

**Manhattan High School – P35M @ Main Site**

**317 West 52<sup>nd</sup> Street New York, NY 10019**

**English Language Arts**

**Applicable Course Code(s): (EES85QQM-5), (EES85QQM-6), (EES85QQM-7)**

**Course Names:** English 5/8

**Year and Term:** 2022 Fall Session

**Instructor:** Ms. Medina

**Room:** 310 or 404

**Office Hours:** Prep Period 8:15-8:45 OR Before & After School (by appointment only)

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

**School Contact Number:** (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 5 out of 8 is a comprehensive English course of literature, composition, and language, including listening and speaking. The study of literature includes reading and comprehending a wide variety of literary forms including short stories, nonfiction, poetry, drama, novels, and spoken and visual texts. The course offers supportive reading strategies for a variety of purposes. This course also focuses on the writing process through response to literature, creative writing, and connections to real-life situations and problem-solving. The study of language targets usage, mechanics, and strategies for vocabulary development integrated into literature and composition components. In addition, the course will teach grammatical concepts and applications. Students will review punctuation, capitalization, spelling, and usage as well as work on logical thinking and various modes of composition, including the research paper. Listening and speaking skills are also developed throughout the course.

**Applicable Common Core Skills Addressed:**

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.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.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.

### **Course Objectives:**

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

- read, examine, and analyze various subgenres of literature (fiction and nonfiction stories, drama, and poetry) and informative texts.
- determine central themes of text and provide textual evidence to support their findings. analyze and identify plot structure, character development, and author's purpose.
- compare and contrast similar themes or topics produce writing with a structure that accommodates the topic by introducing interesting, thought provoking beginnings with a thesis statement that controls the essay, logical thought processes and clear supportive reasoning, and a concluding paragraph.
- assess and revise essays to assure adequate form and development to improve sentences, and to assure standard punctuation, capitalization, usage, spelling, and transitions.
- create writing which communicates effectively.
- determine sentence correctness for misplaced modifiers, faulty parallel structure, unnecessary shifts, wordiness, ineffective diction, subject-verb agreement, comma splices, run-on sentences, and fragments.
- evaluate data and library resource materials to prepare a formal research paper using correct Modern Language Association (MLA) documentation. format writing through computer technology and word processing and apply the 6+1 Trait Writing rubric/checklist correctly for writing assignment

### **Course Grading:**

<b>Requirements</b>	<b>Percentage</b>
Classwork	45%
Participation & Behavior	10%
Tests & Quizzes	20%
Projects & Essays	20%
Homework	5%

**\*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

### **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 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: \_\_\_\_\_