



*"Flexibility is the key to stability!"*

## *English 12 Syllabus*

**Teacher** *Justine N. Judway*

**Course** English 12

**Teacher Contact Info** [jjudway@paparts.org](mailto:jjudway@paparts.org)

When we return to the school building: Room 13 +1-505-830-3128 Ext: 24618

### **Welcome!**

Welcome to English 12! You've made some excellent academic choices thus far; keep up the momentum! You've also made a great choice in schools - PAPA is the best, hands down!

Though we will have a challenging start to this school year, as we attend virtual classes and navigate online assignments, we also will have daily opportunities to explore our personal resilience and flexibility, as well as rigorously practice the four strands of learning English: reading, writing, speaking, and listening. Any time you read, listen with purpose, write, and speak - you are practicing English!

Please follow the link to tips for successful online learning: [Tips!](#)

**Google Classroom: ELA 12 period 2 CODE: celafyi; and period 4: eom6xyx**

**Ms. Judway's Virtual Office Hours: Monday 2:30PM-4PM; Thursday 2:30PM-4PM; and by appointment.**

**Sending an @paparts.org email is the best and quickest way to contact me.**

**Remember, we all need downtime to take care of ourselves, and that includes you. Don't do school 24/7. Talk to me or someone you trust if you find yourself feeling overwhelmed. Close your computer at a certain time each day, and do something fun! Relax, exercise,**

walk the dog, clean the house, spend time in nature - please, do something for a few hours other than look at a computer screen. Also, while you are working on the computer, neck and eye stretches to reduce fatigue. I'll be reminding you about this throughout the class.

## VIRTUAL BELL SCHEDULE Daily, Mon-Fri

Period 1—8am—8:54am

★ Period 2—9am—9:54am ★

Period 3—10am—10:54am

★ Period 4—11am—11:54am ★

LUNCH BREAK (30 MINUTES)

Period 5—12:24pm—1:22pm

Period 6—1:26pm—2:20pm

Period 7—2:24pm—3:18pm

Period 8—3:22pm—4:16pm

## Course Description

The focus of this course is to provide students with rigorous, enriching opportunities to grow in their reading, writing, speaking, and listening skills; the goal of this course is to prepare all ELA students for college and/or career. To accomplish this, we will read both fiction and non-fiction American literature that provokes meaningful classroom discussion, including public forum debates, inspires individual critical thinking, and encourages thoughtful student writing. *We will sharpen all of our lessons against the research based models of Bloom's Taxonomy and Webb's Depth of Knowledge (see bottom of syllabus for charts).*

Writing and discussion prompts assigned will be modeled after Bloom's Taxonomy and Webb's DOK - both research-based. Infographics explaining each model in further detail can be found on the last page of this syllabus. The academic texts we read and analyze will come from various books, short stories, articles, essays, and poems selected for this class, as well as online sources, such as [www.commonlit.org](http://www.commonlit.org).

We will practice RACE response writing, and brief, reflective composition as well as essay creating; class discussions; SSR (silent sustained reading) and journal reflection entries and activities.

We will share important discussions about world issues and personal experiences, prior knowledge and possibilities. We will address the Common Core Standards for ELA 9 throughout the year.

The *key Common Core Anchor Standards* (skills) on which we will focus this quarter are:

**Reading:**

[CCSS.ELA-LITERACY.CCRA.R.1](#): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing:**

[CCSS.ELA-LITERACY.CCRA.W.10](#): Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and listening:**

[CCSS.ELA-LITERACY.CCRA.SL.1](#): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Language:**

[CCSS.ELA-LITERACY.CCRA.L.1](#): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.CCRA.L.2](#): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Follow this link to read ELA CCS: <http://www.corestandards.org/ELA-Literacy/>.

## Grading

The grading scale is standard: 100=A+, 60%=D-. Grades are entered into the following categories: participation and attendance (20%), assignments (30%), assessments (30%), and the semester final exam (20% of total semester grade).

## Ongoing Assignments:

**Google Classroom:** Every assignment will be posted in Google Classroom.

**Google Classroom: ELA 12 period 2 CODE: celafyi; and period 4: eom6xyx**

Students will use their PAPA email account to access **Google Classroom** and join the class using the code given. The title of each class will include "Group A." Every student, while we are doing school online, will be in Group A. If/when we go to the hybrid model - half online and half in person - then we will split into Groups A and Groups B, at which time students would leave Group A, if necessary, and join their assigned group. We will figure this all out together!

