

# Edgemont Elementary School

English Language Arts  
2024-2025 Syllabus

## Part 1: Course Information

### Instructor Information

Instructor: Mrs. Millicent Butler  
School Telephone: (423) 623-2288  
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Remind:

Aspen- Student grades and academic information is available throughout the year on Aspen, each student will get a handout with this password at the beginning of each year (if you have not reset your password).

### Course Description

This course is a combination of language arts and literature. The literacy skills of reading, writing, speaking, listening, comprehending, and thinking are taught. Students gain practice in grammar, punctuation, and writing skills. Assignments include all writing modes identified by the State of Tennessee: persuasive, narrative, and expository. I believe writing is a skill students will use throughout life, and writing, using critical evidence, can help students develop comprehension on various topics. Students will be taught how to develop ideas and organize them into a coherent work. Students will continue learning to use strong word choice, sentence fluency, and their own unique voice. Expanding vocabulary will also be a priority as this further enhances comprehension. In literature, we read classic and contemporary works, including short stories, dramas, and nonfiction. Personal connections, interpretations, and responses to literature are made to show understanding of the text.

Overall, my goal is to help students understand how critical thought, reading and writing will continue to propel them forward throughout their lives, no matter the classes they take or the careers they choose. I look forward to getting to know your child. I know each has their own gifts, talents, interests and experiences.

### Textbook & Course Materials

### Provided Texts and Resources

- I am Malala
- A Christmas Carol
- Touching Spirit Bear
- Common Core/Performance Coach

\*Teacher will supply any required texts that will be used throughout the year. There is one class set provided, so students will not be bringing them home.

#### Course Structure

- This class is a combination of lecture, discussion, and activity-based lessons.

#### Online Resources

- TN State Standards for ELA:

[https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massive\\_meetingsfolder/meetingfiles4/10-20-17\\_III\\_J\\_Non-Substantive\\_Changes\\_to\\_Math\\_ELA\\_Science\\_Standards\\_Attachment\\_2\\_-\\_ELA.pdf](https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massive_meetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA_Science_Standards_Attachment_2_-_ELA.pdf)

- Cocke County Schools Website:

<http://www.cockecountyschools.org>

- Study Island:

<https://www.studyisland.com>

#### Part 2: Student Learning Outcomes

- Student learning outcomes are listed in the table in Part 3 of the syllabus.
- As students master the standards, they will demonstrate independence; build strong content knowledge; respond to the varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; and come to understand other perspectives and cultures.

#### Part 3: Topic Outline/Schedule

First Nine Weeks	<b><u>Unit 1: Informational Writing</u></b>	2 weeks
	° Objective: Use SRSD to write an informational essay  <b><u>Unit 2: Historical Nonfiction/Historical Fiction</u></b> ° Objectives:	1 week

	<ul style="list-style-type: none"> <li>▪ Read, identify and analyze different types of historical texts</li> <li>▪ Identify point of view in historical texts</li> <li>▪ Explain the difference between primary and secondary sources</li> <li>▪ Explain how text structures organize historical texts</li> <li>▪ Identify graphic features and their use in historical texts</li> <li>▪ Apply vocabulary strategies to understand the meaning of domain-specific vocabulary</li> </ul> <p><b><u>Unit 3: Creating Change</u></b></p> <p>° Objectives:</p> <ul style="list-style-type: none"> <li>▪ Read, identify and analyze different types of historical texts</li> <li>▪ Identify point of view in historical texts</li> <li>▪ Explain the difference between primary and secondary sources</li> <li>▪ Explain how text structures organize historical texts</li> </ul>	4 weeks
Second Nine Weeks	<p><b><u>Unit 4: Argument (Writing)</u></b></p> <p>° Objective: Use SRSD to write an argumentative essay</p> <p><b><u>Unit 5: Persuasive Nonfiction</u></b></p> <p>° Objectives:</p> <ul style="list-style-type: none"> <li>▪ Recognize types of persuasive texts and identify their purpose</li> <li>▪ Evaluate how an author supports claims with relevant reasons and evidence</li> </ul>	<p>2 weeks</p> <p>2 weeks</p>

	<ul style="list-style-type: none"> <li>▪ Classify types of evidence an author can use to support an argument</li> <li>▪ Recognize opposing arguments and rebuttals</li> <li>▪ Identify bias and use of persuasive techniques</li> <li>▪ Recognize the use of persuasive language</li> </ul> <p><b><u>Unit 6 : Drama</u></b></p> <p>° Objectives:</p> <ul style="list-style-type: none"> <li>▪ Identify the elements of drama</li> <li>▪ Analyze the role of setting in creating mood</li> <li>▪ Interpret figurative and antiquated language</li> <li>▪ Explain how dialogue and setting reveal theme</li> <li>▪ Explain how dialogue reveals point of view</li> </ul> <p><b><u>Unit 7: A Christmas Carol</u></b></p> <p>° How does Dickens reveal the changing character of Ebenezer Scrooge, including personality and motivation?</p> <p>° How is valuing people over material possessions an important life lesson?</p> <p>° How can selflessness lead to redemption?</p>	<p>1 week</p> <p>4 – 5 weeks</p>
Third Nine Weeks	<p><b><u>Unit 8: Keep Nature in Our Future</u></b></p> <ul style="list-style-type: none"> <li>o What are our responsibilities to future generations?</li> <li>o How do our choices affect us?</li> <li>o What can we learn from nature to improve our common future?</li> </ul>	3 weeks

