

P.S. 035 Manhattan High School
Course Codes: EES84QQB
Syllabus for: English 4
Teacher Name: Marc Landas
Year and Term: Spring Term 2018



Learning Standards: From New York State Common Core Learning Standards for English Language Arts & Literacy

Reading Standards for Literature

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text.
5. 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.

Integration of Knowledge and Ideas

6. Analyze works by authors or artists who represent diverse world cultures.

Range of Reading and Level of Text Complexity

7. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Responding to Literature

8. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.
 - a. Self-select text to respond and develop innovative perspectives.
 - b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

Reading Standards for Informational Text

Integration of Knowledge and Ideas

1. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
2. Compare and contrast one author's presentation of events with that of another

Integration of Knowledge and Ideas

- a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

Range of Reading and Level of Text Complexity

1. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Responding to Literature

1. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

Writing Standards

Production and Distribution of Writing

1. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
2. Produce text (print or nonprint) that explores a variety of cultures and perspectives.
3. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Range of Writing

1. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Speaking and Listening Standards

Comprehension and Collaboration

Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds

Course Description:

The English $\frac{3}{4}$ curriculum is comprised of thematic units in which students explore the theme of “The Individual and Society” through representative texts that compare and contrast global cultures from ancient times through the present. Much of the focus will be on classics.

Calendar or Unit Map:

English 3

1. Comparative Mythology - Greco-Roman texts may include: Edith Hamilton’s *Mythology*; graphic novel version of Homer’s *Odyssey* by Gareth Hinds; global selections from world cultures supplemented by Crash Course video channel on youtube.com
2. Essay Writing according to the Funnel Method
3. History of English (proto-English through Middle Ages)
4. Old English Literature (“Caedmon’s Hymn;” Beowulf)
5. Medieval English Literature (selection from Chaucer’s Canterbury Tales)”

English 4

- 1.. Shakespeare: introduction to the author and his world; study of Macbeth – (supplemented by graphic novel versions by Gareth Hinds and modern version by Sparks Notes; selections from film versions; TV show “House of Cards”)
2. selections from Romantic and Victorian British poetry (especially with mythological allusions)
3. literature of Colonial Africa - Chinua Achebe *Things Fall Apart*
3. World War II – supplemented by selections from Art Spiegelman *Maus: A Survivor’s Tale Parts I and II*; *The Boy in the Striped Pajamas*; Anne Frank *Diary of a Young Girl*

Independent reading: students will select fiction and non-fiction of various genres from books available in classroom libraries and school library.

Course Materials:

- pens (blue or black ink)
- sharpened pencils with good erasers
- a loose leaf binder with loose leaf paper
- a folder with two pockets for your work
- a flash drive for a computer
- a G-mail account
- Other suggestions include: colored pencils and pens; highlighters; Post-it notes; index cards; a dictionary to use at home; a public library card

Grading policy:

1. Attendance (10%)

- You must sign in using the attendance book as soon as you enter the class each day. Mr. Bailey or Miss Rosario is in charge of the attendance book.
- You are late if you are here after the scheduled time. I will mark you tardy in Skedula.
- If you are late, but have a pass, please leave it with Mr. Bailey or Miss Rosario. I will keep them.
- *If you are late, please enter the room quietly and respectfully.*
- If you are absent, you must have an excuse note to prove it.
- Excessive absences and/or latenesses will affect your grade.
- Focus on the lesson and work on the assigned tasks (listening, taking notes, reading, writing, and other tasks). The more you concentrate the better it will be for everyone in the room.
- I reserve the right to change your seat at any time.

2. Participation (10%)

- Be a courteous listener. You are to listen to me, to other adults in the room, and your peers. Please do not interrupt someone else who is speaking.
- To be recognized in a class discussion, please RAISE YOUR HAND. Talking out of turn is rude and disruptive to everyone. Speak in a clear voice with a tone that is loud enough for everyone to hear but without shouting.
- Even if you do not agree with someone's point of view, make sure you respond to the issue being discussed; it is inappropriate to insult or verbally attack the person.
- If you are asked to work in groups, please be sure that you participate in the group activity, either by sharing ideas or according to the group role you have been assigned such as reader, note taker, checker, or presenter.
- Be prepared for class with notebooks, books, handouts, supplies, and assignments.

3. Assignments (75%)

- 20% of your grade is Homework (whether it is checked, collected, or graded).
- 15% of your grade is Do Nows and Quizzes.
- 20% of your grade is Essays and Exams.
- 20% of your grade is Presentations and Projects.

All work will be assigned a due date. An assignment is late if you do not have it when it is collected or checked. It is better to submit some work, even if it is incomplete than not submitting anything at all. If you do something, you may receive partial credit. If you submit nothing, you will receive a zero and you may not make up the work. The only exceptions are when you have written documentation for absence. Then It is your responsibility to see Mr. Bailey or Miss Rosario for any work you have missed.

Other expectations:

1. Books

- You are required to bring your book to class so that we may read and refer to the text in class. That is also true for any handouts that have been distributed. These should be in your folder or looseleaf.
- Each time a textbook is assigned, you will sign out the book with your name and the book number. The book must be returned at the time it is collected. If you lose the book you will be required pay a fee for a lost book. You may also bring a free reading book to class, so that even when you finish another task early, you always have something to read.

2. Common courtesy

- If something is not yours, DON'T touch it.
- Respect people's privacy and space. Keep your space tidy and organized.

3. Your personal best and future success

- High school is a great place to prepare for situations where you may be interviewed for a job, or a college or university. You wouldn't wear a hat, a bandana, or baggy pants hanging down below your waist, on these occasions. You also wouldn't fix your hair or make-up, use your cell phone, chew gum, eat, or drink at those times. Practice now to succeed in the future.
- Think before you speak. Use appropriate language; avoid cursing or using language that may be offensive. This shows maturity and respect for yourself and others.
- Ask questions and ask for help when necessary. Mr. Bailey and I are happy to help you in class. An excellent time to see me for extra help is during my office hour: Friday 8:00-8:55 during SGI in Room 218. If that does not work, please see me so we can schedule another time that is mutually convenient.

- You can always e-mail me: mlandas@manhattanhs.org or mlandas@schools.nyc.gov

4. Academic Integrity

- All work that you submit must be your own work. It is dishonest to do any of the following:
 - Copy and/or submit anyone else's assignment, even if you have changed it.
 - Copy from a source without giving proper credit and in the proper format. That is called plagiarism. (You will learn about citations and bibliographies throughout high school and college. These are the proper ways to give credit for sources).
 - Cheating on any type of assignment (see #3 above) whether you cheated or helped someone else to cheat.

If you do any of these things, you will receive a zero and be referred for discipline.

Please see the contract on the next page.

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10. Please share this contract with your parent(s) or caregiver(s)

Your name in print and the date

Your signature and the date

The name of your parent or caregiver in print and the date

The signature of your parent or caregiver and the date

Please make sure this is in your folder for collection during the next class period.