

P.S. 035 Manhattan High School Course Syllabus








Course Code: ELS96

Course Name: Literature

Teacher Name: Bennett

Year and Term: 2022 – 2023 – Term 1

Learning Standards:

-  By the end of the school year, students should read and comprehend literary and informational texts that are appropriately complex at or above grade level.
-  Read closely to determine what the text says explicitly/implicitly and 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.
-  Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
-  Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.
-  Write arguments, informative/explanatory texts, and narratives to develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
-  Draw evidence from literary or informational texts to support analysis, reflection, and research.

Course Description: This course is designed as a supplement to students' English Language Arts class. Course activities focus on expanding vocabulary skills, improving comprehension skills, and strengthening listening, viewing, speaking, and writing skills. Students will learn reading strategies to use with a broad range of fiction and non-fiction texts and respond orally and in written

form. They will further develop academic writing skills by improving language mechanics and grammar usage. This course prepares students for success in high school classes and standardized tests by further expanding their reading, writing and vocabulary. The development of these skills will enable them to become better critical thinkers and learn to research information and use it properly.

Calendar or Unit Map: Skills and Units are subject to change and will be developed based on specific student needs and ongoing diagnostic assessments

- Unit 1: Beginning Diagnostic Assessments and Community Building – Creating a Literate Environment
- Unit 2: Knowledge and Beliefs about Language, Literacy, and Learning
- Unit 3: Strategies and Skills for Comprehension, Fluency, Writing, Research, Grammar and more

Grading Policy:

- Do Nows (Quick assignments in the first 10 – 15 minutes of class to practice skills) – 10%
- Major Work (projects, assessments, discussions, etc.) – 35%
- Minor Work (classwork, homework, do nows, participation, or anything else we do on the road to major work) – 55%

Other Expectations: All I ask is that you try your best and trust me to have your best interest in mind. Ask for help when you need and be honest about what you want from a teacher/class.