



Welch Middle School

Houston Independent School District

Course Syllabus

2020-2021

Course Name

8th Grade English Language Arts & Reading

School Phone

(713) 778-3300

Teacher Contact Information

Teacher: Oliv Phreykz
 Email: Oliv.Phreykz@houstonisd.org
 Room: 420
 Conference Time: Mondays & Wednesdays

Teacher: Michael Ocholi
 Email: mocholi@houstonisd.org
 Room 421
 Conference Time: Mondays & Wednesdays

Student Expectations

All students are expected to set academic learning and character growth goals and to work diligently to reach those goals. These include passing the STAAR and demonstrating academic progress on all other assessments, as well as growing as a person to become a better human being overall.

To help reach your goals, you are expected to:

- 1) Be **Ready** to Learn
 - a) Read the ENTIRE board.
 - b) Have all materials ready.
 - c) (Mentally) Prepare to participate.
- 2) Be **Respectful** of Yourself & Others
 - a) Keep your mic muted unless it's your turn to speak.
 - b) Give the speaker your undivided attention.
 - c) Raise your hand if you would like to speak. Do not interrupt others.
 - d) Be polite. Do not put down others or their ideas.
- 3) Be **Reflective**
 - a) Identify what **you** did well and what **you** need to work on each day.
 - b) Create a daily plan to improve any areas of weakness.
- 4) Be **Resilient**
 - a) Never give up! Just because it's difficult doesn't mean it's impossible.
 - b) Keep a **growth mindset!** Just because you can't do it now doesn't mean you won't be able (with practice) to do it later!

In addition to these, students are expected to follow all classroom procedures and adhere to all school-wide policies.

HISD Remote Learning Expectations:

Check the HUB and Microsoft Teams for information on classes, assignment, and resources

- Complete and submit assignments on time
- Create a learning space at home to do schoolwork
- Participate in online activities and assignments provided by your teachers
- Students of College Level programs (Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment) need to follow specific program coursework, policies and requirements
- Know how to navigate access and navigate online resources
- Complete independent reading goals

Attendance

Daily Attendance is crucial for students to meet their academic goals.

If a student is absent, he/she is responsible for:

- checking their Absent Work folder (both paper-based and digital) to see what work has been missed
- getting any necessary worksheets
- copying notes or warm-ups in their INB
- making arrangements with me to come in to make up anything else they missed and/or need help with

Students have three days to make up work. If they are absent for an extended period of time, special arrangements will be made.

HISD Policy:

Regular attendance and punctuality shall be required of every student. Students have the responsibility to take advantage of their educational opportunity by attending all classes daily and on time unless circumstances prevent them from doing so.

HISD Remote Learning Policy:

Students who engage in learning activities via the HUB, participate in a Teams meeting with teachers, or submit assignments via the HUB are considered “present” and will not be marked absent. State law TEC §25.092 and Houston Independent School District Policy still require students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement. Students can engage with their teacher through the following:

- Daily participation in the HUB, the HISD Learning Management System (LMS), completion of independent reading and work assignments, use of assigned digital tools, and/or group interactions.
- Interaction with teacher via Teams as part of live or small group instruction.
- Students assignment submission via the HUB for each scheduled class. When unable to submit via the HUB students can submit assignments

