

## **Manhattan High School - P35M @ Beacon High School**

**522 West 44<sup>th</sup> Street 2<sup>nd</sup> Floor New York, NY 10036**

### **English Language Arts**

**Applicable Course Code(s):** EEf87QQB

**Course Names:** English 7/8

**Instructor:** Ms. Medina

**Office Hours:** Prep Period 8:10-8:55 OR Before & After School (by appointment only)

**Email:** [Mmedina25@schools.nyc.gov](mailto:Mmedina25@schools.nyc.gov)

**Year and Term:** 2019 Summer Session

**Room:** 218

**School Contact Number:** (212)-465-4390

### **Manhattan High School Mission and Philosophy:**

The mission of Manhattan High School is to provide an appropriate education in the least restrictive environment based on a student's identified needs, strengths and interests. The school environment believes all students can learn regardless of his/her disability. Students are provided with all necessary resources to transition into less restrictive environments by improving their academic and social skills. All students will be provided with a rigorous education and supported by caring community of educators and administrators. Our educators will prepare all students for post-secondary opportunities in college and/or in the workplace.

### **My Personal Mission and Philosophy:**

All young adults, regardless of disability, deserve to reach the highest level of independence possible. All young adults can become contributing members of society through a rigorous education and access to opportunities in the workplace and post-secondary education. Education and instruction is critical to breaking down the barriers and social stigma for individuals with disabilities, regardless of age, to be an integral part of our community. This education and instruction cannot be provided to our youth by one mere individual, but a dedicated community. A community which comes together and puts together all accessible resources to help individuals with disabilities reach independence. Educators are reflective professionals who promote justice, create caring and safe classroom environments, and provide opportunities for all students to be successful learners.

### **Course Description:**

The purpose of this course is to provide students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. In this English we think critically about a texts as they relate to the human condition. Simple comprehension of a literary work's guiding features, plot, characters, and themes is no longer the focus; the identification of such features should be automatic. Now, you will be asked why did the event happen? How does the structure of the plot both reinforce commonly held archetypes and break the mold with creative storytelling? How did the author develop the character to tell the story and reinforce their message? What was the author's intended message(s) and how well did they develop them? In reference to those messages, what is your interpretation of the story's message? How did the author use specific literary elements and word choice to enhance the overall theme and artistry of the literary work? You will be breaking texts down, analyzing how all the pieces fit together, and evaluating the effectiveness of the writing.

### **Applicable Common Core Skills Addressed:**

CCSS.ELA-LITERACY.RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.W.11-12.1.D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

### Course Objectives:

Students will demonstrate their ability to:

- Employ active reading skills for varied texts to determine what they say explicitly, as well as the logical inferences that can be drawn from the texts
- Critical analysis of various types of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- Students will employ various writing techniques and skills for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text- based evidence and reasoning
- Employ effective listening and speaking strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- Collaboration amongst peers to develop socialization skills

### Course Grading:

Requirements	Percentage
Classwork, Participation, & Behavior	40%
Tests & Quizzes	20%
Projects & Essays	30%
Homework	10%

**\*Note:** The focus of this class is depth rather than breadth. While every effort will be made to address all aspects of the syllabus, time constraints, student absences, and unforeseen circumstances may require revisions to the syllabus as the school year unfolds. The learning goals of each unit should be addressed; however, some pieces may be removed or revised.

### Course Materials/Required Texts:

These materials are required in class everyday. Coming to class prepared is a part of your participation grade.

- 2 Folders
- Pen or Pencil
- Loose-leaf paper
- Supermarket by Bobby Hall

### **Course Requirement and Evaluation:**

Upon completion of this course, students will be able to:

- 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.
- 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.
- 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.
- Assess how point of view or purpose shapes the content and style of a text.
- Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and informational texts.

### **Expectations and Guidelines:**

- Homework is due at the beginning of the period.
- Successful students will attend class regularly and be on time.
- Successful students will demonstrate skills indicative of quality workers by bringing required materials, completing homework assignments, participating in class discussions, and respecting the opinions of others.
- Successful students will demonstrate accountability by listening closely in class.
- All final drafts of major written assignments are to be typed and must adhere to the essay format (MLA), unless otherwise specified.
- Students are not allowed to use cell phones while in class, unless otherwise stated. Therefore, if a student is seen using their cell phone for any reason other than classwork, it will negatively impact their grade.
- Students are not allowed to leave the classroom without a hall pass. Only one student at a time can use the restroom. If your student has any physical problems or side effects from medications, please discuss this with a counselor or the teacher.
- A Zero Tolerance Policy is enforced concerning cruelty, harassment, excessive teasing, discrimination, bullying, violence, and intimidation. Foul language, derogatory remarks, and disrespect toward classmates, teachers and school staff will not be tolerated.
- A Zero Tolerance Policy is enforced concerning cheating on tests and quizzes and plagiarism.
- Students are expected to respect the property of others (including writing on or defacing desks).

### **Attendance Policy**

In case of absence, excused or otherwise, students are expected to complete any classwork or homework assignments they have missed in order to receive an academic grade without penalty. The assignments will all be available on Skedula/Pupil Path. The student will receive a grade of “0” for the classwork assignments on the missed day until the student hands in the missing work. All missing work will have a maximum amount of 5 days given to complete any missing assignments. It is the student’s responsibility to follow up with me to ensure he/she makes up any missing assignments.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_