

Classroom Management Plan 2019–2020

Level 2 Freshman English

Course Number: 1120

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Course Description

(1120) Freshman English (Grade 9) – CP Level 2

This literature based course is designed to study the four genres of literature: fiction, non-fiction, drama, and poetry. Students taking this course should be reading at grade level. Instruction is designed to develop techniques for reading and writing more effectively, and to develop proficiency in vocabulary and grammar study. This course is designed to promote success on the MCAS. Completion of a research paper is a requirement in the freshman year.

Expectations

Freshman English is a critical year because of the transition from middle to high school and preparation for the MCAS. We expect you to arrive on time to class, be respectful, participatory, and to have all assignments done on time. For extra help on assignments, we will be available after school—just let us know and we can set up a time to meet.

Classroom Procedures

Arriving to class on time is expected on a daily basis as tardiness will not be tolerated. On day that homework is due, you will place your completed work in a designated tray upon entering the classroom. If you do not have your work, we may ask you to submit a note explaining why and include a plan to remedy the problem. This means that on any day that homework is due, you will hand something in regardless of whether you managed to complete your work or not.

Discipline

We expect and insist that all students show respect for their peers in the classroom. English is a subject in which we will explore topics that may be controversial and it is important to exhibit thoughtful and courteous behavior towards others. We must respect each other's beliefs, opinions, belongings and space. Inappropriate or disrespectful behavior or language will not be tolerated in the classroom.

Attendance and Tardiness

Attendance will be taken every day at the beginning of class and tardiness will not be accepted.

Continual tardiness will result in an automatic write up and a call home to discuss strategies for getting here on time. Please refer to the NCAHS policy as outlined in the Student Handbook.

Extra Credit

Extra credit is offered periodically during a term, though not in place of assigned work.

Grading Policy

Homework	25%
Tests	25%
Essays	25%
Reading and Quizzes	20%
Participation	5%

Late Work

Large assignments (essays/projects) can be turned in late for a grade reduction of 10 percent off each day late, up to three days. This counts weekends and vacation days. (Most work can be turned in electronically, so I look at the time stamp.)

Homework, generally, is **not** something that you may turn in late because it's often something that you needed to do to prepare for class the following day (reading or preparing for discussion, for example). Doing these sorts of assignments late does not contribute to your ability to participate in class.

If you have an emergency or something else unforeseen, please let me know, and I will work with you on a case-by-case basis.

Absences

If you are absent, it is your responsibility to find out what you missed and pick up any materials that you need (books, worksheets, notes from friends). Often, items are posted online, so check the webpage. If you need to ask me what you missed, please ask when I can give you my full attention. (The beginning of class does not constitute such a time.)

You will have one day for each day absent to make up the work. Please make arrangements for making up with with me if you are absent for more than three days.

If an assignment was assigned while you were present and was due while you were absent, I'll expect to see it when you return (unless you've had some really catastrophic illness).

If an assignment has been on-going for weeks and is digital (like an essay or research paper), **the due date is fixed, regardless of absence.**

Supplies for Success

- 1) One binder with a folder for English class
- 2) One 1 subject notebook just for English class
- 3) Loose-leaf paper for your binder
- 4) Highlighter
- 5) Access to a computer/internet

Cell Phone Policy

Sometimes cell phones are a great tool to use in class. When that time comes, I'll let you know. Otherwise, keep it out of site (bag or pocket, not on your desk or lap) and don't use it. If you're

using it without permission, I'll have you put it in the class "parking lot." It's nothing personal; it's what I need to do as your teacher.

Phones must be parked in the "parking lot" while you're in the bathroom.

If you think up a good use for a phone while we're in class, raise your hand and ask to use it for the assignment/discussion, etc. There's a pretty good chance I'll say yes.

If we are using phones in class for a purpose, stick to that purpose - I understand the smartphone's temptations calling with their siren song, but be like Odysseus, and tie yourself to the mast.

Class Requirements

- All formal writing will follow essay conventions and MLA style.
- Keep pace with reading assignments.
- Maintain a binder for organizing your materials. Hang on to graded work. (If you want to, store it at home.)
- Maintain your online English folder.
- Keep a notebook (or looseleaf section of your binder) for your writing journal and notes.
- Come to class with writing utensils. I prefer you to write in ink, but pencil is OK if you really must. Ink color does not matter to me so long as it's easily visible to my poor, old eyes. (Yellow, for instance: hard to read. Purple: hooray!)

Attendance and Tardiness

Attendance will be taken every day at the beginning of class. It is possible to fail this course with FIVE ABSENCES. The absence policy and rules regarding excused absences can be found in the Student Handbook. Remember, "The early bird catches the worm" so get to class on time! Students arriving to class tardy on a regular basis will receive a call home or demerits.

SCHOOL PLAGIARISM POLICY

Plagiarism will not be tolerated. As described in the Handbook Policy: *Students are expected to be honest in all of their academic and vocational work. Plagiarism is defined as stealing or use without acknowledgement of the ideas, words, formulas, textual materials, online services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.* This means that they will not engage in any of the acts listed in the Handbook Policy. Please refer to those pages for a detailed description. If a student is found guilty of plagiarism, they will receive a failing grade for the assignment.

Students are required to sign and return the Academic Integrity and Plagiarism Policy page from their handbooks. It is recommended to read through the policy thoroughly, as your signature indicates understanding.

DUE: Fri 9/7/18

Directions: Read the management plan online at barbaradesai.blogspot.com. (Click on the "Freshman English" link on the right.) Read it over carefully with a parent or guardian at home. Once you have both done so, please sign your names below, remove this section from the management plan, and return it to us as your first homework assignment.

