisa Carbone (Final Book Study) ● Student Choice Book Selection (Student Choice)
<p>Virtual learning Materials</p>	<ul style="list-style-type: none"> ● Laptop or Desktop w/ microphone and camera (many learning platforms only work on a computer) ● Cell Phone or Tablet (optional--helps with learning games and flashcards) ● Reliable Internet ● Bookmark Learning Applications & Websites: ● The HUB [<i>houston.itslearning.com</i>] ● Microsoft Teams [<i>office365.houstonisd.org</i>] ● Microsoft OneNote [<i>office365.houstonisd.org</i>] ● Microsoft Word [<i>office365.houstonisd.org</i>] ● Microsoft PowerPoint [<i>office365.houstonisd.org</i>] ● Microsoft Sway [<i>office365.houstonisd.org</i>] ● Google Apps for Education [<i>drive.google.com</i>] ● MackinVia [<i>clever.com/in/hisd</i>] ● Imagine Language & Literacy [<i>clever.com/in/hisd</i>] ● PearDeck.com ● Flipgrid.com ● NoRedInk.com ● Quizlet.com ● Quill.org ● Commonlit.org ● Quizizz.com ● Kahoot.it ● IXL <p>*When signing up for apps and websites, be sure to sign up with Clever or Google when possible or with your school email address (s1234567@online.houstonisd.org).</p>

Assignments

Homework

- Vocabulary Practice
- Greek and Latin Root Words Practice
- Affixes (Prefixes & Suffixes) Practice
- Grammar Practice (Color Coded Process)
- Reading Comprehension
- Independent Reading
- Journal Entries
- IXL

Projects

- Project Planning Checkpoints
- Final Projects
- Presentations
- Reading Research Projects and Presentations

Classwork

- Self-Selected Independent Reading (15+ minutes per day)
- Daily Reading Log
- Reading Comprehension
- Activities for Reading Logbooks
- Grammar Practice (Color Coding Process)
- Note Taking
- Interactive Notebook Entries
- Vocabulary Practice
- Quick Write/ Open Ended Responses
- Vocabulary Practice
- Greek and Latin Root Word Practice
- Affixes (Prefix and Suffix) Practice
- Revising/Editing Multiple Choice
- Discussion Participation
- Essay Planning & Rough Draft

Assessments

- Essay Final Drafts
- HISD Snapshots
- Common Assessments
- Reading Checks

Category	Percent of Grade
Labs/Projects	20%
Classwork	40%
Tests/Quizzes	30%
Homework	10%

Grading Rubric

English Language Arts Reporting Categories

Objectives

Reading Report Category 1: Understanding & Analysis Across Genres

- Develop oral language through listening, speaking, and discussion
- Use newly acquired vocabulary expressively
- Read grade- level text with fluency and comprehension
- Reading grade appropriate, self-selected texts independently for a sustained period of time
- Use critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts

Reading Report Category 2: Understanding & Analysis of Literary Texts

- Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts
- Recognize and analyze genre-specific characteristics, structures, and purposes within and across traditional, contemporary, classical, and diverse literary texts

Reading Report Category 3: Understanding & Analysis of Informational Texts

- Use metacognitive skills to both develop and deepen comprehension of increasingly complex informational texts
- Recognize and analyze genre-specific characteristics, structures, and purposes within and across contemporary, classical, and diverse informational texts

Writing Report Categories: Composing, Revising, & Editing Text

- Use critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts
- Analyze and apply the author’s craft purposefully in order to develop your own products and performance
- Use the writing process recursively to compose multiple texts that are legible and use appropriate conventions
- Use genre characteristics and craft to compose multiple texts that are meaningful
- Engage in both short-term and sustained recursive inquiry processes for a variety of purposes

Technology Support

Laptops/Chromebooks
Device Support
Social Media Platforms

School Student Laptops:

Each child can check out a school laptop. If you still need a laptop, please contact Mr. Williams at William.Escobar@houstonisd.org

Process for device support:

- **Repairs** - If campuses are open and accessible, the campus tech will develop a weekly schedule to support device repairs. Students with damaged laptops will be able to swap their device for a working one during the scheduled repair times. The damaged device will be repaired, cleaned, and returned to campus to be reissued.

- **Password resets** - Student password resets can be accomplished by:
 - ✓ Calling the **HISD Service Desk (713.892.7378)**
 - ✓ Using the password tool on the Parent Portal
 - ✓ Going to the campus during the weekly support hours

Hotspots / Internet Access:

The IT department, in conjunction with the School’s Office and Finance Department will coordinate the purchase and monthly service charges payments for **Hotspots or internet access**. If you need a hotspot/internet access please contact Mr. Williams at William.Escobar@houstonisd.org

HISD @ H.O.M.E Website:

The district’s website, <https://www.houstonisd.org/HOME> is a comprehensive source of information for home based ongoing mobile education.

