

## Sr. English Language Arts 2019-2020 EE587QQB

P35 Manhattan High School@Beacon	Room 218
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### Course Description

Senior English Language Arts is a course that is designed around a theme and all materials will support the theme. This year the focus is on UTOPIAN/DYSTOPIAN literature. The students will learn critical analysis of the text. The literary analysis will be taught by highlighting elements of literature and the literary devices authors use to convey meaning in their works. Students will also read a broad list of nonfiction texts in order to learn how to critique and analyse for meaning. Students will compose essays using given texts or through research in order to formulate and write an argumentative essay. Two research projects will be assigned and students will present their findings to the class as an oral presentation. Students analyze literature through the lens of an author's intent and use of language.

### NY State Common Core Standards

**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.**

**RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.**

**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. RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.**

**11-12R3: In literary texts, analyze the impact of authors' choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.**

**RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem**

**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.

**11-12W1f:** Maintain a style and tone appropriate to the writing task

**11-12W6:** Conduct research through self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

**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

### **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**

Introduction to the ideas and history of Utopias and Dystopias by learning about ideas from Plato's Republic and by reading "Harrison Bergeron".

1984 by George Orwell. The story of Winston Smith a man who is trying to be an individual in an authoritarian society. Students will discuss the book in the context of the historical era in which it was written and its relevance to modern society. We use many examples of nonfiction writing-newspapers, magazines, video clips-to supplement our discussion.

## **Unit II**

The Circle by Dave Eggers. The story revolves around a young girl working at the most popular computer company in the world. The story is a Utopian piece but we will analyze it to see at what price does the individual give up freedom for Utopia. Nonfiction literature, magazines and videos will be used to supplement our study. A paper will be completed relating to the story.

## **Unit III**

Poetry through Utopian/Dystopian songs and poems. Our final unit for the semester involves learning about the structure and meaning of poetry. We begin our study using songs that are thematically Utopian/Dystopian to gain a sense of meaning. We then read further into the canon of poetry to find meaning in other poems.