

## **Freshman Language Arts**

**Ms. Vinger**

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**Room: M-233 (Period 3)**

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**Office: M-239**

**Office Hours: Tutorial or by appointment**

### **Course Description:**

Students examine the major genres through themes related to personal identity, personal journey, and heroism. Students will make connections to thematic units and extend understanding beyond the text. Students will read a balance of contemporary and classic works – short stories, novels, poetry, dramas, non-fiction, and film. This balance of work will encourage students to look at the world through a lens of compassion and understanding for themselves and for those around them.

While working with a variety of core texts such as *The Odyssey*, *The Absolutely True Diary of a Part-Time Indian*, *Aristotle and Dante Discover the Secrets of the Universe*, *Catcher in the Rye*, *The Glass Castle*, *Secret Life of Bees*, *Round House*, *Bone Gap*, *Ball Don't Lie*, *Monster*, and *Romeo and Juliet*, we will focus on the following –

#### **1) Reading:**

- Read at an independent reading level appropriate to grade level; read a variety of fictional, non-fictional, and multi-media texts.
- Make thematic and personal connections to individual texts and how these works connect with texts across the curriculum.
- Determine meanings of words using contextual and structural cues.
- Identify, restate, and/or summarize sequence of events, main ideas, facts, and supporting details and/or opinions presented in texts.
- Draw inferences and make logical conclusions and/or reasonable generalizations about main ideas in a text and supporting these ideas with textual evidence and prior knowledge.
- Identify and analyze the development of themes in and across literary works as conveyed through characters, actions, and images.
- Analyze characters through character's thoughts and feelings, speech patterns and actions, narrator's description, and the reactions of other characters.
- Evaluate how literary elements (conflict, point-of-view, setting, etc.) contribute to the overall effectiveness of a text and the development of its theme.
- Identify and analyze how literary techniques (figurative language, dialect, symbolism, etc.) contribute to a text.

## 2) **Writing:**

- Establish a coherent and clearly supported thesis that engages the reader, conveys a clear perspective on the subject, maintains a consistent tone and focus throughout the piece of writing and ends with a well supported conclusion.
- Use appropriate sentence structure, word choice, and conventions.

## 3) **Speaking and Listening:**

- Students will present work to their peers and practice formulating information that is appropriate to topic, audience, and purpose.
- Students will participate in small group and fill class discussions around major themes and texts.

## **Grading Policy:**

Students are expected to do their best work on every assignment. If a student is having difficulties with assignments or having a personal emergency, student may set up a meeting time with me for help. Students will be graded on meeting general proficiencies related to the writing and reading process.

100 – 90	A
89 – 80	B
79 – 70	C
69 – 60	D
59...	F

## **Required Materials/Supplies:**

- **Spiral Notebook with at least 100 pages (must be able to fit 8 ½ by 11 inch paper)**
- Glue stick
- Pen/Pencil/Highlighter
- Loose-leaf paper

## **Make-up Work/Late Work Policy:**

Homework should be completed by the class time it is due. If student is absent, s/he is responsible for getting missed assignments. If absence is excused, s/he is allowed to make up work without penalty. If absence is not excused or student is late in turning in work, the highest grade s/he can receive on the assignment is a 75%. Student has until the end of a unit to turn in late work. **Once unit is finished, late work will not be accepted.**

## **Classroom Rules:**

- 1) Rules are designed to make sure that a student's behavior does not interfere with the learning of others. During the month of September, students will become familiar with Franklin's policies and procedures. Each student will be given a student handbook that outlines general information, student services, the attendance policy, code of conduct, and so on.
- 2) Cell phones, iThings, and other electronic devices are to be turned off/silenced before class. However, there will be times during class that these devices can be used. For example, some students use their phones as planners. Some students rely on music in order to concentrate on a piece of writing. If student has device out when device is to be put away, they will be given one warning to take care of device. If warning is ignored, I will confiscate the device and student can retrieve device after class. For further details, please see Student Handbook.
- 3) Rules will be enforced as necessary, but there will be more of an emphasis on teaching students how to be responsible for their own behavior. Students will be encouraged to **Strive to be: Thoughtful, Respectful, Organized, Neighborly, Generous. Franklin STRONG!**
- 4) There will be no racist, sexist, or homophobic language of any kind.
- 5) I expect students to stay in class for the full period. Please go to the bathroom during passing time or lunch. If you must leave class, you may do so during work time. You must have a pass in hand while out of the room.
- 6) Food and drink are acceptable, within reason. What you pack in, you must pack out.

## **Plagiarism:**

See attached Academic Honesty Policy.

## **Differentiation/Accessibility Strategies and Support:**

### **Special Education/Individual Needs –**

Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers and parents. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding and extended time to write and work on larger assignments.

## **ELL –**

Strategies used in this class to address ELL needs will include, but are not limited to, the following:

- Posting clearly defined content and language objectives
- Emphasizing key vocabulary
- Providing clear expectation of tasks, slower speech, increased wait time for students response, etc.
- Scaffolding techniques like think-alouds to support student understanding
- Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)
- Using activities that integrate reading, writing, speaking and listening
- Providing regular feedback

## **TAG –**

Strategies used in this class to address TAG needs will include, but are not limited to, the following:

- Challenge prompts
- Flexible grouping
- Independent based learning
- Cluster grouping of TAG students
- Compacting curriculum