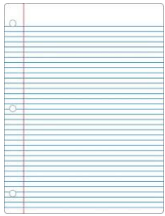


# Monday

## August 19, 2013 (8.19.13)

### Materials Needed



Paper  
+ Pen or Pencil

### Agenda

#### Time Estimate

#### Activity

1	Welcome and Introduction
5-7	Attendance & Notecards
5	BHS 2013-2014 Schedule
15	Syllabus Review (Part I)
5-7	Summer Reading / Due Dates
5	Voices from the Past (c/o 2014)
10-15	Code of Conduct Review
5-7	Classroom Tour
10	Mr. Hampton's Life
15-20	Syllabus Review (Part II)

# Welcome & Introduction

- Mr. Hampton
- I teach AICE Language, 9<sup>th</sup> Grade English, and Yearbook
- Today, with a paper and pen/pencil, take notes when needed:
  - Especially required materials, due dates, etc.
  - Syllabus is class set; you will receive one on Friday.

# First Time Attendance

- Do you go by a different name?

Bryan = Ryan ✓

James = Jim ✓

Latataniqua = Nika ✓

Joshua = Taco ✗

Jeremiah = Lil' Daddy ✗

# First Time Attendance

- While I'm taking attendance, please fill out the following on the notecard on your desk:
  1. Name / Period you have me
  2. Favorite and least favorite subject
  3. Three facts about you (hobbies, sports, dislikes, etc.)
  4. 1-2 sentences "what you hope to learn from this class"

# Bell Schedule

9:20 - 10:10	1 <sup>st</sup> Period		
10:15 - 11:50	2 <sup>nd</sup> /3 <sup>rd</sup> Period		
11:55 - 2:05	4 <sup>th</sup> /5 <sup>th</sup> Period (lunches)		
<i>11:55 - 12:25</i>	<b><i>LUNCH A</i></b>		
	<i>Portables</i>	<i>1:35 - 2:05</i>	<b><i>LUNCH C</i></b>
	<u><i>Bldg 6</i></u>		<u><i>Bldg 3</i></u>
	<u><i>Bldg 8</i></u>		<u><i>Bldg 7</i></u>
	<u><i>Bldg 10</i></u>		PE Classes
<i>12:30 - 1:00</i>	<b><i>LUNCH B</i></b>	<i>2:10 - 3:45</i>	6 <sup>th</sup> /7 <sup>th</sup> Period
	<u><i>Bldg 1</i></u>		
	<u><i>Bldg 2</i></u>		
	<u><i>Bldg 4</i></u>		
	<u><i>Bldg 5</i></u>		

# Rotating Block Schedule

- ❑ Periods rotate around days
- ❑ 1<sup>st</sup> period is every day for 50 minutes
- ❑ Every other period is for 100 minutes
  
- ❑ 1<sup>st</sup> week starts with 1-3-5-7 (Monday), then 1-2-4-6 (Tuesday), then 1-3-5-7 (Wednesday), etc.
- ❑ 2<sup>nd</sup> week starts with 1-2-4-6 (Monday), then 1-3-5-7 (Tuesday), then 1-2-4-6 (Wednesday), etc.
  
- ❑ At end of two weeks, you've had every class for 500 minutes
  - ❑ 1<sup>st</sup> period (50 min/day) x 10 days = 500
  - ❑ 2, 3, 4, 5, 6, 7 (100 min/day) x 5 days = 500

# Syllabus Overview (Part I)

- Pass out Syllabus (do not write on it)
- Review:
  - Introduction
  - The 5 Rules
  - Honor Code / Deadline (Yearbook)
  - Equipment Checkout (Yearbook)
  - Calendar Overview
  - Required Materials

# Required Materials

## Composition Notebooks (2)





# Required Materials

## Composition Notebooks (2)



Image courtesy of Apple Inc.

*iPad or Laptop can substitute for Comp Notebook  
Use at OWN RISK*

# Required Materials

1 Duotang Folder (w/fasteners and pockets)



# Required Materials

Sticky Notes (pack of 3, regular size)



# Required Materials

**Pens and Pencils (#2 for testing)**



# Required Materials

Paper (college-ruled)



# Required Materials

Student Planner (school or store-bought)



***Pro-Tip:*** Sync your cell phone with an online calendar to remind you of due dates

# Required Materials

USB Drive (Yearbook Only)



# Non-Required Materials

## Hand Sanitizer *or* Tissues

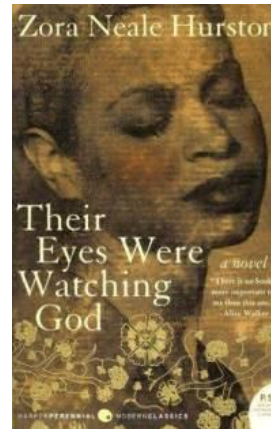
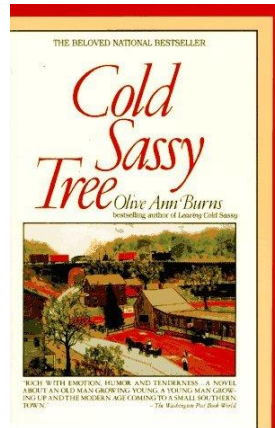




# Summer Reading Information

## AICE Only:

- Your task: read two (2) books over the summer.
  1. *Their Eyes Were Watching God*
  2. *Cold Sassy Tree*



- Exam will be during the 3<sup>rd</sup> week of school (9/3/13)
- Students who do not pass the exam will be removed from this class.