	<p>via emails, photos, phone conferences or other forms of documentation. Students who have not logged in by the following time will be marked absent by 10:25 a.m.</p> <p>This absence can be resolved if the student engages in daily learning assigned by their teachers via the HUB by 11:59p.m. that same day. Parents and students will receive absence notifications via School Messenger after 6:00 p.m. each day and will be reminded of the opportunity to resolve that day's absence if the student engages in learning before 11:59 p.m. of the same day via the HUB. Any absences recorded but resolved by the student before 11:59 p.m. on the same day will be reconciled based on login records of the HUB. If a student is engaged in remote learning and completes the entire weeks' worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked "present" on Monday only and counted "absent" for Tuesday-Friday. Students must participate in learning EACH AND EVERY DAY.</p>
<p>In Person Learning Materials</p>	<p>Example:</p> <ul style="list-style-type: none"> ● 1.5" Black Binder w/ clear cover ● #2 Wooden or Mechanical Pencils (48+ total) ● Hand-held pencil sharpener and/or extra lead for mechanicals ● Black, Blue, Red Pens (1 10-12 pack of each) ● Loose Leaf Paper (500+ sheets / 5+ packs) ● Dividers (8+ Tabs) ● 3 Composition Notebooks ● Glue sticks ● Index cards ● Sticky Notes ● Highlighters <p>In addition, a list of general supplies is found in the student handbook on the school's website at https://www.houstonisd.org/welch.</p>
<p>Virtual Learning Materials</p>	<ul style="list-style-type: none"> ● Laptop or Desktop w/ microphone and camera (many learning platforms will only work on a computer) ● Cell Phone or Tablet (optional--helps with learning games and flashcards) ● Reliable Internet ● Bookmark Learning Applications & Websites: <ul style="list-style-type: none"> ● The HUB [<i>houston.itslearning.com</i>] ● Microsoft Teams [<i>office365.houstonisd.org</i>] ● Microsoft OneNote [<i>office365.houstonisd.org</i>] ● Microsoft Word [<i>office365.houstonisd.org</i>] ● Microsoft PowerPoint [<i>office365.houstonisd.org</i>] ● Microsoft Sway [<i>office365.houstonisd.org</i>] ● Google Apps for Education [<i>drive.google.com</i>] ● MackinVia [<i>clever.com/in/hisd</i>] ● Imagine Language & Literacy [<i>clever.com/in/hisd</i>] ● PearDeck.com ● Flipgrid.com

	<ul style="list-style-type: none"> ● NoRedInk.com ● Quizlet.com ● Quill.org ● Commonlit.org ● Quizizz.com ● Kahoot.it ● Newsela.com <p>*When signing up for apps and websites, be sure to sign up with Clever or google when possible or with your school email address (s1234567@online.houstonisd.org).</p>										
<p style="text-align: center;">Resources/Books</p>	<p><u>Textbook:</u></p> <ul style="list-style-type: none"> ● Pearson <i>myPerspectives ELA</i> (paper-based & digital) <p><u>Class Novels:</u></p> <ul style="list-style-type: none"> ● <u>The Bully</u> by Paul Langan (school-wide) ● TBA by Teacher of Record <p><u>Digital Resources:</u></p> <ul style="list-style-type: none"> ● Microsoft Teams ● Nearpod ● NoRedInk ● Vocabulary.com <p>Commonlit.org</p>										
<p style="text-align: center;">Assignments</p>	<p>Assignments will include quickwrites, projects, daily work, Do Nows, essays, Tests/Quizzes (including formative and summative assessments, common assessments, and BOY, MOY, and EOY benchmarks).</p> <p>Cycle 1 Major Assignments: Who Am I Memoir Project Beginning-of-Year Benchmark</p> <p>Cycle 2 Major Assignments: Good Trouble Essay</p> <p>Cycle 3 Major Assignments: Middle-of-Year Benchmark</p> <p>Cycle 4 Major Assignments: Writing Portfolio End-of-Year Benchmark</p> <p>Cycle 5/6 Major Assignments: Reading STAAR Self-Selected Book Project</p>										
<p style="text-align: center;">Grading Rubric</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Category</th> <th style="text-align: center;">Percent of Grade</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Homework</td> <td style="text-align: center;">10%</td> </tr> <tr> <td style="text-align: center;">Projects</td> <td style="text-align: center;">20%</td> </tr> <tr> <td style="text-align: center;">Tests/Quizzes</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: center;">Classwork</td> <td style="text-align: center;">40%</td> </tr> </tbody> </table> <p><u>Homework</u></p> <ul style="list-style-type: none"> ● Vocabulary Practice 	Category	Percent of Grade	Homework	10%	Projects	20%	Tests/Quizzes	30%	Classwork	40%
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	<ul style="list-style-type: none"> ● Grammar Practice ● Reading Comprehension ● Independent Reading ● Journal Entries <p>Projects</p> <ul style="list-style-type: none"> ● Project Planning Checkpoints ● Final Projects ● Presentations ● Research <p>Classwork</p> <ul style="list-style-type: none"> ● Self-Selected Independent Reading (15+ minutes per day) ● Daily Reading Log ● Cornell Notes ● Interactive Notebook Entries ● Vocabulary Practice ● Quick-Writes/Open-Ended Responses ● Revising/Editing Multiple Choice ● Reading Comprehension & Analysis Multiple Choice ● Discussion Participation ● Essay Planning & Rough Drafts <p>Assessments</p> <ul style="list-style-type: none"> ● Essay Final Drafts ● HISD Snapshots ● Common Assessments
<p style="text-align: center;">Objectives</p>	<p>Understanding & Analysis Across Genres</p> <ul style="list-style-type: none"> ★ Develop oral language through listening, speaking, and discussion. ★ Use newly acquired vocabulary expressively. ★ Read grade-level text with fluency and comprehension. ★ Read grade-appropriate, self-selected texts independently for a sustained period of time. ★ Use critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. <p>Understanding & Analysis of Literary Texts</p> <ul style="list-style-type: none"> ★ Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. ★ Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. <p>Understanding & Analysis of Informational Texts</p>

