

**Manhattan High School - P35M**  
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**English Language Arts**

**Applicable Course Code(s):** EES83QQR-01, EES83QQR-02, & EES83QQR-03

**Course Names:** English 3/8

**Year and Term:** 2020-2021 Fall Session

**Instructor:** Ms. Medina

**Room:** Remote Teaching (Zoom/Google Meets/Google Classroom)

**Office Hours:** By appointment only. Please contact me via email to make an appointment. See email below.

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

**School Contact Number:** (212)465-4390 or (212)247-4307

### **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 3 out of 8 is a comprehensive 10<sup>th</sup> grade English course of literature, composition, and language, including listening and speaking. This course is designed for students of varied language arts abilities. The emphasis in this course is on developing critical thinking skills through the analysis of a variety of literary genres. Students will engage in reading both contemporary and classical works. Through practice in producing a variety of forms of writing for different audiences and purposes, students work to develop a personal style while improving research and argumentative writing skills. Grammar, usage and vocabulary instruction are integrated into the study of literature and writing. Expectations include a willingness to take risks, contribute, and work creatively. Assessment is based on the quality of written assignments and tests, engagement in class activities, oral presentations, participation in-group work, and the consistent practice of reading for pleasure.

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

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

### CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

### CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## **Course Objectives:**

Students will be presented the opportunity to develop skills and knowledge to:

- Cite textual evidence to support analysis of what the text says and draw inferences.
- Determine a theme or central idea of a text and analyze its development over the course of a text.
- Analyze how complex characters develop, interact with other characters and advance the plot and theme of a selection.
- Analyze how an author's choices concerning how to structure a text and manipulate time create different effects.
- Determine the meaning of words and phrases as they are used in the text, and analyze the impact of word choice on meaning and tone.
- Write arguments to support claims with valid reasons and relevant evidence.
- Will craft informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Will craft clear and coherent writing appropriate to task, purpose, and audience.
- Develop and strengthen writing by planning, revising, editing and rewriting for a specific purpose and audience.
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Initiate and participate in a range of collaborative discussions.
- Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric to identify any fallacious reasoning or exaggerated or distorted evidence.

## **Course Grading:**

Requirements	Percentage
Classwork, Participation, Attendance & Behavior	70%
Tests & Quizzes	15%
Projects & Essays	15%

**\*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.

- Pen or Pencil
- Loose-leaf paper

- Technology to access Zoom, Google Classroom, Google Meet, etc. (\*This is the key material for remote instruction)

### **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.
- 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.

### **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 and/or Google Classroom. 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: