

Junior English Language Arts (ELA) 2019-2020 EE585QQB

P35M Manhattan High School@Beacon	Room 218
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Course Description

11th grade English Language Arts is designed as a study of American Literature. The theme of our studies this year is “The American Dream” and how it has changed over the years. Students study novels, short stories, poetry and drama by the most influential American writers. Students will learn critical analysis of the text, formulate informed and evidence-based arguments based on analysis, and construct a range of written products. Literary elements and devices used by writers will be discussed and used to aid in writing and in understanding the texts. Students are in a Regents year. All Juniors will take the English Regents in June of 2020.

Standards Covered

CCSS ELA Literacy

11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.

11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.

11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.

11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

11-12W1b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.

11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic. 11-12W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts. 11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented

11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively,

and build on those of others.

11-12SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.

11-12SL1b: Work with peers to set norms for collegial discussions and decision making, establish clear goals, deadlines, and individual roles as needed.

11-12SL1c: Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

11-12SL1d: 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. 11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems. 11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone

Grading Policy

Homework	35%
Classwork	15%
Exams	30%
Participation	5.00%
Projects	15%

Homework Policy

All homework is due on the day given. I will post grades on SKEDULA as I grade the assignments. I will attach the work, if I can, to SKEDULA so students can download missing work and do it at home.

If a student is absent s/he must see the para to get a copy of the work missed in class.

All assignments to be submitted must to the para.

Oct. 17 is the last day I will take late work from September and October. November 10 is the last day for any work to be submitted for the first quarter. December 20 is the last day for all work from November and December. January 16 is the last day for work for the semester.

Unit I

Short Story-students will read and analyze short stories by some of the best known writers in America in order to learn the important literary elements that are found on the NY

Regents ELA test.

- students will learn to compose and edit argumentative essays based on a variety of readings provided for them.
- students will learn to analyze a piece of literature and write about the theme of the piece of literature as well as how the author was able to convey it.

Unit II

The Great Gatsby-students will learn about the “American Dream” through the literary analysis of F. Scott Fitzgerald’s famous novel.

- students will research a topic about the 1920s and create a visual presentation to present orally to classmates.
- students will write a paper in response to a prompt about one of the themes of the story.

Unit III

Writing-Students will learn to create a five paragraph essay based on readings.

- students will learn to create an effective introductory paragraph.
- students will learn to create three supporting paragraphs with sufficient detail.
- students will learn to write a strong conclusion.
- students will review grammar and how to build strong sentences.