- ★ Use metacognitive skills to both develop and deepen comprehension of increasingly complex informational texts.
- ★ Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse informational texts.

Composing, Revising, & Editing Texts

- ★ Use critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts.
- ★ Analyze and apply the author's craft purposefully in order to develop your own products and performances.
- ★ Use the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Use genre characteristics and craft to compose multiple texts that are meaningful.

Engage in both short-term and sustained recursive inquiry processes for a variety of purposes.

**Technology Support
(Laptops/Chromebooks/
Device Support/Social Media
Platforms)**

School Student Laptops:

Each child can check out a school laptop. If you still need a laptop please contact Mr. Williams at William.Escobar@houstonisd.org

Process for device support:

- **Repairs** - If campuses are open and accessible, the campus tech will develop a weekly schedule to support device repairs. Students with damaged laptops will be able to swap their device for a working one during the scheduled repair times. The damaged device will be repaired, cleaned, and returned to campus to be reissued.
- **Password resets** - Student password resets can be accomplished by:
 - ✓ Calling the HISD Service Desk (713.892.7378)
 - ✓ Using the password tool on the Parent Portal
 - ✓ Going to the campus during the weekly support hours

Hotspots / Internet Access:

The IT department, in conjunction with the School's Office and Finance Department will coordinate the purchase and monthly service charges payments for Hotspots or internet access. If you need a hotspot/internet access please contact Mr. Williams at William.Escobar@houstonisd.org

HISD @ H.O.M.E Website:

The district's website, <https://www.houstonisd.org/HOME> is a comprehensive source of information for home based ongoing mobile education.

Welch Social Media Platforms:

- ✓ School Website: <http://www.houstonisd.org/Welch>
- ✓ Twitter: [@Welch_WolfPack](https://twitter.com/Welch_WolfPack)

- ✓ Facebook: <http://www.facebook.com/WelchWolfPack>
- ✓ Instagram: [@WelchWolfPack](https://www.instagram.com/WelchWolfPack)

The HUB (Its Learning): Learning Management System:

<https://houston.itslearning.com> provides parents and students detailed information about individual teacher classroom assignments, lessons, handouts, materials, expectations, and procedures.

OVERVIEW OF TECHNOLOGY SUPPORTS

	OFFICE 365	MICROSOFT TEAMS	HUB	GSUITE	DIGITAL RESOURCES	ONTRACK & RENAISSANCE	HISD CONNECT
Students	Access HISD email & communicate with teachers Access online office suite Access & save documents to OneDrive	Attend live class meetings Communicate with teachers	Access and turn in-class assignments Access instructional Content & Resources Access Digital Resources	Access & Save Documents to Google Drive Collaborate with classmates for team projects	Access digital textbooks and ancillary resources	Access classroom and district assessment Access report and TEKS performance for instant feedback	Access school calendars and class schedule Monitor grades

Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL)

