

## Sr. English Language Arts 2022-2023 EE587QQB

P35 Manhattan High School@Beacon	Room 218
Instructor: Mrs. K. Lane  (212) 465-4390 Extension 2181	DOE mail: <a href="mailto:KLane5@schools.nyc.gov">KLane5@schools.nyc.gov</a>  Google Classroom email: <a href="mailto:KLane5@manhattanhs.org">KLane5@manhattanhs.org</a>

### Course Description

Senior English Language Arts is a course that is designed around a theme and all materials will support the theme. This year students will learn literature using concepts from Philosophy-what does it mean to be human, what is good or bad or what is good or evil. 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 analyze for meaning. Students will compose essays using given texts or through research in order to formulate and write an argumentative essay. One research project 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	30%
Classwork	20%
Exams	30%
Participation	15%
Attendance	5%

### **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 be given to the para.

June 10th is the last day I will take late work from students for either semester.

## **UNIT I**

Introduction to the ideas and history of ideas from Plato's Republic We will study poetry and learn to analyze the verse for meaning. Students will then write a formal 2-3 page paper analyzing a poem assigned to the students.

## **Unit II**

The second unit studied will be Frankenstein with the focus on humanity and the philosophy of the Romantics. Students will dissect the literature focusing on humans actions and consequences, doing right and wrong, and the nature of man and the question of whether we are born good or born evil/nature versus nurture.

## **Unit III**

The third unit will focus on the question of what makes people human. It is a continuation of some of the philosophical ideas from Unit II. The Students will read Do Androids Dream of Electric Sheep? And will be studied in light of morality and action.

## **Unit IV**

The fourth unit will focus on the individual and society. A Confederacy of Dunces will be our guide into the individual's role and responsibility to society.