



Language Arts Survey (LAS)

Period 6/7

Ms. Rebecca Lahey

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COURSE DESCRIPTION

This course is designed to help students develop and practice communication skills. Throughout the class, we will learn language skills for reading, writing, listening and speaking.

Various topics may include research and organization, visual and presentation skills, analysis and critique, and discussion and direction. Students will read for content and comprehension, write formally with purpose, listen and share in discussions, and create and share presentations focusing on persuasive, explanatory and directional criteria.

CLASSROOM EXPECTATIONS AND PROCEDURES

It is expected that each student comes to class prepared for that day's lesson and is engaged to learn, while being respectful of his/her teacher and classmates.

Respect

It is important that everyone respects themselves, their peers and their teacher. We all have opinions to contribute. Support each other and listen while others are talking. Appreciate the different perspectives that everyone can bring to discussions. Always be kind and considerate to others.

Participate

A good portion of the English curriculum requires discussion. Therefore, everyone must participate and give valid input during class activities. Everyone is not going to have the same opinion, and that is okay. It is important to have different opinions, and we must appreciate and learn from all sorts of perspectives.

Try Your Best

Everyone makes mistakes. This is why revising and editing are part of the English curriculum. However, the most important thing is to try your best and learn from your past mistakes. We will grow as readers and writers throughout the year, but in order to do that we must put in our best effort.

Questions

Questions are always encouraged during class. Do not be afraid to ask. Your classmates may have the same questions that you do. It is important that I address your concerns in order for us all to learn. However, keep your questions relevant to the situation to respect your classmates' and your teacher's time.

Food/Drinks/Bathrooms

Hydration is very important! You may bring water into the classroom, but not any other drink. Because of the school's Peanut-Aware Policy, students should not bring food into the classroom. If you have to use the bathroom during class, just ask.

Technology

Technology, including school-issued laptops and personal devices should only be used for class specific learning. There is a 3-Strike-Policy that will be applied, if a student is seen using a device inappropriately:

1. Warning from a teacher.
2. Device will sit on Ms. Lahey's desk for the rest of the period.
3. 0/9 Block will be issued.

Exception: Students are allowed to listen to music on devices during work/reading time, as long as it does not distract from class work. However, please make sure the music is at a reasonable volume. This is a privilege. If it is abused, I will rescind the exception.

Late Work

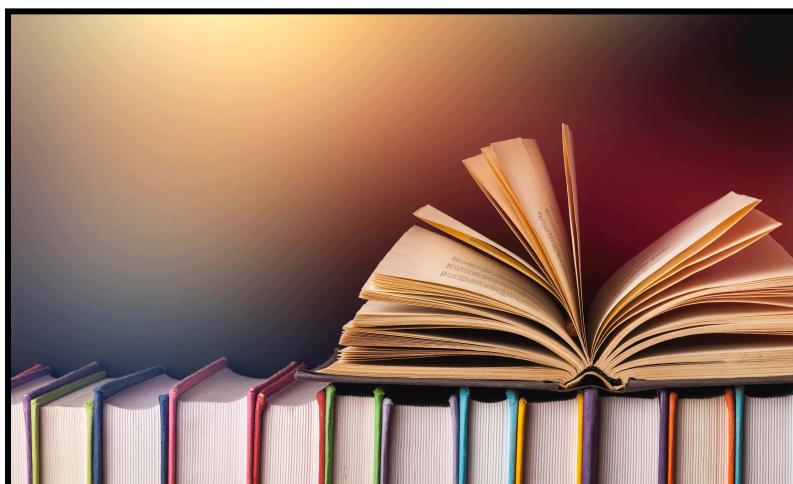
Every day that an assignment is late, 5% of the grade will be dropped from the original worth of the assignment. It is important that you complete your work on-time. In the future, your teachers and bosses may not accept work that is turned in late. Get into the habit of turning assignments in on-time right now!

Retake Policy:

Students are allowed to retake or revise Final Writing/Presentation Assignments/Test **one time**, if they are unhappy with their grade. However, the worth of the score can only reach 90%.

Plagiarism and Cheating

You would be upset if someone stole your ideas and used them as their own, so do not do it to someone else. Plagiarism and cheating is completely unacceptable. If you do, you will have a mandatory meeting with myself and your parents about your actions. Afterwards, you are required to redo and hand-write the assignment for partial grade. **JUST DON'T DO IT.**



Units

Unit 1: Public Speaking Tools

- Textbook -Chapter 1 -Public Speaking
 - Read the chapter, discuss the material with your partner, and review the summaries and questions at the end of the chapter.
 - Prepare for a brief assessment over this chapter.
 - Interview your semester partner. Share your discoveries with the class in a roundtable session.
 - Share with your semester partner the value of public speaking along with the necessary tools of reading and writing as well. Bring findings to classroom discussion.

Unit 2: Utilizing Writing and Speaking to Explain

- Share the Shoebox
 - The shoebox is a presentation where each student will share the ten most important things in his or her life with classmates. The instructions are quite simple for this project.
 - You may use NO technology
 - You may only use 2 pictures
 - All items must fit in your shoebox
 - You must determine the order of explanation
 - Least to greatest importance
 - Greatest to least importance
 - You must develop an essay with appropriate structure, grammar, and mechanics prior to presentation day.

Unit 3: Advertisements

- This unit breaks down what we see in advertisements in modern media.
 - Students will analyze different advertisements for Monroe's Motivated Sequence.
 - Students will create their own advertisement using the common sequence and present or perform their work for their classmates.



Unit 4: Debates

Organized

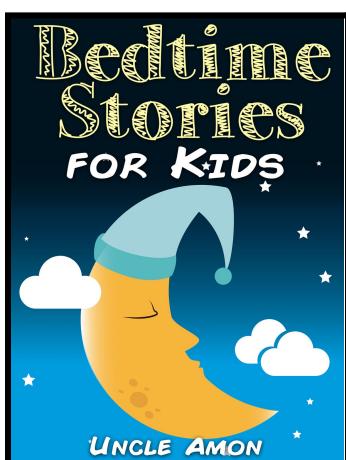
- Film: the Great Debaters
 - We start by watching the film the Great Debaters and then learn about how to organize and prepare for a debate, including: opening and closing points, rebuttals, main statements etc. Then groups of students will go head to head against each other in a debate on relevant teenage topics.

Unit 5: Reading Comprehension and Discussion Group Practice

- Novel: *Staying Fat for Sarah Byrnes*
 - Throughout this unit we will read, write and share our thoughts about the novel.
 - This unit includes: partner shares, group discussions, opinion shares, persuasive talks, brief essays, vocabulary assignments, quizzes, along with a final project and reflection to incorporate how we, as students, can stop this problem from plaguing students in our school.

Unit 6: Explaining a Process

- Chapter 9 - Explaining a Process
 - This next unit covers the problems of explanation and understanding. Each student will explain a process to the class.
 - Each student must, prior to presentation, develop a proposal for the instructor, create a formal outline of the presentation, and create handouts of directions valuable for the rest of the class.
 - Presentations must be at least 6 minutes in length and no longer than 10 minutes.
 - Each student will receive feedback from the teacher and from his/her audience (in written form) also.
 - This is the final presentation for the semester and is valued as a semester test grade.



Unit 7: Dramatic Reading - Bedtime Stories

- Throughout the unit, students will take part in a dramatic reading time, where they use skills of expression, pitch, tone, rate and volume that they have worked on all semester. Students will read a children's book to the rest of their classmates (or if possible reading to students at the elementary school).