

Poetry Theme Novels
Fairy Tales
Music Writing Grammar Nonfiction
MLA Analyze Film Literature English



“Education is not the filling of a pail, but the lighting of a fire.”
timed essays.

~William Butler Yeats

Course Description:

The purpose of this class is to improve each student's reading and writing skills, as well as provide them with word knowledge. Students will be provided with daily and weekly opportunities to read, communicate, reflect, and create.

A variety of units will be presented through an integrated curriculum including: short stories, novels, articles, speeches, research papers, poetry, grammar usage and mechanics, sentence patterns and

Students will conduct close readings and discussions of a variety of titles in thematic units and they will increase their ability to use textual evidence to prove an argument.

Students will develop skills necessary for life by learning critical thinking, literary analysis, comprehension, vocabulary, time management, communication, writing skills, research elements, and group dynamics.

Each student will be assessed on their work based on their capability and meeting their IEP goals and needs.

Room 15
3rd Period
Contact information
[Email-
jwilliams@paparts.org](mailto:jwilliams@paparts.org)
Phone- 505-830-3128
Remind code- @h926ae

Supplies

- 2” Binder
- 3 Subject Notebook
- Highlighters
- Pens and Pencils.
- Binder Dividers
- Loose Leaf Paper
- Earbuds

Class work/Assignments:

We will have class work every day! This includes: *board work, quizzes, essays, films, group work, computer activities, research, tests, vocabulary and reading.* **If absent, it is the student's responsibility to ask me for missed assignments!** If there is a situation, students need to communicate with me. I do accept late work for minor assignments however 10pts is deducted each day.

Portfolio

Students are required to keep a portfolio of their assignments. This assignment will not only improve organizational skills but also help if any discrepancies happen to arise. Students will keep these folders in the classroom.

Items that will be put in the folders include: *Warm-ups/ Journals, Notes Graded Papers, & Handouts.*

Warm-ups: Almost every day when you enter the classroom you will have a warm-up to complete. The warm-up will be on the board, and it is your responsibility to complete this assignment in the allotted time. You are required to keep your warm-ups together so I can grade them.

Grading Essays/Book

Reports/Projects: Essays and book reports will be submitted along with ALL of the work and assignments associated with your paper. I allow a range for paper submission. Example: Turn your paper in the first day and earn 10 bonus points, turn your paper in the second day and earn 5 bonus points; turning it in on the due date will allow you to receive full credit but no bonus. I do not accept late essays, book reports or projects. Period.

Classroom Rules

1. Be Respectful to All, and to others property!!
2. Be Prepared for Class: this means to be on time



Extra Credit- Opportunities for extra credit will be given throughout the year to raise grades. These opportunities are encouraged but of course, not mandatory.

Class schedule – Parents are welcome to join our google classroom where the week at a glance will be posted every Monday in order to see what we are working on in the classroom. We will go over Google Classroom in depth on the first day of school.



Link – <https://classroom.google.com/>

Class Code- **5r1p62i**

Assessment Standards:

Students will be evaluated according to the following:

- timed writings and oral response
- various projects: poetry, novel, media, research
- application of vocab study
- exams: unit, benchmark, final
- quizzes
- various writing
- presentations
- memorization and recitation
- outside reading, projects, and activities
- Read Theory



Classroom “Housekeeping”

Food/Drink- Is NOT allowed. We need to respect the rules of Ms. Williams room. I am not responsible for misplaced materials and personal items!! Textbooks and workbooks need to be placed on the cart; do not leave on the floor or under your desk!! Class will not be dismissed until “housekeeping” is taken care of! Water is allowed but nothing more.

Passes

You are not to leave class unless you have a hall pass from me or a sub. In order to control the amount of traffic leaving my classroom a maximum of 1 person may leave at a time unless it is an office call. You may go to the restroom only if:

1. Instruction has been completed
2. You have demonstrated alertness in class
3. You have not abused this privilege in the past

Remind 101:

Students and parents can sign up for Remind 101 to receive texts regarding assignment reminders or any information pertaining to class. See attached for instructions.