I, _____ the parent/guardian of
_____, have read and acknowledge the classroom
policy and discipline expectations explained above.

Student Signature _____ Parent
Signature _____

Parents/Guardians: On the space below, please provide any information that you think would be beneficial to your son or daughter's success in English class this year.

Photo Release Statement:

Throughout the school year there may be times when we take photographs/videos of students' work, students performing an activity or discussion. Those photographs and/or videotaped images will be used within the Aggie community to serve as samples to other students, evidence of learning for teacher evaluation, etc.

Please check here _____ if you do NOT wish to have your child photographed.

Thank You,

Barbara Desai

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Primary Course Materials

No Fear: Midsummer Night's Dream
Night (Elie Wiesel)
Animal Farm (George Orwell)
Literature and Language Textbook

Course Objectives

- o Students will be able to make inferences from a variety of texts and demonstrate their understanding with specific evidence when speaking and writing.
- o Students will be able to reflect on literary themes covered throughout the course and relate them to their own lives, generation and culture.
- o Students will be able to research responsibly by identifying reliable internet and book sources.

Course Outline (Sequence and units are subject to change at my discretion)

(One week) Review 1: Summer Reading Essay Prep—The first major assessment for freshman English is the summer reading essay. On the Friday following the first full week of school, students will compose an in class essay in response to a writing prompt of their choice in connection with the novel(s) read during the summer. In the week leading up to this initial writing assignment, we will review strategies and expectations for outlining and drafting a formal essay.

Assessments

Essay Outline (HW)

Quote Collector Chart (HW)

Summer Reading Essay (Essay)

Test: Short Story + Literary Terms
Short Essay: Analysis
Quiz: Notebook / Organization Check

Common Core Standards Addressed:

- As a class, we will review expectations for formal essay writing including structure, detail, and evidence to support the writer's claims.

- Students will plan, organize and clarify their topics in connection with the available prompts using graphic organizers.

Unit I: The Short Story—(Fiction) Students in Freshman English will explore a variety of short, fictional stories in our first literary based unit where the focus will be on honing analytical and critical thinking skills as we discuss and write about contemporary and classic literature.

Assessments

Quiz: Vocabulary

Quiz: Literary Terms

Test: Short Story + Literary Terms

Short Essay: Analysis

Quiz: Notebook / Organization Check

Common Core Standards Addressed

- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Students will work to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- Together we will analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Ultimately, students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 2: Persuasive Writing + Reliable vs. Unreliable Sources—Students will select a topic that they are passionate about to argue its importance in relation to their own lives (i.e. bullying in schools, the right to work, school uniforms, freedom of expression, etc.). Together we will look for articles related to their topics in which both facts and opinions are used to promote the writer's opinion. Students will then develop short editorials showing both sides of the argument they select.

Assessments

Participation: Discussion

Essay: Persuasive Argument

Short Essay: Opposing Argument

Mini Project: Identifying Reliable vs. Unreliable sources

Common Core or Standards Addressed

- Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Students will introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s),
- Together we will evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Unit 3: A Midsummer Night's Dream (Comedy)—Students will be introduced to the life of William Shakespeare and his contributions to the modern English language through an exploration of his early career and writing as we read the play and discuss the creation of archetypes that exist in literature, classic American fairytales, and even popular movies!

Assessments

Participation: Reading a Role

Essay: Analysis of Shakespearian play

Test: Line Recitation (public speaking)

HW: Reaction Journal + Act Summarization

Quiz: Shakespeare Bio + Elizabethan Drama

Quiz: Characters + Plot

Common Core or Standards Addressed

- Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Students will take a Mid-Term Exam in both Level I and Level II Freshman English

Unit 4: Night (Non-Fiction)—Students will read the harrowing story of Elie Wiesel's real, personal experience of surviving Auschwitz, the most infamous Nazi death camp during WWII. Reading for the unit will include interviews with survivors and an article on Oskar Schindler.

Assessments

Participation: Discussion

Quiz: Wiesel and Death Camps

Quiz: Vocabulary

Quiz: Reading

HW: Reading + Journals

Essay: Exploring Non-Fiction

Common Core or Standards Addressed

- Students will analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- Students will propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Mini Unit 4 (a): Schindler's List(Non-Fiction)—Students will view the film Schindler's List after a thorough examination of the camps as captured in Night. Students will use the film to choose a topic for the research paper and write a short essay on Schindler and the opportunity of survival he created during this horrific era.

Parental consent is required in order for your child to view this film because it is rated R for violence, language, and some sexuality.

Assessments

Quiz: Viewing Packet

HW: Reaction Journal

Short Essay: Comparative Writing

Common Core or Standards Addressed

Students will analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

As a class we will respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit 5: The Freshman Research Paper—Students will demonstrate organizational skills to research a topic related to the Holocaust as we collect research, draft, and cite information relevant to each topic.

Assessments

Participation: Daily Research Notes

Quiz: Outline

HW: Collected Evidence

Essay + Test Grade: Research Paper

Common Core or Standards Addressed

- Students will 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.
- Through collaborative or individual assignments and projects students will use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Students will develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- In addition, students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit 6: Animal Farm (Fiction)—As a class we will explore the use of satire in Orwell's work to understand the use of fantastical elements in an attempt to critique world events and inspire activism against Totalitarian governments.

Assessments

HW: Reading + Journals

Participation: Mind Maps

Essay: Evaluating literary techniques in writing

Quiz: Orwell + Literary Terms

Quiz: Vocabulary

Quiz: Reading

Major Assessments: (Failure of any of the following assessments may result in a failing grade for the term)

Summer Reading Essay

Mid-Term Exam

Romeo and Juliet Line Memorization and Recitation

Freshman Research Paper

Final Exam