**CommonLit:** CommonLit is a web-based reading program that facilitates students' reading growth. It is aligned with the Common Core ELA Standards. Basically, it is our weekly online textbook. Students who start after the first day will join using Google (students PAPA accounts). Link: <https://www.commonlit.org/>

**Reflection Journal:** This is a composition notebook in which students will compose hand written responses to material covered in class. This is the only physical material needed, besides the student laptop. In it, students will a) respond to their SSR book using prompts provided in Google Classroom: [Prompts](#)

**One Minute Book Report:** For the book report, students will have to independently select and read a book (fiction or nonfiction) and create a One Minute Book Report and present to the class. [SSR/ 1 Minute Book Report Information](#)

**Current Events:** Students will investigate, write about, and discuss current events of their choice. For this monthly assignment, students will write a brief objective summary - two to five sentences - in their notebook along with a subjective summary, or reflection. Students must cite from where they retrieved their current events. [Current Events Info](#)

**Buddy Project:** A project that will require students to collaborate with a peer. Once per month, you will receive the assignment and you will have a few weeks to complete it. [Buddy Project INFO](#)

## Late Work Policy

Unexcused late work will be deducted 10 points per day for CommonLit, Current Events, and 1 minute Book Reports. Other assignments will be deducted 10% from the total grade for each day it is late. For instance, an assignment worth 40 points will be deducted 4 points per day off the total graded score for each day it is late (so if the work is graded as 30/40, and is three days late, the actual grade will be entered into Powerschool as a 18/40- 30 minus 12).

Students who have excused absence(s) from school will be granted one day per day absent to turn in late work.

Mind the due dates, and to the best of your ability be punctual in submitting all of your work.

## Attendance

Please make a sincere effort to attend every single class on Zoom, each Monday and Thursday during our regularly scheduled class (see Virtual Bell Schedule below). Without a doubt, this year will be particularly challenging at times. Just remember that it won't be like this forever. When in class, ie., on Zoom, strive to be mentally present and prepared. This will, again, at times be challenging. Please be mindful about absences. *If you are experiencing technical difficulties, please communicate with me ASAP. Please do the same thing if you are ill.*

## English 11

### 2020-2021 Year At A Glance

**\*\* Quarter 2, 3, and 4 curriculum information will be disseminated as we move through virtual, hybrid, and in person attendance \*\***

#### Quarter 1

- Class introduction and routines, including CommonLit, Google Classroom, Zoom, 1 minute Book Reports (Fligrid), Current Events (Flipgrid), Buddy Project, Flipgrid
- 1st Quarterly Assessment (baseline) 8/14
- Monthly: First Friday: One Minute Book Report: 9/4; 10/2

- Monthly: Second Friday: Current Event: 9/11; 10/9
- Monthly: Third Friday: Poetry Workshop (Warehouse 508) 8/21; 9/18
- Monthly: Last Friday: Buddy Project
- Weekly: Monday: Skills Explanation/Presentation/ Demonstration
- Weekly: Tuesday: Independent Practice: CommonLit
- Weekly: Wednesday: Review of Ind. Practice/ Peer Support
- Weekly: Thursday: Metacognition/ Reflection Journal
- Weekly: Fridays Alternate Assignments
- *Frequent wellness checks will be given via Google Forms, surveys, and class discussions daily/weekly.*

**--Please note: The contents of this syllabus are subject to change due to student interest and need, and whether or not students are meeting online, hybrid, or in person. Also note that the syllabi for 9th, 11th, and 12th look almost identical; this is done to create continuity and routine. Be assured that the depth of readings, questions, discussion - all the skills will be more rigorous the higher the grade level--**

***Every assignment and all important messages/ information will be posted in Google Classroom, so it is imperative that all students access it each school day. Assignments/schedule for the week will be posted in Google Classroom every Monday. If you ever have any questions, please ask me or Ms. Rothganger for assistance.***

## **Rubrics**

Rubrics are informational charts that give teachers and students perimeters, guidelines, and expectations on the criteria for creating and scoring different aspects of writing/student work.

Full length Essay Rubric:

[PSAT ESSAY SCORING GUIDE](#)

Short Writing Response:

[Short Writing Response Rubric](#)

RACE format/rubric:

[RACE format](#)

## Classroom Guidelines

*“Say what you mean, mean what you say, but don’t say it mean.”*

- Be on time, or even early, to every class meeting we have.
- Be prepared. Have your assignments/reading completed and materials ready.
- Cell phones **MUST** be kept at a distance, so that you are not tempted to use it during class time. Please be a responsible technology user.
- **NO** food or drink anywhere near your laptop. It’s a recipe for disaster.
- Show PAPA pride! Respect our “classroom” - yourselves - and all others.
- Consider cultivating a growth mindset daily . . . we continue to learn throughout the duration of our lives!
- Participate, and be present. The class wouldn’t be the same without you.

