Structured Thinking and Writing

Think; Do; Write

IGITE

Instructor: Kate Kardashian
2019-2020

Course Overview

Directed Study Thinking; Doing; Writing: Ignites!

This course is designed to teach and reinforce basic language skills, learning strategies, and self-advocacy so that you can really care about and engage with the learning you do here at school from 8 am to 3 pm.

Together we will be THINKING

In this course we are going to be exploring how we use our executive functioning skills so that we can use our super powers in school across all settings. To this end we will be practicing:

- Goal setting
- Engaging in cognitive flexibility/thinking flexibly
- Organizing and prioritizing
- Accessing working memory
- Self-monitoring and checking

Together we will be DOING

In this course we are going to be practicing the habits and behaviors of an engaged student. To this end we will be leaning into being:

- Curious
- Funny
- Prepared
- In charge
- An Artful Dodger
- A Noticer
- A Deep Reader

Together we will be WRITING

Students will practice structured writing through Landmark School’s “From Talking to Writing” program. To this end we will be focusing our writing at the:

- Word Level
- Sentence Part Level
- Sentence Level
- Paragraph Level
- Essay Level
## Units and Activities: What will we be learning about and doing in this course?

<table>
<thead>
<tr>
<th>Checkpoint</th>
<th>Essential Questions</th>
<th>Anchor Standards</th>
<th>Content Standards</th>
</tr>
</thead>
</table>
| One        | **What does thinking about thinking mean?**  
Who am I?  
What am I doing here?  
Why does this matter? | WUHSMS Anchor Standard:  
I can write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. | Students will learn the importance of metacognition; provide background knowledge of the core executive function processes; and apply this knowledge of executive function processes to better understand themselves as a learner.  

Students will learn the reflect, self-regulate, and direct their work through speaking and writing. |
| Summative Activity | **Students will create a visual and written reflection about cognitive flexibility.**  
**Students will create a metacognitive thinking "check-in tool kit" that is personalized and based on information gathered from STRATUS-Revised and ME Survey-Revised** | | |
| Two        | **What does success mean?**  
What values drive my ideas about success? | Students will practice the habits of academic success through goal setting, planning, and prioritizing. | Students will set short term and long term goals and will have personalized evaluation tools for their goals through speaking and writing.  

WUHSMS Anchor Standard: Writing  
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
<p>| Summative | <strong>Students will design Done, Do, Get sheets with their content area teachers</strong> | | |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity that align with assignments/tasks within their class and present these &quot;success&quot; sheets to a larger audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three</td>
<td><strong>Can shifting my thinking help make me smarter?</strong>&lt;br&gt;How is my perspective being bent in school and life?</td>
</tr>
<tr>
<td>Four</td>
<td><strong>How do I get to DONE?</strong>&lt;br&gt;With everything that I must do, how do I figure out what to do, NOW?</td>
</tr>
<tr>
<td>Five</td>
<td><strong>What is mental activity?</strong>&lt;br&gt;How do I train my brain?</td>
</tr>
<tr>
<td>Six</td>
<td><strong>Why would emotions affect memory?</strong>&lt;br&gt;What happens when I use a feeling wheel to help structure my thinking and writing?</td>
</tr>
</tbody>
</table>
Here, provide a framing for the year by providing information about the units you are planning. You can put this into a table, create a timeline, or just have a list. It might be helpful to frame it by checkpoint, but it is up to you. Also, provide examples of activities students will engage in during your course.

Standards: What knowledge and skills will I gain by the end of this course?

This course will assess the knowledge and skills students build in key Anchor Standards and Content Standards.

**Anchor Standards:**

Here, provide a list of the Anchor Standards you will assess with a 1-sentence description of each one. To add some visual value to this section, consider adding an image for each Anchor Standard. **For example:**

Writing: Students will produce clear and coherent writing for a range of tasks, purposes and audiences. They will also conduct short and sustained research projects.

**Content Standards:** This course builds student knowledge using the *(name of)* standards. The content standards for *(name of class)* are:

*List here the Common Core, C3, NGSX, etc... standards you will assess.*

**Assessment of Learning**

**Assessment Types:**

Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

**Formative Assessments:** *Formative = Forming my knowledge and skills.* Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor
Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

**Daily Check-in questions**
https://docs.google.com/forms/d/1oB1gXu3i45Wh3G0-jyjbGj9zcoOEkJyHryHwW-2QqM/edit

**Summative Assessments:** *Summative = Summation of my knowledge and skills.* Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria (4-point scale) for students to understand how they are performing.

**Habits of Work for Learning:** Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

**Assessment Scoring:**
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria similar to the example below:

<table>
<thead>
<tr>
<th>Anchor Standard: Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Standards:</strong></td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.W.9-10.7</strong></td>
</tr>
<tr>
<td>- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.W.9-10.8</strong></td>
</tr>
<tr>
<td>- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.W.9-10.9</strong></td>
</tr>
<tr>
<td>- Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
</tbody>
</table>

<p>| 1 = Beginning | 2 = Approaching | 3 = Proficient | 4 = Distinguished |</p>
<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Possible Assessment Scores w/ Letter Grade Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>1.0 (Not Passing)</td>
</tr>
<tr>
<td></td>
<td>1.3 (Not Passing)</td>
</tr>
<tr>
<td></td>
<td>1.7 (C-)</td>
</tr>
<tr>
<td>Approaching</td>
<td>2 (C)</td>
</tr>
<tr>
<td></td>
<td>2.3 (C+)</td>
</tr>
<tr>
<td></td>
<td>2.7 (B-)</td>
</tr>
<tr>
<td>Proficient</td>
<td>3 (B)</td>
</tr>
<tr>
<td></td>
<td>3.3 (B+)</td>
</tr>
<tr>
<td></td>
<td>3.7 (A-)</td>
</tr>
<tr>
<td>Distinguished</td>
<td>4.0 (A)</td>
</tr>
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**HOWL Scoring:**
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

**How is my Overall Course Grade Determined?**
Overall course grades will be reported as letter grades and will be comprised of:
- Formative & Summative Scores: 95%
- HOWLs: 5%

For more information, please see the WUHSMS student handbook.

**Communication:**

**How Do I Know My Grades?**
- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
  - By monitoring the grades sent home quarterly through report cards

**Where Can I Find This Syllabus during the School Year?**
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

**How Do I See What’s Due?**
- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students.
How Do I See What’s Past Due?

- If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

Best Way to Contact Me:

*Here, state your availability, phone number with extension, e-mail, etc…*

Materials:

*Student academic work from Core Classes*

Schoolwide Procedures:

**Due Dates and Deadlines:** This class will follow the procedures outlined in the student handbook

**Extra Credit/Retaking Assessments:** This class will follow the procedures outlined in the student handbook

**Personal Mobile Devices:** This class will follow the procedures outlined in the student handbook

Classroom Expectations:

*Here, put your expected behaviors and class norms.*

Teacher Contact Information:

*Here, state your availability, phone number with extension, e-mail, etc…*

I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): ____________________________________

Student Signed: ______________________________________  Date: ____________________
Parent/Guardian name (printed): ________________________________

Parent Signed: ________________________________ Date: ________________