

Syllabus | Newcomer Language Arts 1

Newcomer Language Arts | room 112 & 114 | 2024-2025
Sarah Bullock | sbullock@rsd7.net | 501-667-3186 Ext. 1184

Class Description

Welcome to Newcomer Language Arts 1! This class is a year-long, 1 credit Language Arts class. We focus on learning 9 & 10 grade-level Language Arts standards and the English language. You will write and read in English. You will learn language and concepts that will help you be successful in your classes next year. You will receive home language support throughout the class to help you understand key concepts.

Materials

Bring these every day:

- ☐ a pen or pencil ☐ planner ☐ chromebook

Grading and Assessment

Grades

There are 2 types of assignments in this class.

Mastery assignments are graded using a percentage scale.

Classwork is graded using a 4-point scale.

Letter Grade	Grade %	4-point Scale	Description
A	90-100%	4	The student fully understands the content and the course objectives have been mastered .
B	80-89%	3	The student understands the content and course objectives at an above average level .
C	70-79%	2	The student understands the course content and course objectives at an average level .
D	60-69%	1	The student the course content at a below average level and a minimum of course objectives are met.
F	50-59%	0	The student has not met a sufficient number of course objectives to pass a minimum level and receives no credit .

Categories

Category	Weight	Description
Mastery	60%	You can show that you've learned skills by doing original work on projects, essays, speeches, and tests.
Classwork	40%	You stay engaged with practice work to help you build skills, such as class activities.

Late Work and Retake Policy

- You can redo or turn in late classwork, homework, and mastery assessments from the current quarter for full credit.
- In-class assignments cannot be made-up unless you have an excused absence.

ELD Norms: Rights and Responsibilities







Rights	Descriptions
Feel respected in class and school	If any student or teacher is making you feel disrespected, tell them how you feel with an "I" statement and/or tell a teacher.
Feel safe in class and school	If any student or teacher is making you feel unsafe, tell them how you feel with an "I" statement and/or tell a teacher.
Ask for help	If you need anything, let your teacher know.

Responsibilities	Consequences
No food allowed in the room! Eat breakfast and lunch in the commons, snack in the hallways	If a teacher sees you eating in class, she will put the food in the food box until the end of the period.
No phones or headphones allowed! Unless you are given a green pass	Put your phone in your backpack when entering class. If a teacher sees you using a phone, she may take it until the end of the day.
Be on time! Please be in your seat with your materials ready when the bell rings.	If you are late, you will be marked tardy.
No hate speech or school inappropriate language! Please use kind and respectful language. No bad words, name calling, or hurtful language.	If a teacher hears you using hate speech or school-inappropriate language, you will be the focus of a class discussion, a conference with you, or a conference with parents.
P.O.W.E.R.	We follow POWER expectations every day.
Hall Passes Ask the teacher for permission to leave the classroom. Use the passes in your planner when you need to leave the classroom.	If you leave without a pass or are gone for a long time, you may not have permission to leave class for the rest of the week. The teacher may write a referral.

Outline of Units:

Unit 1: Introduction to the Language Arts Classroom **September**

- **Understanding:** Introduction to class routines. Get to know your teacher and classmates. Print concepts and text features.

<ul style="list-style-type: none"> • Assessment: Vocabulary and print knowledge. 	
Unit 2: Narrative October <ul style="list-style-type: none"> • Understanding: Reading stories. Identifying the elements of a narrative. Retelling a story • Assessment: Vocabulary and narrative text elements • Project: Written summary 	
Unit 3: Informational text November - December <ul style="list-style-type: none"> • Understanding: Reading informational texts. Citing sources used for research. Writing a topic sentence. • Assessment: Vocabulary and non-fiction text elements • Project: Research and write a one-page research report with bibliography. 	
Unit 4: Memoir – Narrative writing January - February <ul style="list-style-type: none"> • Understanding: Reading model texts. Sequencing events. Using detail in writing. • Assessment: Vocabulary and narrative text elements. • Project: Write a personal memoir. 	
Unit 5: Informational and Persuasive writing April <ul style="list-style-type: none"> • Understanding: Reading informational texts. Expressing an opinion. Using evidence to support an opinion. Citing sources. • Assessment: Vocabulary and persuasive text elements. • Project: Fieldtrip; research and write a 5-paragraph persuasive essay with bibliography. 	
Unit 6: Poetry May - June <ul style="list-style-type: none"> • Understanding: Reading and writing poetry. Learning about figurative language. • Assessment: Vocabulary and elements of poetry • Project: Write a collection of poems and present to the class. 	

Read this with your guardian

Sign below and return to Ms. Bullock

Parent signature _____ Date _____

My signature _____ Date _____