

## **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):** EES86QQB-03 & EES86QQB-08

**Course Names:** English Language Arts 6/8

**Year and Term:** 2020 Spring Session

**Instructor:** Ms. Medina

**Room:** 205 & 211

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

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

**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:**

English Language Arts section 6 out of 8, will enable students to become skilled readers of wide range of literature, including prose, short stories, and novels. Students are expected to read and respond to a variety of literature both independently and in group discussions. They will be expected to exhibit their critical thinking skills in discussions and in writing. All facets of language arts - listening, speaking, reading, and writing will be covered. The study of language in use – grammar, mechanics, sentence structure, and usage will be incorporated as well. Test-taking skills and enrichment activities will also be tackled. This English Language Arts course focuses on vocabulary building, test taking strategies, and several literary genres. Over the course of the year, we will utilize literature to focus on these central questions: Is there a difference between reality and truth? Can progress be made without conflict? What kind of knowledge changes our lives? Does all communication serve a purpose? To what extent does experience determine what we perceive? Can anyone be a hero? The course is written to Common Core standards and will challenge students to critically think about literature. Students will involve themselves in self-assessment as well as in teacher guided practice and assessment throughout the class.

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

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.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.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.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.

### **Course Objectives:**

- Students will demonstrate prior knowledge and zone of proximal development
- Students will demonstrate understanding and analysis of literary elements and author's craft through oral and written responses
- Students will demonstrate making connections between the text and broader world applications
- Students will demonstrate understanding of the writing craft including ideas, organization, voice, word choice, sentence fluency, and conventions
- Students will demonstrate citing information in oral and written responses
- Students will demonstrate the ability to listen and respond to others
- Students will demonstrate the ability to lead discussion and take responsibility of independent work

### **Course Grading:**

<b>Requirements</b>	<b>Percentage</b>
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: \_\_\_\_\_