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Grade Level: 11  Credit: .50 ELA for each term

Time Requirements
Students will be required to do 5 hours per week of class work and to do 7.5 hours of homework per week. Students are required to contact the instructor prior to an absence in order to determine how the student will make up any missed assignments. This is a half a year class.

Course Description
This course emphasizes sophisticated development of reading, writing, speaking and listening, and use of language. Students will read literary and informational texts of increasing complexity with greater independence, with deliberate examination of seventeenth, eighteenth and nineteenth century foundational documents of historical and literary significance. With increasing independence, students will develop confidence in expressing their own arguments and sharing research. Students will write synthesized arguments, using multiple sources to write more sophisticated claims, use more complex logical structures, and varied evidence. They will conduct short and sustained research, developing a capacity to evaluate sources and analyze more substantive topics. Students work toward meeting standard on the Common Core 11-12 grade specific standards. Completion of this course is required for graduation. The district-wide ELA SpringBoard curriculum will be used predominately in this course. SBA prep assignments and test practice will also be assigned.

Course Content
Students will demonstrate a basic understanding of the following:

**ENG301**
- Understand and define complex concepts such as the American Dream
- Identify and synthesize a variety of perspectives
- Analyze and evaluate the effectiveness of arguments
- Analyze representative texts from the American experience
- Understand and develop persuasive techniques in writing
- Identifying Media in the American Market Place
- Analyzing and creating an Op-Ed News Project

**ENG302**
- Compose a personal essay that employs stylistic techniques
- Analyze and evaluate the structural and stylistic features of text
- Use a variety of genres to express a coherent theme
- Analyzing literary movements in the American history
- Understanding thematic threads
- Creating and Developing a Multi-Genre Project
This course meets the state and Bethel School District graduation requirements.
SpringBoard helps accelerate the full implementation of the CCSS so all students can achieve the outcome defined in the new standards, including:
Higher-order critical thinking skills, precision in reading and writing, accurate analysis and evaluation, problem-solving skills, deeper conceptual understanding, expanded academic vocabulary, and media literacy.

For more detailed information on Common Core State Standards see the following link: http://www.k12.wa.us/CoreStandards/ELAstandards/pubdocs/CCSSI_ELA_Standards.pdf#3

Materials (may include but are not limited to)

- SpringBoard textbook and website materials
- Teacher-selected essays and writings
- The Crucible Play
- Into the Wild Novel
- SBA testing site and practice materials

Assessments (may include but are not limited to)

- Screening
- Diagnostic Assessment
- Student’s Learning Plan as a foundation for assessing learning
- Student Discussions, Questions, Participation
- Partners Sharing as Teacher observes
- Student’s response to inquiry
- Student’s teaching students as Teacher observes
- Teacher Observation of Student Skills as compared to student’s learning plan
- New lessons & assessments for learning based on student’s need
- Embedded assessments

Progress

- Student progress is monitored weekly. Student monthly progress is at the discretion of the certificated teacher based on monthly evaluations and the students’ ability to complete the required learning objects for that month.
- If a student fails to make collective progress monthly progress is deemed unsatisfactory. Student monthly progress is specifically evaluated against progress objectives, which are clearly defined in the course for each month.
- In addition to the course schedule, these learning targets may also come in the form of lesson, unit, assignment and/or assessment completion dates.
- These established progress-learning targets will allow teachers and students to assess the students’ educational progress in meeting the course learning standards.
Grading Scale (Progress reports will be done monthly)

- **A (Excellent)** - (90-100%) Consistently scored high; demonstrated exemplary abilities through scores earned on assessments. Student showed outstanding mastery of skills they were expected to learn in this course.

- **B (Proficient)** - (80-89.99%) Consistently worked toward mastery of skills they were expected to learn in this course. Occasionally scored high; demonstrated adequate abilities through scores earned on assessments. Student shows adequate mastery of skills they were expected to learn in this course.

- **C (Standard)** - (70-79.99%) Demonstrated average abilities through scores earned on assessments. Student showed average mastery of skills they were expected to learn in this course.

- **D (Passing)** (60 – 69.99%) Demonstrates minimal understanding of the material and completion of various assessments but does not have mastery of all concepts for the course.

- **F** - (59.99% or below) Opted out of opportunities to redo assignments to show mastery of assignments. Failed or scored below average; failed to demonstrate mastery of the skills taught through scores on assessments.

Relationships to Other Content Areas

- Completion of this course will require the student to integrate social, historical, societal, and technological skills.

Class Expectations

- Use electronics to support learning goals
- Students may be required to work in small groups
- Students will be to class on time
- Students will fully engage in learning opportunities
- Additional expectations given on the first day of class