

Contact information

Teacher: **Mrs. Heather Wellman**

(formerly Ms. Jones)

Course: **ENG 1 Modified / Instructional Support**



Gardening
Learning
Cooking
Reading
Hanging with my family
Playing with my animals
(2 dogs, 2 cats, 4hens)
Thrift shopping
Coffee

Email: **Hjones@dickinsonisd.org**

Phone #: **281-229-6300**

Tutorials are offered from 3-4 M, W, and F or by appointment

Instructional Goals:

I would love for my students to *enjoy* reading and writing above all!

That being said, I strive to help my students become better critical thinkers, reflective writers, and analytical readers.

ANY GIVEN DAY WILL LOOK SOMETHING LIKE THIS:

- Attendance will be taken everyday
- Each day students will get new assignments in Google Classroom
- Students will attend the Study/Mini lesson - teacher guided through Zoom 3 times a week Monday-Wednesday-Friday; the lesson will be a focused skill exploration and explanation; Goal of learning will be made clear.
- Quick writes, usually about what you have read (Sometimes this will be a free write; sometimes it will be guided by an essential question.)
- Create/practice -In Google Classroom the students will practice the skill(s) some of the time together (collaborative), and some of the time independently- During this time I will be checking in electronically lending support where needed, answering questions when they arise, prompting students to stretch their thinking, having conversations with the students about their work, and monitoring the status of work.
- Assessment - grades will be taken twice a week from the create/practice portion of the class, digital notebooks, as well as virtual deskside conferences with students - this is where personal/individual goals and objectives will be created and assessed.
- It is expected that you read everyday for at least 20 minutes. This may be a novel, magazine, or science book. ***It is expected that all students have a book to read at all times while at school virtually or face to face.*** The we will have reading goals and celebrate when those goals are reached! - Last year one of our classes read over 3 thousand pages in a month, many of those kiddos claimed to HATE reading at the beginning;) When you find the right book...

OF COURSE THERE WILL BE DAYS THAT OUR SCHEDULE WILL CHANGE SLIGHTLY - BUT THE COMPONENTS OF THIS SCHEDULE WILL ALWAYS SHOW UP IN CLASS

*A look inside our Virtual
classroom*

Technology:

SEE YOU ONLINE

We will be utilizing **Google Classroom**.



All students are expected to have access to Google Classroom - A laptop or computer is suggested. Assignments, reminders, and other important information will be posted through Google Classroom and the students will receive an email notifying them that a new lesson is available.

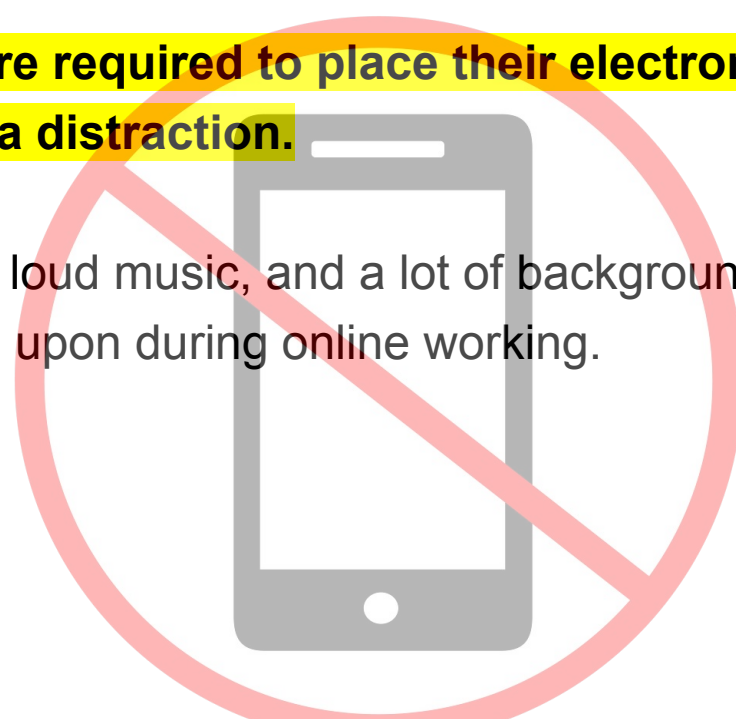
Students are responsible for checking their email, Classroom, and Calendar daily.

We are expected to follow certain online learning etiquette guidelines.

Students are required to place their electronics in a place that will not be a distraction.

