Renaissance Middle School

RMS Course Syllabus	
Course Name	**ESOL English Language Arts**
Teacher Name	**Ms. Andrea Cleveland**
Email	**ClevelandA1@fultonschools.org**
Textbook	**Textbooks: My Perspectives (Grade 6) Savvas Learning Company available on Classlink** **Other Resources: A variety of other reading and writing material will be used related to the standards.**
Course Description	**This course is designed to teach students reading skills and strategies as they read a variety of literature from a variety of text. They will study the features that characterize narratives when reading stories, novels, and personal experience essays. In addition, reading informational texts will be an important component of this course.** **Our curriculum will focus on the Georgia's English Language Arts Standards (Language, Texts, and Practices) which includes Balanced Literacy and Informational Text, Building Knowledge in the Discipline, providing a staircase to text complexity, require text-based answers, focus on evidence in writing, and expanding vocabulary. Additionally, students will be preparing for a rigorous testing system called The Georgia Milestones Assessment. This standardized assessment will (include open-ended questions to gauge students' content mastery.)** **ESOL classes help students achieve proficiency in essential language skills—speaking, listening, reading, comprehension, and writing— so they can succeed both academically and socially.** **Students are immersed in an English-speaking environment and supported by language accommodations provided by all school personnel.**

Course Outline: (List all units of study)

- Unit 1- Literary Genre, Reading & Writing Strategies (specific to genre of Reading text)
    - Fiction: Characteristics, Author's Purpose, Plot Diagram, Elements of Fiction (emphasis on Setting, Point of View, and Theme), Literary Devices, Central Idea/Main Idea, Summary of Fiction and Narrative Writing

    - Non-Fiction: Text Features, Author's Purpose, Text Structure, Elements of Fiction (emphasis on Setting, Point of View, and Theme), Central Idea, Summary of Non-Fiction and Informational and Argumentative Essays
    - ESOL practices for listening, reading, speaking and writing domains

- Unit 2- Literary Genre, Reading & Writing Strategies (specific to genre of Reading text)
    - Fiction: Characteristics, Author's Purpose, Plot Diagram, Elements of Fiction (emphasis on Setting, Point of View, and Theme), Literary Devices, Central Idea/Main Idea, Summary of Fiction and Narrative Writing
    - Non-Fiction: Text Features, Author's Purpose, Text Structure, Elements of Fiction (emphasis on Setting, Point of View, and Theme), Central Idea, Summary of Non-Fiction and Informational and Argumentative Essays
    - ESOL practices for listening, reading, speaking and writing domains

6th Grade Unit theme:

- Unit 1 – Animal Allies
- Unit 2 – Exploration
- Unit 3 – Imagination
- Unit 4 – Modern Technology
- Unit 5 – Childhood

7h Grade Unit theme:

- Unit 1 – Facing Adversity
- Unit 2 – A Starry Home
- Unit 3 – Turning Points
- Unit 4 – People and the Planet
- Unit 5 – Generations

8th Grade Unit theme:

- Unit 1 – Rites of Passage
- Unit 2 – What Matters
- Unit 3 – Intelligence
- Unit 4 – Inventions
  Unit 5 – Remembering the Past

Grading Weights			
	Midde School Courses	**High School Courses**	**EOC Courses (2nd Semester)**
Major Assessments (ex. Tests)	50%	55%	40%
Minor Assessments (ex. Quizzes)	40%	35%	30%
Practice (ex. Classwork)	10%	10%	10%
EOC			20%

Recovery on Major Assessments:
Students in K-12 should be afforded the opportunity to recover all major assessments if they score below 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 not 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 gradebook.
- The original score should be noted in the comment section of the grade book if a student recovers a major assessment.

Late Work:
Students are expected to submit all their work on time. The percentage points will be deducted from the assignment grade for late work. The maximum percentage that can be deducted for late work is 10%.

Responsible AI Use Encouraged with Teacher Permission:
Students are encouraged to use AI tools responsibly in this course with teacher permission to assist with their learning and assignments. AI can serve as an aid to enhance understanding and interaction with course content, within the boundaries of academic integrity. All AI-generated content must be accurately cited, and students are responsible for the correctness of their submissions, including any content derived from AI tools. It is essential to critically evaluate AI outputs to ensure they meet academic standards. Use of generative AI, without proper citation, is considered a violation of the Fulton County Schools Code of Conduct and may result in disciplinary action.

Please return the signed syllabus to the instructor before the end of week one for extra credit. Students will keep the syllabus in their AVID Notebook.

Student Name (Print)	
Student Signature	
Parent Signature	
Parent Email Address	
Parent Phone Number	