	<p>o What happens to ecosystems when the environment changes?</p> <p><b><u>Unit 9: Narrative Writing</u></b>  o Objective: Students will write a narrative to develop real or imagined experiences or events using effective techniques.</p> <p><b><u>Unit 10: Touching Spirit Bear</u></b>  o How does an individual's point of view affect the way they deal with conflict?  o How are people transformed through their relationships with others?  o How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?  o What turning points determine our individual pathways to adulthood?</p>	<p>2 weeks</p> <p>4 weeks (can go into 4th nine weeks)</p>
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Fourth Nine Weeks	<p><b><u>Unit 11: Poetry</u></b></p> <p>o Objectives:</p> <ul style="list-style-type: none"> <li>▪ examine the structure of a poem</li> <li>▪ Analyze the use of rhyme, rhythm, meter, repetition, and alliteration in poetry</li> <li>▪ Interpret figurative language in poems</li> <li>▪ Identify point of view, theme and tone in poetry</li> <li>▪ Categorize poetry by type</li> <li>▪ Use the relationship between particular words to better understand each of the words</li> </ul> <p><b><u>Unit 12: Scientific and Technical Texts</u></b></p>	3 - 4 weeks
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	<p>° Objectives:</p> <ul style="list-style-type: none"> <li>▪ Read and analyze scientific and technical texts</li> <li>▪ Explain text structures that organize scientific and technical texts</li> <li>▪ Define the use and purpose of graphic features in scientific and technical texts</li> <li>▪ Apply vocabulary strategies to determine the meaning of domain-specific vocabulary</li> </ul>	2 weeks
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\*This is subject to change at the teacher's discretion.

#### Part 4: Grading Policy

##### Graded Course Activities

Assignments for details about each assignment listed below.

##### 1<sup>st</sup> 9 Weeks

200 points Informational Writing End of Unit Paper

200 points Malala Paper

100 points Historical Texts Unit Test

Varies Various Daily Assignments and Tasks

##### 2<sup>nd</sup> 9 Weeks

200 points Argumentative Writing End of Unit Paper

200 points A Christmas Carol Paper

100 points Persuasive Nonfiction Unit Test

100 points Drama Unit Test

Varies Various Daily Assignments and Tasks

##### 3<sup>rd</sup> 9 Weeks

200 points Narrative Writing End of Unit Paper

200 points Touching Spirit Bear Paper

100 points Keeping Nature in Our Future Unit Test

Varies Various Daily Assignments and Tasks

##### 4<sup>th</sup> 9 Weeks

100 points Narrative Paper

100 points Informational Paper

100 points Argumentative Paper

100 points Poetry Unit Test  
100 points Scientific & Technical Texts Unit Test

### Late Work Policy

Be sure to pay close attention to deadlines. 5 points will be deducted per school day for late work. If a student is absent on the date of a deadline, he or she will be expected to submit the assignment upon return to school. When serious and compelling reasons are presented, late work will be accepted for full credit.

### Viewing Grades in ASPEN

Points you receive for graded activities will be posted to the ASPEN GradeBook. Click on the My Grades link on the left navigation to view your points.

### Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

#### Letter Grade Percentage

A 93-100

B 85-92

C 75-84

D 70-74

F 0-69

Important note: For more information about grading for Cocke County Schools, visit the academic policies and grading section of the school system website.

### Part 5: Course Policies

#### Attend Class

Students are expected to attend all class sessions as listed on the course calendar.

- 10 Points Extra Credit will be awarded every week for perfect attendance for the week.

#### Participate

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your participation and attendance.

We will use our assessment of your participation to manage borderline grades.

## Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

## Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

### Incomplete Policy

Please refer to the Cocke County School Board policy listed on the Cocke County Schools Website

### Academic Dishonesty Policy

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

2. Teachers have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

3. Teachers who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the teachers believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned.



## Student Testing Code of Ethics and Security

It is important for you as a student to know that the following guidelines are to be strictly followed. This year the TNReady test will count at least 10% of your final semester grade. Your work on this test is very important and it deserves your best effort.

I understand that during testing on the days of the assessment, I am responsible for:

- Not having any electronic devices on me or in my purse/backpack/pockets

- Including but not limited to cell phones, smart phones, smart watches, etc. during testing or during breaks.

- Best practice is for students to leave devices at home or in their lockers on the day of testing.

- If I am caught with a device during testing or during breaks, my test may be nullified, resulting in a zero as at least 10% of my final semester grade, and any school level disciplinary action as deemed appropriate by the administration.

- Trying my best on the test

- If I do not attempt to test (I give no answers or randomly answer questions) my test score may be nullified, resulting in a zero as at least 10% of my final semester grade, and any school level disciplinary action as deemed appropriate by the administration.

- The testing administrators and proctors in the testing environment will determine if no answers or random answering is taking place.

- I will focus and put forth effort on the test.

- Being honest and not cheating

- If I am caught cheating (taking pictures of the test, writing down and passing answers, talking to other students, looking on other computers, using software outside the testing platform), my test may be nullified, resulting in a zero as at least 10% of my final semester grade, and any school level disciplinary action as deemed appropriate by the administration.

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies and assignments are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus.