SPRING TERM Goal and Expectations:
This spring semester, we will be studying informational and literary texts of varying themes and subjects using different methods and strategies in writing, speaking, and listening to develop the student’s critical thinking skills.

Upon successful completion of the course, students will be able to:
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCRS 1)
- 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. (CCRS 2)
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCRS 4)
- 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. (CCRS 7)
- Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints. (CCRS 9a)
- 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. (CCWS 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. (CCWS 2)
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCWS 3)
- Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. (CCS&L 1e)
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCS&L 4)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCLS 1)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases (CCLS 4)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCLS 5)

The students are expected to:
A. Be on time and prepared for class,
B. Respect others and maintain a safe environment, and
C. Be an active learner.

Types of Assignments:
Close Reading and Annotation
Cornell Note-taking
Text Coding
Weekly Writing Assignment
Text-based questions
Text-analysis response
Argumentative Essay

Marking Period Project:
Argumentative Essay
Presentation
Journals and Response Logs:
- How important do you think it is to marry someone with the same religion as yours?
- Is interfaith marriage an issue you have thought about? Would you consider marrying someone of a different faith?
- How important to you is it to raise your children with the same religion and holiday traditions that you have?
- Do you know anyone who is in an interfaith marriage?
- What qualities do you think are most important for two people to be able to overcome any challenges presented by an interfaith marriage?
- In general, would you rather marry someone as much like you in terms of background as possible, or someone different from you? For instance, would you like your spouse to be the same race or ethnicity? Have the same political beliefs? Why?
- Should parents limit how much time children spend on technology?
- Should they set other limits on what children are allowed to do with screens? Why?
- Should parents worry about children being exposed to harmful content like pornography? Bullying from other kids?
- Should they be concerned about children getting addicted to their devices?
- Do your parents limit how much time you spend on tech devices? Do they set limits on the types of things you are allowed to do with screens?

Mastery Grading

<table>
<thead>
<tr>
<th>Score</th>
<th>Credit</th>
<th>The Work Is Shown</th>
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<tbody>
<tr>
<td>0</td>
<td>(0)</td>
<td>Is blank; is totally incorrect; lacks understanding of the concept.</td>
</tr>
<tr>
<td>1</td>
<td>Not Yet (NY) (55-64)</td>
<td>Is incomplete or not correct; has multiple grammatical errors; indicates some understanding of the text, but lacks clear analysis.</td>
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<tr>
<td>2</td>
<td>Developing Mastery (DM) (65-74)</td>
<td>Is undeveloped and not clear; lacks textual evidence; the analysis is missing.</td>
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<tr>
<td>3</td>
<td>Approaching Mastery (AM) (75-84)</td>
<td>The explanation is not clear, incomplete or undeveloped; insufficient textual evidence; the analysis is present but not concise.</td>
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<tr>
<td>4</td>
<td>Meeting Mastery (MM) (85-94)</td>
<td>The explanation is present and well-reasoned; clear analysis; sufficient, strong, and relevant textual evidence.</td>
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<tr>
<td>5</td>
<td>Exceeding Mastery (EM) (95-100)</td>
<td>The explanation is present, well-reasoned and fully developed; clear and concise analysis; sufficient, relevant, and strong textual evidence.</td>
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Grading Policy
Exams/ Essay/ Quizzes and Test: 40%
Culminating Project: 30%
Classwork: 10%
Class Participation: 10%
Homework: 10%

Homework and Weekly Writing Assignment Policy:
Homework will be assigned to reinforce concepts and skills learned in class. Homework has to be handed in the following day to receive full credit. Points will be deducted for late homework.
Weekly writing assignment (WWA) is given every Monday or the first day of the week and has to be handed in at the end of week or every Friday of the same week. Late WWA will be accepted but 2 points will be deducted every day until the day you turn it in.

**Classwork Policy:**  
Classwork has to be completed in class that same day but if it is not completed on the day, it will serve as your homework. You will only get credit for it as classwork, if you turn it in the following day.

**Class Participation:**  
Students are expected to participate actively in all class discussion actively to get a credit and to develop their speaking skills. Students will employ different discussion techniques during class discussions.

