

P.S. 035 Manhattan High School  
Course Code: EES85QQB  
Syllabus for: English 5/8  
Teacher Name: Kathleen Lane  
Year and Term: 2017-2018 Term 1

Learning Standards: FROM NEW YORK STATE P-12 COMMON CORE STANDARDS

1. **Write** informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information.
2. **Write** arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work. a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections

and insights. b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning. c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts. d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

5. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures. Analyze how an author draws on and transforms source material in a specific work.
  6. 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.
  7. 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.
  8. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement

Course Description: Junior English is a Regents prep English course. We will be preparing to take the exam in June of 2018. Students will learn how to read, analyze, process and discuss through conversation and writing various types of literature. Writing will be focused on processing and synthesizing ideas from nonfiction texts.

We will spend the year discussing literary elements they have learned throughout their education so that they can identify on the English Regents Exam.

Calendar or Unit Map:

1. The American Dream is our theme for the year. The Great Gatsby is introduced as the quintessential text about the American Dream. Students will analyze the era in which the book was written and understand that culture and mindsets can change in the course of a short period of time. We will analyze nonfiction texts as they relate to the book. Students will create a project about the 1920's. Students will write a comparative paper about the medium of book versus movie.

2. A series of short stories by American authors will be introduced to the students. We will focus on various literary elements to decipher meaning or intent by the author. Many of short stories will relate to the American Dream concept.
3. In preparation for the English Regents, student will practice writing about and multiple choice answers about the material we read.
4. Death of a Salesman by Arthur Miller will be read in class with the students as they learn about drama as a form of storytelling.

#### Course Materials:

A notebook or paper/binder. A folder.

A pen or a pencil or, if student has personal computer, he/she can use a computer.

Any reading material distributed in class or any book that is signed out by the student who is responsible for returning to the school when it is no longer needed.

#### Grading Policy.

##### 1. Attendance (10%)

You are late if you are here after the scheduled time. I will mark you tardy in Skedula.

If you are late, but you have a pass, please leave it with Mr. Bailey. I will keep them.

*If you are late, please enter the room quietly and respectfully.*

If you are absent, you must have an excused note to prove it. Excessive absences will affect your grade.

##### 2. Participation (10%)

A. You are to listen to me, and your peers. Allow us to finish what we are saying.

B. To be recognized in a class discussion, please RAISE YOUR HAND.

C. Even if you do not agree with someone's point of view, make sure you respond to the issue being discussed and do not attack the person.

D. If the you are asked to work in groups, please be sure that you participate in the group activity, either by sharing ideas or by being the note taker or being the presenter. Find a role for yourself in the group and do that.

##### 3. Grades (80%)

25% of your grade is Homework.

20% of your grade is Quizzes.

25% of your grade is Exams.

10% of your grade is projects.

*All work will be assigned a due date. An assignment is late if I do not have it by the end of the day. I will give you makeup dates twice during each quarter where I will accept any late work. If*

*your work is not done by that date, you will receive a zero and you may not make up the work. See Mr. Bailey for any work you have missed.*

Other Expectations:

Students are responsible for making up any work due to absences or lateness. A student's missed work will have his/her name on it and will be in a special folder in the back of the room. Students can also find the work on SKEDULA or PUPIL PATH and it can be downloaded to be turned in to me.

No hats or head coverings. No cell phones should be seen or heard in class.

Students should come to class prepared.

My email is [KLane5@schools.nyc.gov](mailto:KLane5@schools.nyc.gov)

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