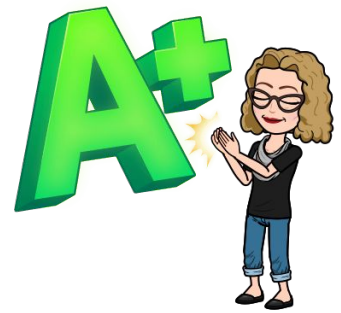
Televisions, loud music, and a lot of background noise or movement are frowned upon during online working.

NO DISTRACTIONS



Distractions should be minimal for success.

Grading, Late policy, and Absences



Grading:

Formative (Daily, Quizzes, Homework, Etc.): 50%

Summative (Curriculum Based Assessments, Tests. Major Projects, Essays, Etc): 50%

Late Work Policy: Late work is work not turned in when requested even though there was no absence from class. Students will have up to 3 days after the initial due date to turn in late work. However, full credit will not be given to late work. The following penalties will be applied:

YOUR LATE

1 day late = -10

2 days late = -20

3 days late = -30



After 3 days a meeting will be requested by me to understand the situation.

Make-up Work Policy: Students are expected to make up missed assignments and/or tests after absences. Each student should have all make-up work/tests completed within 2 weeks of returning to school. The student should plan to attend tutorials by appointment to ensure that they master the skills covered during his/her absence. All assignments are accessible through Google Classroom all of the time.

The student is responsible for obtaining any and all missed assignments from me and to check Google Classroom for notes taken and assignments missed during the absence.



Expectations

Materials: Computer or tablet/ writing utensil/quiet, established place to work - Phones are not suitable for online learning

Rules: Students will respect the "classroom" and each other while adhering to The Gator Way- Respectful, Responsible, Involved

Consequences: Consequences include, but are not limited to Gator violations, lunch detention, after school detention, or in some cases, an office referral. The consequence will depend on the offense.

Conferences and notification: You may contact me anytime by phone or email. I will be happy to meet with you regarding your child and his/her progress. Your child will bring home progress reports at 3 weeks, 6 weeks, and a final report card at each 9-week period.

Curriculum units-6 week cycles:

UNIT 1: Journey of Transformation

EQs: How do reading and writing transform me? Who am I as a reader and a writer?

Literacy Focus: The Power of Language to Transform

UNIT 2: Moving Toward Justice

EQs: How can my voice have power?

Literacy Focus: How does a writer develop his purpose with power? How can structure organization enhance purpose?

UNIT 3: Survival

EQs: What does it take to survive? What hidden resources will strengthen me on my journey?

Literacy Focus: How do writers develop their purpose with subtlety? How can knowing the audience empower the writer?

UNIT 4: Crazy, Stupid Love

EQ: What is the power of language on love and hate?

Literacy Focus: How can I write with purpose and style to impact my audience? What power is hidden within syntax to strengthen my voice?

UNIT 5: STAAR Review

EQs/Literacy Focus: How I can use structure to enhance my writing purpose?

How do specific details, diction, and purposeful syntax strengthen the body of my essay?

UNIT 6: Novel-ties

EQs: How can fiction transform the world?

Literacy Focus: How can I use story to impact my world? How can I write with purpose and style to strengthen my message?

Because reading and writing are interconnected, writing will be a large part of the class. All writing is designed to be authentic, personal, and meaningful.

Ludic Reading

There will be daily reading expected whether at school or at home.

All assignments are designed to be varied and meaningful. Parental and family input is encouraged as it creates a learning community at home.

LEARNING
TOGETEHR



Special Education, RTI, and 504

It is the philosophy of the DISD Special Programs Department to support the mission of DISD by providing a continuum of instructional, behavioral and social services focused on the student's needs in the least restrictive environment with maximized access to the general curriculum.

Special Education and all exceptional kiddos are my heart and I work hard to adhere to the rigorous academic content required of all DISD students while recognizing a student's unique situation.

**I, as well as the district, believe
that
whatever the student needs IS our job
description!**

Please sign and date this page to confirm that you have read, understand, and agreed to the English I Syllabus for Mrs. Wellman.

Student

Name: _____ Period: _____

Student

Signature: _____ Date: _____

*

Parent Name: _____

Media Consent:

I _____ give consent for my child to be recognized on Mrs. Wellman's website or on our classroom page.

I _____ do NOT give consent for my child to be recognized on Mrs. Wellman's website or on our classroom page.

Does your student bring a cell phone or any other electronics to school on a daily basis

YES NO

Parent Signature: _____ Date _____

Parent E-mail: _____

Parent Phone

Number(s): _____

Any other

Comments/Concerns: _____
