

## **P.S.035 Manhattan High School Course Syllabus**

**Course Code: EES86QQX-04**

**Course Name: ELA 11**

**Teacher: Ms. Powell, E**

**Year and Term: 2017-2018 Term 2**

### **Learning Standards:**

**W.11-12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of context.**

**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. 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.**

**RI.11-12.3 - analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.**

**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, 3alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and the range of formal and informal tasks.**

**L.11-12.1 - demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

### **Course Description:**

**During the Second Semester of the 11th Grade, Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. To become College and career ready, QA students must grapple with works of exceptional craft and thought whose**

**range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students own thinking and writing. Students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.**

**The plot of students' lives is used to focus on where they have been, what they can do to become successful, and a vision of what success looks like to them. Using a checklist, students get experience writing their plots to practice their writing skills. They type their plots to get typing skills. They learn to proofread and edit their work before submitting it. Students learn to present and listen to presenters to give feedback.**

**Scholastic Action Magazine for Teens will be used to practice writing 5-paragraph essays on articles.**

**Flocabulary is used on Fridays to expose students to national and international news. It is also used for visual vocabulary. Teen magazines will be used to write 5-paragraph essays; state their arguments; and provide evidence to substantiate their argument.**

## **Calendar**

**Students work according to their grade level on ELA Common Core.**

## **Course Materials:**

- Your folder/notebook**
- A pencil or pen**
- Class handouts**
- Scholastic Action Magazine**
- Your typed homework in a folder**

**Grading Policy:**

**30% = Essay Writing Projects**

**30% = Essay Typing Projects**

**15% = Presentations and Class Discussions**

**15% = Quizzes**

**10% = Homework**

**Behavioral Expectations/Rules:**

**Students are expected to complete all phases of their project**

**Students are expected to attend class regularly and promptly**

**Students are expected to be polite while interacting with others**

**Students are expected to be purposeful in their classroom activities (no distracting behaviors)**