# A Note on Yearbook

- Are you in this class for the wrong reasons?
  - Need a study hall?
  - Need a “filler” class?
  - Hate writing?
  - Needed a class without homework?
- The right reasons:
  - Love of photography?
  - Enjoy writing stories?
  - Enjoy working with others?
  - Having your finger on the “pulse” of the school?
- This class will require you to:
  - Speak to people you do not know (and try to sell them something)
  - Attend sports/extra-curricular activities outside of school hours once a week or more
  - Drive to these events
  - Meet deadlines on a weekly basis
  - Help create a yearbook that encapsulates Belleview in 2013-2014

# Voices from the Past

## Survey (class of 2014):

- “I learned more in your class than in all three years of middle school...combined”
  - 95% Agree / 5% about the same / 0% Disagree
- “I found my freshmen year in AICE was better than I expected”
  - 78% Agree / 12% not sure / 10% Disagree
- “I looked forward to coming to this class every day”
  - 93% Agree / 5% not every day / 2% Disagree
- “If I could offer any advice to incoming students taking this class, I would like to tell them...”

# Voices from the Past

- “Prepare to die...if you think that you can pass just by going to class, expect to get a D or worse.”
- “Absences killed my grade...if you're absent, get the make up work as soon as you can. I missed a week and by the time I got back, we were on something completely new.”
- “Hampton's assignments really don't make any sense...one day you'll go outside to describe a rock or a tree and think this isn't helping you...then six months later when you're taking your exam and it asks you to describe a rock, you'll quietly smile to yourself. Just do the work, no matter how stupid or unrelated it seems at the time. He knows what he's doing.”

# Voices from the Past

- “Trust me, I’ve always gotten A’s without studying or doing homework. But, this is the first time in my life where just doing the minimum didn’t work. I got a C in your class, but I know I didn’t pass my final exam. I wish I could go back to the beginning and start over and really give your class my full attention.”

*What we do in life  
echoes in eternity.*

# Code of Conduct

- **All Periods: Read selected sections**

# Classroom Tour

- Follow Hampton as he explains:
  - Library Checkout
  - Fish tank
  - Hampton's Computer
  - Supply Cabinets
  - Restroom
  - Kitchen Area
  - Student Computers
  - Hampton's Desk Area
  - Comfy Chairs
  - Bins

# “Find the Fiction”

- 6 statements: 5 are true, 1 is false...
  - Can you “find the fiction”?
1. I always wanted to be an English teacher.
  2. My parents are divorced.
  3. At one point, I had a 1.8 GPA in high school.
  4. I was valedictorian of my high school.
  5. Getting a job in Marion County was an accident.
  6. I have two daughters.



# The Early Years

- Born in 1983.
- Grew up in South Florida.
- Mother was counselor for United Way
- Father was auto mechanic
- Pet growing up = Nugget



# Divorce

- Happened when I was 9 years old
- It wasn't hard...even when together, my father wasn't "active"



# Re-Marriage

- Mother re-married about 2 years later
- My step-father was the opposite of my biological father.



# The New Brother: Jeremy

- After a few years of marriage, my mother and step-father decided it was time to have a child of their own.
- My brother, Jeremy was born in 1997 (I was in the 7th grade).
- Because of his chubby weight, we nicknamed him BUDDHA BELLY.



# The New Brother: Jeremy

- My brother passed away from a day-care accident when he was 3 months old.
- It is one of the most traumatic events of my life.
- Ironically, this horrible event lead me on a path to being in this very classroom teaching you.



The screenshot shows the Florida Department of State website. The header features the Great Seal of the State of Florida on the left and the text "FLORIDA DEPARTMENT of STATE" and "STATE LIBRARY and ARCHIVES of FLORIDA" in the center. To the right is an illustration of a heron standing next to a stack of books and a computer monitor displaying an open book. Below the header is a navigation bar with "Home" and a search box. The main content area displays the title "Child Care Facilities/Jeremy Fiedelholz Safe Day Care Act" and the following details:

