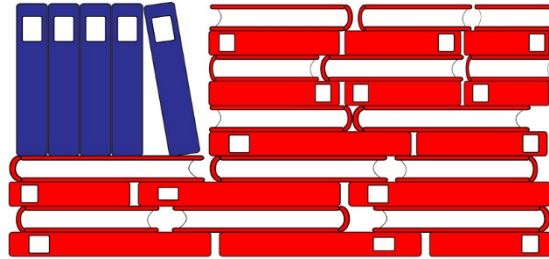


P.S. 035 Manhattan High School
Course Codes: EES86QQR
Syllabus for: English 6
Teacher Name: Marc Landas
Year and Term: Spring Term 2021

American Literature Part 2



A M E R I C A N L I T E R A T U R E F E S T I V A L

Learning Standards: From New York State Common Core Learning Standards for English Language Arts & Literacy

Reading Standards for Literature

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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).

Craft and Structure:

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-LITERACY.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity:CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Texts**Key Ideas and Details:**CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative,

connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RI.11-12.8

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

CCSS.ELA-LITERACY.RI.11-12.9

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

Text Types and Purposes:

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.11-12.2.E

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.W.11-12.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.11-12.9.A

Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-LITERACY.W.11-12.9.B

Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing:CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards**Comprehension and Collaboration:**CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)

Standards of Language**Conventions of Standard English:**CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.1.B

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.2.A

Observe hyphenation conventions.

CCSS.ELA-LITERACY.L.11-12.2.B

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.3.A

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-LITERACY.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate

independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Course Description:

The English 6 curriculum is designed to enhance your knowledge of American history, increase your appreciation for American culture, and develop your writing and speaking skills through a thorough examination of literature from 1850-modern times. Students are required to read and critically analyze the literary selections, but, more importantly, to respond to those works in expository, analytical, and argumentative writing. Students will also be asked to write personal responses to writing and to create pieces imitating the authors being studied.

The principles of good writing will incorporate demonstrating mastery of vocabulary and organization. Students should anticipate weekly reading assignments, weekly vocabulary work, and writing to be worked on over time using the writing process: including planning, rough draft, revision, and final draft writing.

Time will also be devoted to preparation for the PSAT/SAT exams and the NYS English Regents Exam.

Calendar or Unit Map:

Unit 1: The Realistic Period – (1865-1900) – selected authors such as Kate Chopin, Emily Dickinson, Mark Twain, and Walt Whitman.

Unit 2: The Naturalist Period – (1900-1914) – selected authors such as Theodore Dreiser, Jack London, and Edith Wharton

Unit 3: The Modern Period – (1914-1939) – selected authors such as Willa Cather, e.e. cummings, William Faulkner, F. Scott Fitzgerald, Robert Frost, Ernest Hemmingway, Langston Hughes, Edna St. Vincent Millay, Carl Sandburg, Gertrude Stein, and John Steinbeck.

Unit 4: The Contemporary Period – (1939-present) – selected authors such as Maya Angelou, James Baldwin, Arthur Miller, Toni Morrison, Sylvia Plath, Amy Tan, John Updike, Kurt Vonnegut, Alice Walker, Tennessee Williams, and Richard Wright.

Independent reading: Students will select fiction and non-fiction of various genres from selection available online or through the public library.

Course Materials:

- computer
- pens (blue or black ink)
- sharpened pencils with good erasers

- a loose leaf binder with loose leaf paper
- a folder with two pockets for your work
- a Google account for manhattanhs.org
- Other suggestions include: colored pencils and pens; highlighters; Post-it notes; index cards; a dictionary; a thesaurus; a public library card

Grading policy:

I. Attendance and Lateness (15%)

- A. You must sign in for school wide attendance using form provided by Mr. Negron. This will be posted to Google Classroom everyday.
- B. You must sign in before 2:00 PM or you will be marked absent for the day for schoolwide attendance.
- C. You must also do one or more of the following every day, Monday through Friday, to have your attendance taken in your subject class:

On the one day we do have live instruction:

- 1. Attend the required weekly Google Meet for live instruction. The only way you will receive credit for attendance on the day of live instruction is attending and having your camera on. Simply posting that you are here to Google Classroom will not count on days of live instruction.