***Be flexible yet purposeful in mind, body, and spirit.***



## Zoom meeting expectations

- It is a school day. Dress as if you were coming to the building according to the dress code in the student handbook. No pajamas!
- Cameras must be on. Students with deactivated cameras will be counted as absent. If your camera is not functioning properly, notify the teacher and PAPA office immediately.
- Sit upright in a chair. Lying down does not indicate full participation.
- Be focused and engaged on the material during a live meeting. Save gaming, phoning and other activities for lunch breaks or after school hours. Our contact time is limited so make the most of every moment to ask questions and engage in class discussion.

## ***Tips for better online meetings***

- *Please have your face well lit and centered in the camera.*
- ***Consider placing your camera opposite a blank wall in your room to minimize visual distractions.***
- *Use the Zoom toolbar at the bottom to raise your hand or chat if you have a question.*
- ***Find a quiet room in your house with a door to minimize distractions.***

- *Speak clearly and at an appropriate volume so all participants can hear.*
- ***Look at the Zoom toolbar to check if your camera and microphone are on or muted during discussions. I will mute microphones during instruction and unmute for partner collaboration.***
- *If you have connection issues or technical difficulties please contact me through your google email or chat on Zoom. I will try to assist you.*
- ***Be patient with others and ask them to repeat if you didn't hear the first time.***
- *Courtesy will make all of us feel more comfortable to speak.*
- ***Be professional.***

## Supplies



Composition notebook (college-ruled recommended)

Writing utensils, including highlighter(s)

4 x 6 Index cards (actually, any size is fine; they are for 1 Minute Book Reports; the larger the card, the more room to write)

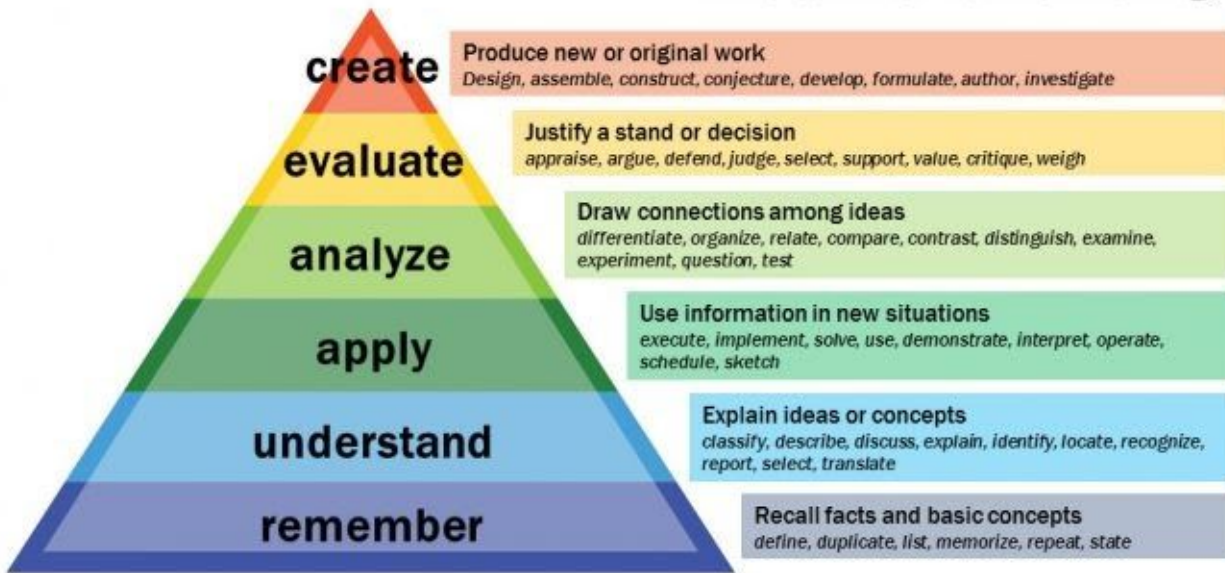
**ALL STUDENTS ARE REQUIRED TO HAVE A WORKING PUBLIC LIBRARY CARD!**

**To acknowledge that you have read and understand Ms. Judway's English 12 syllabus, please follow the link below. There is a section for questions. Thank you 😊**

**[ELA SYLLABUS ACKNOWLEDGEMENT](#)**



# Bloom's Taxonomy



Vanderbilt University Center for Teaching

## Webb's Depth of Knowledge

