School Year   2020-2021

Course Name	Grade 5 English Language Arts	**Course Code**	
School Name	Sagamore Hills Elementary School	**Teacher Name**	Kristin Moehlich
School Phone Number	678-874-7502 Google Voice:	**Teacher Email**	Kristin_J_Moehlich@dekalbschoolsga.org
School Website	http://www.sagamorehillses.dekalb.k12.ga.us/	**Teacher Website**	

Course Description

The curriculum offers students the opportunity to experience real-world applications, hands-on labs, and interdisciplinary investigations. All students will be actively engaged in developing language arts understandings in real and relevant contexts. By the end of the 5th grade, students will be able to:

- ELAGSE5W1: WRITE opinion pieces on topics or texts, SUPPORTING a point of view with reasons.
- ELAGSE5W2: WRITE informative/explanatory texts to EXAMINE a topic and CONVEY ideas and information clearly.
- ELAGSE5W3: WRITE narratives to DEVELOP real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- ELAGSE5RL1: QUOTE accurately from a text when EXPLAINING what the text says explicitly
- and when DRAWING INFERENCES from the text.
- ELAGSE5RL2: DETERMINE a theme of a story, drama, or poem from details in the text, including how characters in a story or drama RESPOND to challenges or how the speaker in a poem REFLECTS upon a topic; SUMMARIZE the text.
- ELAGSE5RL3: COMPARE AND CONTRAST two or more characters, settings, or events in a story or drama, DRAWING ON specific details in the text (e.g., how characters interact).
- ELAGSE5RL5: EXPLAIN how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- ELAGSE5RL9: COMPARE and CONTRAST stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- ELAGSE5RI1: QUOTE accurately from a text when EXPLAINING what the text says explicitly and when DRAWING INFERENCES from the text.
- ELAGSE5RI2: DETERMINE two or more main ideas of a text and EXPLAIN how they are supported by key details; SUMMARIZE the text.
- ELAGSE5RI3: EXPLAIN the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- ELAGSE5RI6: ANALYZE multiple accounts of the same event or topic, NOTING important similarities and differences in the point of view they represent.
- ELAGSE5RI8: EXPLAIN how an author uses reasons and evidence to SUPPORT particular points in a text, IDENTIFYING which reasons and evidence SUPPORTS which point(s).
- ELAGSE5RI9: INTEGRATE information from several texts on the same topic in order to WRITE or SPEAK about the subject knowledgeably.

Curriculum Overview
The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE**.

CURRICULUM OVERVIEW—Math

Bridge Learning
      Reading Foundations: RF3 –
      Reading: ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
      RI1 –
      Speaking and Listening: SL1 –
      Writing: ELAGSE4W3: WRITE narratives to DEVELOP real or imagined experiences or events USING effective technique, descriptive details, and clear event sequences.

Unit 1 – Craft and Structure
Unit 2 – Theme
Unit 3 – Main Ideas
Unit 4 – Compare and Contrast
Unit 5 – Integrating Information
Unit 6 – Reasons and Evidence

BOARD-APPROVED INSTRUCTIONAL MATERIALS

Title	
ISBN	
Replacement Cost	
Online book and/or resources	
Online student access code (school specific)	

GRADING SYSTEM: The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student's opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student's academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA**.

GRADING CATEGORIES	*GRADE PROTOCOL		
Formative and Diagnostic Assessments – 0% **Assessment Tasks (Skills & Homework) – 25%** **Classwork (Guided, Independent, and Group Practice) – 45%** **Quizzes, Tests, and Projects – 30%**	**A** **B** **C** **D** **F**	90 – 100 80 – 89 71 – 79 70 Below 70	~**P** (pass) ~**F** (fail)

Notes:

*English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

~Elementary schools will utilize P (pass) and F (fail) in Health/Physical Education, Music, World Languages, Visual Arts and Performing Arts.

DISTRICT EXPECTATIONS FOR SUCCESS	
STUDENT PROGRESS	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. **See Board Policy IH.**
ACADEMIC INTEGRITY	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. **See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.**
HOMEWORK	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. **See Board Policy IHB.**
MAKE-UP WORK DUE TO ABSENCES	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. **See Board Policy IHEA.**
SCHOOL EXPECTATIONS FOR SUCCESS	
CLASSROOM EXPECTATIONS	Students are to be on line and prepared to learn. While on Virtual Learning, students are to sign in with their proper names and work at a table/desk. • Be Respectful • Be Resourceful • Be Responsible • Be a Risk-taker
MATERIALS AND SUPPLIES	**Composition Notebook** **Workbook** **Pencils**
EXTRA HELP	**Please Verge Message or email me for questions or concerns. I am available on Wednesdays for parent conferencing. Call 770-365-6743.**

PARENTS AS PARTNERS	(from virtual handbook) Encourage and require the student to participate in all synchronous and asynchronous activities and assignments. * Inform the local school designee and teacher of an absence within a 24-hour time period of the absence. * Inform the school if something is occurring that is preventing the student from participating in virtual learning. Ensure that your child has a workplace where they can conduct their schoolwork each day free from distractions. Make sure your child has all necessary materials to complete school work (see supply lists uploaded in Google Classroom and on Sagamore homepage). Help your child with logging on to Zoom calls when needed. Contact teachers if you have any questions or concerns.

PLEASE SIGN BELOW AND RETURN.

I have read the syllabus.

Student
Signature_____

Parent/Guardian
Signature_____

Date_____

Additional information to support continued contact:

Information	Parent/Guardian
Day Time Phone Number	
Cellular Phone Number	
Home Phone Number	
Email Address	