Students, Parents and Guardians At home:

- Establish routines to help the scholar be more successful.
- Monitor use of social media platforms and limit viewing of news broadcasts.
- Students may develop symptoms of anxiety, depression, and post-traumatic stress. Understand the role mental health plays in the development of the whole scholar in physical health, school performance, and behavior.
- For counseling, mental health education, and to obtain mental health referrals contact 24/7 Mental Health
Let's Stay Connected Hotline @ 713-556-1340
- Submit secure and anonymous safety concerns using the Sandy Hook Hotline 1(844)572-9669 <http://www.saysomething.net/>
- Utilize resources and tools via <https://www.houstonisd.org/sel#>

IB Learner Profile

Welch Middle School is a candidate to become an International Baccalaureate campus. Therefore, we strive to become scholars that embody the 10 learner profiles below. All scholars will be evaluated on these character traits using a campus-wide rubric.

	Knowledgeable Learned many things		Inquirer I ask questions
	Open-Minded I try to understand others		Caring I care for other people
	Communicator I talk about my ideas		Reflective I think about my actions
	Principled I am honest and fair		Thinker I use critical skills to analyze
	Risk-Taker I try new things		Balanced I take care of my mental, physical, emotional health

Acknowledgement of Syllabus

Student/Parent Contract

HOUSTON INDEPENDENT SCHOOL DISTRICT

Remote Learning Contract

Fall 2020

The Houston Independent School District (HISD) is offering students an opportunity to participate in remote learning for the Fall 2020 semester. Remote learning represents an online, non-traditional learning experience in which specific expectations for this option are required. This contract is intended to present to students, parents, and guardians' standards expected for participation when opting for remote, online instruction.

Student Expectations

As a student participating exclusively in remote learning, I am aware that, in addition to the policies and requirements of my school/district, I am expected to comply with the following standards:

- Participate in remote learning for the **remainder of the grading cycle**.
- Adhere to the Houston ISD Student Code of Conduct and Acceptable Use Policy for Electronic Services for Students.
- Participate in each online course daily to maintain the pace including any required interventions.
- Attend mandatory meetings at school as required. Such as orientation, device pickup/drop-off, and testing.
- Complete classwork on time.
- Communicate with teachers and other classmates in a professional manner.
- Ask for help from the teacher as needed.

Parent and Guardian Expectations

As the parent and/or guardian of a student participating in only remote learning, I am aware that I am expected to support my student's remote learning experience by adhering and complying to the following standards:

- Support my student in participating in remote learning for the remainder **of the grading cycle**.
- Ensure my student has access to necessary resources, equipment, and internet connectivity to participate in all remote learning activities.
- Provide an adequate workspace for my student to work remotely.
- Complete required training.
- Become familiar with student resources and progress for course work.
- Encourage my student to seek assistance and support as needed.
- Communicate with course instructors as needed.
- Ensure student work is completed within the timeframes required by the course instructor.

School/District Expectations

The school and/or district will provide the following support for student and parents/guardians during the remote learning semester:

- Provide assigned academic coursework.
- Access to individualized meetings with a school counselor/administrator to discuss the alignment of the online coursework with student 's graduation requirements.
- Provide opportunities for training and technical support for parents and students.
- Provide access to essential digital platforms to support remote instruction, such as the district's learning management system (the HUB), email, Microsoft Teams, and other productivity suites.
- Evaluate student's 504 Plans or IEPs, to determine if the accommodations and support can be delivered virtually or would have to be modified.

Acknowledgment and Understanding

Students and parents fully understand that academic success is dependent on the student's internal motivation and effort put forth in the class. Students who are not successful will be required to make up credits.

I have read the policies and expectations and agree to this contract. **I also understand that once students enroll in the remote instructional option, they will not be able to return to a face-to-face classroom for the remainder of the semester.**

In addition, by signing this class syllabus, the parent and student are acknowledging that they have read then entire syllabus and understand the expectations, procedures, and policies listed above.

Parent Signature

Student Signature

Parent Contact Number

PRINT Student Name

	<hr/> Home Address	<hr/> Student ID Number
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