Welch Social Media Platforms:

- ✓ School Website: <http://www.houstonisd.org/Welch>
- ✓ Twitter: [@Welch_WolfPack](https://twitter.com/Welch_WolfPack)
- ✓ Facebook: <http://www.facebook.com/WelchWolfPack>
- ✓ Instagram: [@WelchWolfPack](https://www.instagram.com/WelchWolfPack)

The HUB (Its Learning): Learning Management System:

<https://houston.itslearning.com> provides parents and students detailed information about individual teacher classroom assignments, lessons, handouts, materials, expectations, and procedures.

OVERVIEW OF TECHNOLOGY SUPPORTS

	OFFICE 365	MICROSOFT TEAMS	HUB	GSUITE	DIGITAL RESOURCES	ONTRACK & RENAISSANCE	HISD CONNECT
Students	Access HISD email & communicate with teachers Access online office suite Access & save documents to OneDrive	Attend live class meetings Communicate with teachers	Access and turn in-class assignments Access instructional Content & Resources Access Digital Resources	Access & Save Documents to Google Drive Collaborate with classmates for team projects	Access digital textbooks and ancillary resources	Access classroom and district assessment Access report and TEKS performance for instant feedback	Access school calendars and class schedule Monitor grades

Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL)

Students, Parents and Guardians at home:

- Establish routines to help the scholar be more successful.
- Monitor use of social media platforms and limit viewing of news broadcasts.
- Students may develop symptoms of anxiety, depression, and post-traumatic stress. Understand the role mental health plays in the development of the whole scholar in physical health, school performance, and behavior.
- For counseling, mental health education, and to obtain mental health referrals contact 24/7 Mental Health

Let's Stay Connected Hotline @ 713-556-1340

- Submit secure and anonymous safety concerns using the **Sandy Hook Hotline 1(844)572-9669 <http://www.saysomething.net/>**
- **Utilize resources and tools via <https://www.houstonisd.org/sel#>**

IB Learner Profile

Welch Middle School is a candidate to become an International Baccalaureate campus. Therefore, we strive to become scholars that embody the 10 learner profiles below. All scholars will be evaluated on these character traits using a campus-wide rubric.

	Knowledgeable Learned many things		Inquirer I ask questions
	Open-Minded I try to understand others		Caring I care for other people
	Communicator I talk about my ideas		Reflective I think about my actions
	Principled I am honest and fair		Thinker I use critical skills to analyze
	Risk-Taker I try new things		Balanced I take care of my mental, physical, emotional health

Student/Parent Contract

HOUSTON INDEPENDENT SCHOOL DISTRICT

Remote Learning Contract
Fall 2020

Acknowledgement of Syllabus

The Houston Independent School District (HISD) is offering students an opportunity to participate in remote learning for the Fall 2020 semester. Remote learning represents an online, non-traditional learning experience in which specific expectations for this option are required. **This contract is intended to present to students, parents, and guardians' standards expected for participation when opting for remote, online instruction.**

Student Expectations:

As a student participating exclusively in remote learning, I am aware that, in addition to the policies and requirements of my school/district, I am expected to comply with the following standards:

- Participate in remote learning for the **remainder of the grading cycle.**
- Adhere to the Houston ISD Student Code of Conduct and Acceptable Use Policy for Electronic Services for Students.
- Participate in each online course daily to maintain the pace including any required interventions.
- Attend mandatory meetings at school as required. Such as orientation, device pickup/drop-off, and testing.

- Complete classwork on time.
- Communicate with teachers and other classmates in a professional manner.
- Ask for help from the teacher as needed.

Parent and Guardian Expectations:

As the parent and/or guardian of a student participating in only remote learning, I am aware that I am expected to support my student's remote learning experience by adhering and complying to the following standards:

- **Support** my student in participating in remote learning for the remainder **of the grading cycle**.
- **Ensure my student has access** to necessary resources, equipment, and internet connectivity to participate in all remote learning activities.
- **Provide an adequate workspace** for my student to work remotely.
- **Complete required training**.
- **Become familiar** with student resources and progress for course work.
- **Encourage** my student to seek assistance and support as needed.
- **Communicate** with course instructors as needed.
- **Ensure** student work is completed within the timeframes required by the course instructor.

School/District Expectations:

The **school and/or district** will provide the following support for student and parents/guardians during the remote learning semester:

- Provide assigned academic coursework.
- Access to individualized meetings with a school counselor/administrator discuss the alignment of the online coursework with student 's graduation requirements.
- Provide opportunities for training and technical support for parents and students.
- Provide access to essential digital platforms to support remote instruction, such as the district's learning management system (the HUB), email, Microsoft Teams, and other productivity suites.
- Evaluate student's 504 Plans or IEPs, to determine if the accommodations and support can be delivered virtually or would have to be modified.

Acknowledgment and Understanding:

Students and parents fully understand that academic success is dependent on the student's internal motivation and effort put forth in the class. Students who are not successful will be required to make up credits.

I have read the policies and expectations and agree to this contract. **I also understand that once students enroll in the remote instructional option, they will not be able to return to a face-to-face classroom for the remainder of the semester.**

In addition, by signing this class syllabus, the parent and student are acknowledging that they have read then entire syllabus and understand the expectations, procedures, and policies listed above.

Parent Signature

Student Signature

Parent Contact Number

PRINT Student Name

Home Address

Student ID Number