

# MIDDLE SCHOOL ENGLISH

2023 \_\_\_\_\_ *mrs. muniz* \_\_\_\_\_ 2024

## {communication}

1. DMUNIZ@PAPARTS.ORG
2. (505)507-9214  
TEXT OR CALL

## - {class materials}

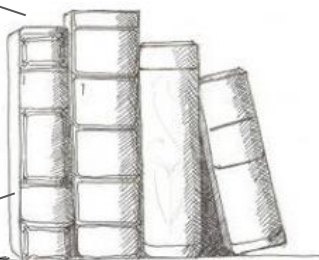
1 pack of #2 pencils

1 pack of highlighters

1 hand sanitizer

1 expo marker

Clorox wipes



## {grade percentages}

20%    40%    15%    15%    10%

PROJECTS

CLASSWORK

BELL RINGERS

PARTICIPATION

TESTS

## COURSE DESCRIPTION

This course is designed to help improve the students in English Language Arts. Their classwork will be individualized based on their personal IEP goals.

## - {Classroom Expectations}

1. **Respect Yourself:** You respect yourself by being prepared, doing your best, having a positive attitude, and participating.
2. **Respect Others:** You respect others by waiting for your turn to speak, by being understanding, staying on task, and by working together.
3. **Respect Our School:** You respect our school by following directions, picking up after yourself, and by following school rules.

## - {Participation}

It is important that students come to class daily and are prepared to learn. If they miss a day, they are expected to make up all assignments. The students also have a participation grade which is worth 15% of their final grade. Participation point will be lost when a student is disrupting the learning of others, or not completing an assignment.

## - Absence Policy

Any class work, quizzes, or assigned homework that was due on a day when a student was absent, must be made up and turned in within the number of days of the student's absences.

# LATE WORK POLICY

Work is expected to be submitted on the due date. For any assignment that is handed in late, there will be a penalty of 10% deducted from the final grade.

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## COMMON CORE STANDARDS

All assignments and classroom activities will be based on the Common Core Standards . To see the English Language Arts standards, please visit the website below. They start on 34 and end on 54.

[http://www.corestandards.org/wp-content/uploads/ELA\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf)

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## IXL

IXL is a program that your students will be using multiple times a week. I use it to measure their progress in the skills related to class, and their IEP goals. Students will be required to spend the first ten minutes of class working on their recommended skills to fill the skill gaps they may have. This will be their bell ringer grade.

# NOVEL STUDIES

This year we will be reading two novels as a class. In quarter two, we will be reading *Fish in a Tree* by Lynda Mullaly Hunt. In quarter three, we will be reading *Bud Not Buddy* by Christopher Paul Curtis. Another novel can be added due to class needs. The students will also be responsible for an individual novel study. Instructions will be sent home for that assignment.

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## ELECTRONIC DEVICES

Electronic devices will be kept in the pocket holder when they enter the room. Devices should not be out during class, unless otherwise instructed by the teacher or with permission.

First offense: Student will turn the phone into the teacher until the end of class.

Second offense: Student will turn the phone into the teacher until the end of day.

Third offense: Phone will be turned into office and parents will have to pick up the device from the office.

Students will be expected to reach the highest levels on Bloom's Taxonomy and Webb's Depth of Knowledge on each skill/standard. As their teacher, I am going to push them to use these levels and create gains in their learning.

### 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.*

apprise, 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

#### Bloom's Taxonomy

#### Revised Bloom's Taxonomy

#### Knowledge

#### Remembering

*Recall appropriate information.*

#### Comprehension

#### Understanding

*Grasp the meaning of material.*

#### Application

#### Applying

*Use learned material in new and concrete situations.*

#### Analysis

#### Analyzing

*Break down material into component parts so that its organizational structure may be understood.*

#### Synthesis

#### Evaluating

*Put parts together to form a new whole.*

*Make judgments based on criteria and standards.*

#### Evaluation

#### Creating (Previously Synthesis)

*Judge value of material for a given purpose.*

*Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.*

### ***Syllabus Parent signature Sheet***

To ensure that parents/guardians and students are aware of the guidelines and expectations for this class, please sign, date and **return this page only** with your student. Students receive **credit** for returning this sheet. I appreciate your time and cooperation.

**Student Name**

**Print:** \_\_\_\_\_

**Student  
Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent/Guardian Signature:**  
\_\_\_\_\_

**Date:** \_\_\_\_\_

**Please complete the following information:**

**Best number to reach you?** \_\_\_\_\_

**Email?** \_\_\_\_\_

**Is there anything you feel I should know about your child to help them be more successful in my class?**