**Attendance Policy:**  
In order to succeed in class – attendance is necessary. However, it is understood that illness and unexpected events do come up. In the case that you are absent, you will still be responsible for the materials covered. If you miss a class it is your responsibility to make-up any missed work and get up to date on any notes. To accomplish this, I expect you to ask me for any missed work at end of the class upon the day of your return to class. 
If you missed a quiz, test or exam on the day the day of your absence, you are required to make it up within three (3) days. Failure to do so will result in a grade of zero for that test, quiz, or exam.

**Cheating:**  
All written work for this course is to be the original work of each student. In the event that anyone is caught cheating or plagiarizing, you will receive a grade of zero for the assignment, quiz or test. A meeting will then be arranged with the guidance counselor and your parents.

**Your Ideas:**  
In general, your ideas, comments, suggestions, questions, grade challenges, etc. are welcome. Your discretion in these matters is expected, however. No part of your grade will be based on anything other than your coursework and attendance.

<table>
<thead>
<tr>
<th>Assessment and Learning Objectives</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
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<tr>
<td><strong>Argumentative Essay:</strong> Students will be able to compose an argumentative essay that takes a position on a given issue and synthesize information as evidence from sources in order to support their position.</td>
<td><strong>Writing from Sources:</strong> Students will be able to compose an argumentative essay that takes a position on a given issue and synthesize information as evidence from sources in order to support their position.</td>
<td><strong>Socratic Seminar:</strong> Students will be able to engage in an academic conversation where they articulate understanding about the topic in literature and society.</td>
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<td><strong>Text Analysis:</strong> Students will be able to explain how a writer’s uses a literary technique/element/rhetorical device in a literary or informational text in order to develop the central idea.</td>
<td><strong>Text Analysis:</strong> Students will be able to explain how a writer’s uses a literary technique/element/rhetorical device in a literary or informational text in order to develop the central idea.</td>
<td><strong>Fishbowl Discussion:</strong> Students will participate actively in an academic discussion that involves the synthesis of the given text.</td>
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<tr>
<td><strong>Close Reading/Annotation:</strong> Students will be able to analyze a text through close reading and annotation as evidence.</td>
<td><strong>Writing Process:</strong> Students will be able to use the “writing process” to create a creative writing piece that explores central idea from a text.</td>
<td><strong>Reading Circles:</strong> Students will be able to execute successful reading circles by following the daily directions of tasks, completing the assigned group reading, and contributing daily to the conversation regarding the literary significance of the given text.</td>
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WEEK 1 – 4: Topic: *A Thousand Splendid Suns* by Khaled Hosseini

| Texts | Chapters 13 - 26 |

WEEK 5 Topic: Text Analysis, and Re-teaching Week

WEEK 6 Marking Period Exam, and Project Completion

WEEK 7 – 10: Topic: Is marrying someone of the same religion or beliefs important to you?

<table>
<thead>
<tr>
<th>Texts</th>
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<tbody>
<tr>
<td>Text 1 – Marrying Out of the Faith by Stanley Fish</td>
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<tr>
<td>Text 2 – Five Benefits of Marrying Within Your Faith by Jacqueline Burkepileou</td>
</tr>
<tr>
<td>Text 3 – Seven Things You Don’t Know About Interfaith Marriage by Noimi Schaefer Riley</td>
</tr>
<tr>
<td>Text 4 – Why You Need to Think Twice About Inter-Faith Marriage by Damona Hoffman</td>
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</tbody>
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Week 11 Topic: Argumentative Essay and Re-teaching Week

Week 12 Marking Period exam and Project Completion

Week 13 – 16: Topic: Should parents limit the screen exposure of their children?

<table>
<thead>
<tr>
<th>Texts</th>
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<tr>
<td>Text 1 – Steve Jobs Was a Low-Tech Parent by Nick Bilton</td>
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<tr>
<td>Text 2 – How much screen time is healthy for children? by Simon Jary</td>
</tr>
<tr>
<td>Text 3 – Don’t Limit Your Teen’s Screen Time by Chris Bergman</td>
</tr>
<tr>
<td>Text 4 – Should Parents Limit Internet Time After School? by Carli Leavitt</td>
</tr>
</tbody>
</table>

Week 17 Topic: Argumentative Essay, Text Analysis and Re-teaching Week

Week 18 Final Exam and Project Completion

Week 19 to end: Regents Prep and Review

Note: Topics and texts can be changed depending on the need of every students in particular and the class in general.

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