Grading Scale and Percentages:

A: 90-100 B: 80-89 C: 70-79

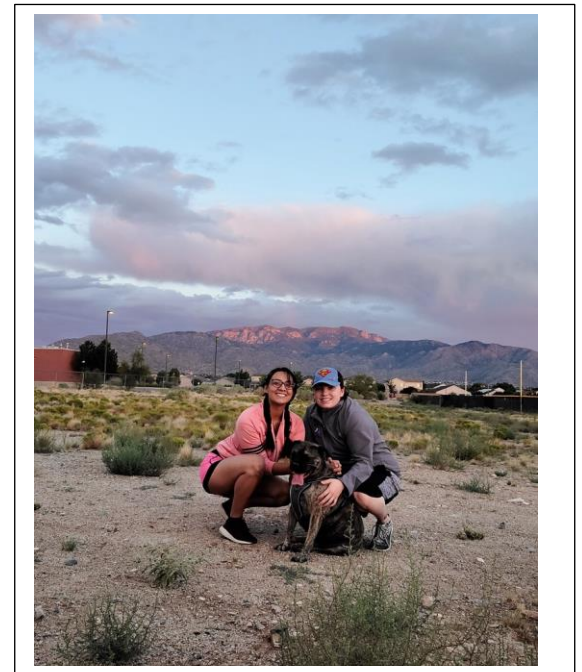
D: 60-69 F: 59 and below.

Major work: 40%

Tests/Quizzes: 20%

Daily work: 30%

Participation 10%



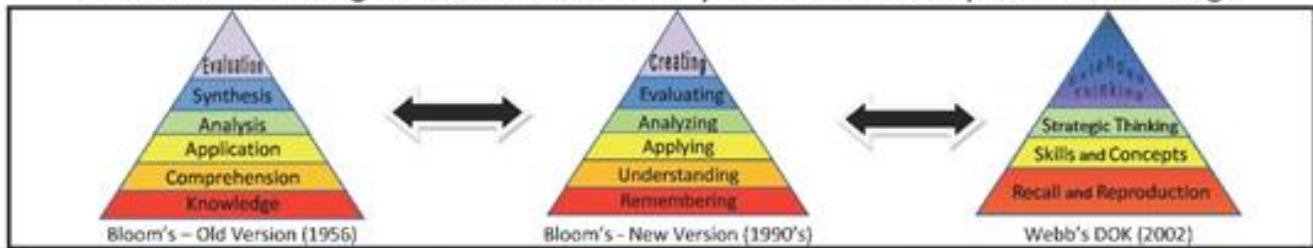
I welcome you to come by anytime if you have any questions over any assignments or need help. I am usually available from 8:00 a.m. daily until 3rd period. I can also help you after school. If I am not available when you need me, please email me or call me at school, and I will get in touch with you ASAP.

My contact information:

Email- jwilliams@paparts.org



Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge



Bloom's six major categories were changed from noun to verb forms in the new version which was developed in the 1990's and released in 2001. The knowledge level was renamed as remembering. Comprehension was retitled understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom's changed position in the revised version.

Norman L. Webb of Wisconsin Center for Educational Research generated DOK levels to aid in alignment analysis of curriculum, objectives, standards, and assessments.

Webb's Depth of Knowledge & Corresponding Verbs

**Some verbs could be classified at different levels depending on application.*

Recall and Reproduction *Correlates to Bloom's 2 Lowest Levels*

Recall a fact, information, or procedure.

arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who-what-when-where-why

Skill/Concept

Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.

apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues

Strategic Thinking

Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.

appraise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems

Extended Thinking *Correlates to Bloom's 2 Highest Levels*

*Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.*

analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize

Debbie Perkins, 2008

Bloom's Taxonomy	Revised Bloom's Taxonomy
Knowledge <i>Recall appropriate information.</i>	Remembering
Comprehension <i>Grasp the meaning of material.</i>	Understanding
Application <i>Use learned material in new and concrete situations.</i>	Applying
Analysis <i>Break down material into component parts so that its organizational structure may be understood.</i>	Analyzing
Synthesis <i>Put parts together to form a new whole.</i>	Evaluating
Evaluation <i>Judge value of material for a given purpose.</i>	Creating (Previously Synthesis) <i>Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.</i>

Mrs. Williams's Syllabus Agreement and Contact Sheet

Students and Parents, by signing below you are stating that you have read and understood the information provided. Please fill out and sign the information page and return Friday, Aug. 20th . If there are any questions, please contact me!

Student's Name: _____

Parents/Guardian's Name: _____

Home address: _____

Home #: _____ Cell # _____

Work #: _____ email: _____

Do you have any medical condition I should be aware of?

Do you have access to the internet?

How does your child learn best? _____ Hearing _____ Visual _____ Doing (Hands on)

What are your child's strengths?

What are your child's weaknesses?

Any additional information about your child that could help me better understand challenges he/she may be currently facing? (For example: recent serious illness or a death of a loved one)

Signatures from the students and parents/guardians are requested to ensure that everyone has read and understands the classroom guidelines and course syllabus.

Student's signature

Date

Parent's signature

Date

Parent's signature

Date