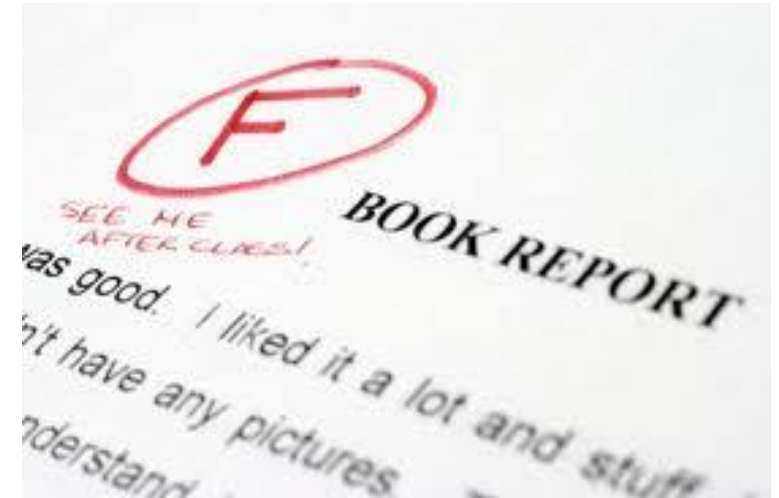
**Year:**  
1999

**Session:**  
Regular Session

**Bill Number:**  
S 750

# Post-Trauma

- Before my brother passed away, I was a B student in school.
- After my brother's death, I found it hard to deal with school. I wanted to go home and sleep and my grades quickly sank...into C's, then D's, and eventually F's.
- I even failed P.E. (Physical Education) because I didn't dress out in my uniform.
  - Final Sophomore GPA: 1.8



# New School

- Parents removed me from my high school and into a new, smaller school.
- New beginning = better grades
- Finished out 10<sup>th</sup> grade year with straight A's



# The Test

- Before I left my old high school, I took a “new” test:
  - The FCAT
    - Level 4 Reading
    - Level 5 Math
    - Writing 6.0
- After getting writing score, I took an interest in English (I had always wanted to be a veterinarian)





# Graduation

- Finished high school with a 3.97 GPA un-weighted.
- Became Valedictorian
- Got accepted into UF
  - Graduated in 2006 with B.A. in English
  - Graduated in 2007 with Masters in Education



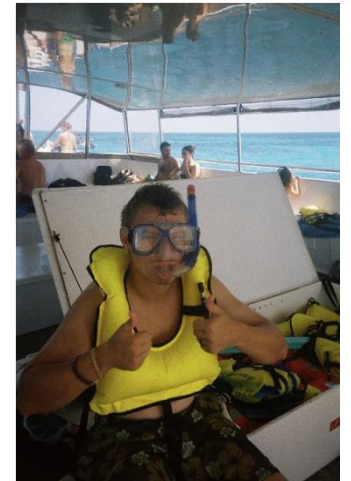
# Marion County

- Taught at Newberry High School in 2006
- Attended job faire in 2007 for teachers.
- Accidentally went into Marion line and interviewed with my future principal
- Offered me job teaching 10<sup>th</sup> grade English
- I am in my 8<sup>th</sup> year of teaching
- I was Teacher of the Year in 2011-2012 (Top 20 in county)



# The Present...

- Married on June 26, 2010
- I have two daughters
- Honeymoon to the Florida Keys
  - Duck Key (Marathon)



# The Future...

- Aiming to return to UF to begin work on a Doctorate degree in Educational Technology (about the use of video games in the classroom).
- My entrance exam (GRE) is on 8.31.13.



# Syllabus Overview (Part II)

- ❑ Review:
  - ❑ Grading scales and percentages
  - ❑ Missed / Revision / Late Work policies
  - ❑ Rubrics

# Issues with Grading

- Grade does not reflect what you know
- Too many assignments / “Fluff” (padding grade)
- Too much cheating
- Quantity vs. quality
- Not enough time to “be a teenager,” especially if you do sports, ex-curricular activities, or just enjoy being lazy.

# Categories

- ❑ Categories will reflect **skills**, not kinds of assignments
  - ❑ Old categories = quizzes, tests, participation, etc.
- ❑ New categories (English/AICE Lang):
  1. Grammar and Language
  2. Writing and Research
  3. Speaking and Listening
  4. Reading
- ❑ Categories = strengths and weaknesses

# Grades

- ❑ Only 4 grades for most assignments:
  - ❑ Advanced Mastery (100%)
  - ❑ Mastery (85%)
  - ❑ Initial Mastery (70%)
  - ❑ Non-Mastery (0%)



# Assignments

- ❑ “Less is more”
- ❑ Only complete 8 to 10 assignments per quarter; receive 12-15 grades (ex., a test that has both grammar and reading questions)
- ❑ Less/no homework given
- ❑ No grade padding or “completion grades”
- ❑ Quizzes will be difficult, but more meaningful (2 questions instead of 10)

# Aiming for “Mastery”

- ❑ You can re-do any assignment for a higher grade
- ❑ Grades of non-mastery (0%) must be revised.
- ❑ But...student must show they know more before being allowed to re-do assignment:
  - ❑ Conference with me
  - ❑ “Prove-It” questions
  - ❑ Completion of all applicable homework.