On the four days we do not have live instruction:

- 2. Post a comment to Google Stream indicating that you are here
- 3. Submit an assignment to Google Classroom
- 4. E-mail your teacher or paraprofessional
- 5. Speak with the teacher or paraprofessional on the phone

6. Text message your teacher or paraprofessional
 7. Use Google chat to communicate with the teacher or paraprofessional
 8. Have a Google Hangout or an individual Google Meet with the teacher or paraprofessional
- D. You are late for class if you arrive 5 minutes past the scheduled time for the beginning of the meet. I will mark you late in Skedula/Pupil Path.
- E. *If you are late, please enter the room quietly and respectfully.*
- F. Excessive absences and/or latenesses will affect your grade.
- G. Focus on the lesson and work on the assigned tasks (listening, taking notes, reading, writing, and other tasks). The more you concentrate the better it will be for everyone in the room.
- H. I reserve the right to ask you to leave if you are disruptive such as posting inappropriate comments in the chat box or engaging in inappropriate behavior online or on the phone.
- Your misbehavior will be reported.

II. Participation and Behavior (25%)

- Be a courteous listener. You are to listen to me, to other adults in the room, and your peers. Please do not interrupt someone else who is speaking.
- To be recognized in a class discussion, please RAISE YOUR HAND. Talking out of turn is rude and disruptive to everyone. Speak in a clear voice with a tone that is loud enough for everyone to hear but without shouting.
- Even if you do not agree with someone's point of view, make sure you respond to the issue being discussed; it is inappropriate to insult or verbally attack the person.
- If you are asked to work in groups, please be sure that you participate in the group

activity, either by sharing ideas or according to the group role you have been assigned such as reader, note taker, checker, or presenter.

- Be prepared for class with computer, notebooks, books, handouts, supplies, and assignments.

III. Assignments (60%)

- Classwork and Homework (whether it is checked, collected, or graded). 25%
- Quizzes, Tests, and Essays 20%
- Research, Presentations, and Projects. 15%

All work will be assigned a due date. An assignment is late if you do not have it when it is collected or checked. It is better to submit some work, even if it is incomplete than not submitting anything at all. If you do something, you may receive partial credit. If you submit nothing, you will receive a zero and you may not make up the work. It is your responsibility to contact me about any work you have missed.

Other expectations:

1. Books

Since this is remote learning, much of the reading will be assigned using various websites and work posted online. You will often have access to audiobooks, videos, and other resources to help you with your reading.

2. Your personal best and future success

- High school is a great place to prepare for situations where you may be interviewed for a job, or a college or university. You wouldn't wear a hat, a bandana, or baggy pants hanging down below your waist, on these occasions. You also wouldn't fix your hair or make-up, use your cell phone, chew gum, eat, or drink at those times. Practice now to succeed in the future.

- Think before you speak. Use appropriate language; avoid cursing or using language that may be offensive. This shows maturity and respect for yourself and others.
- Ask questions and ask for help when necessary. Ms. Bracy and I are happy to help. Please email me or Ms. Bracy so we can schedule another time that is mutually convenient.
- Use the following email addresses: mlandas@manhattanhs.org or Ms. Bracy lbracy@manhattanhs.org . My phone number is (203) 617-8309. You can call me or text me. If I'm not available, leave me a voicemail or text message and I'll get back to you.
- You can also contact using Google Chat. It's like text messaging and Google Hangouts. Please accept all Google invitations from me and other staff members for Google Calendar, Meets, Chat, and Hangouts.

3. Academic Integrity

- All work that you submit must be your own work. It is dishonest to do any of the following:
 - Copy and/or submit anyone else's assignment, even if you have changed it.
 - Copy from a source without giving proper credit and in the proper format. That is called plagiarism. (You will learn about citations and bibliographies throughout high school and college. These are the proper ways to give credit for sources).
 - Cheating on any type of assignment (see #3 above) whether you cheated or helped someone else to cheat.

If you do any of these things, you will receive a zero and be referred for discipline.

Please see the contract on the next page.

P.S. 035 Manhattan High School
Course Code: EES86QQR
Syllabus for: English 6
Teacher Name: Marc Landas
Year and Term: Spring Term 2020

American Literature Part 2



Please share this contract with your parent(s) or caregiver(s)

Your name in print and the date

Your signature and the date

The name of your parent or caregiver in print and the date

The signature of your parent or caregiver and the date

Please send a signed copy of this document back to me by PDF or JPEG.
My email is mlandas@manhattanhs.org.