

Challenger High School
English ENG 401/402 Syllabi

CEDARS Code: 1004, 9/7/21

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Grade Level: 12

Credit: ELA .50 credit per quarter

NCAA Approved

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. All assignments will be available through Canvas.

Course Description:

This term long course emphasizes further development of reading, writing, speaking and listening, and use of language. Students will examine a variety of significant literary and informational texts and authors, and reading instruction will allow students to comprehend and analyze more complex texts independently and proficiently. Students will strengthen their ability to write clear claims, use valid reasoning and sufficient evidence in their writing, as well as write explanatory texts to examine complex ideas and concepts. Both collaboratively and individually, students will apply knowledge of language to understand how language functions in different contexts and to make effective choices for meaning and style. Students work toward meeting proficiency on the Common Core 11-12 grade specific standards. Completion of this course is required for graduation. The use of district wide Springboard curriculum will be used predominantly in this course.

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

(Over a 18 week period to earn a 1.0 credit and 9 week period of time to earn a .5 credit.)

ELA 401

- Analyzing and interpreting samples of good writing.
- Identifying and explaining an author's use of rhetorical strategies and techniques so that students may employ them in their writing.
- Creating and sustaining arguments, interpretations, and reflections based on readings, research, and/or personal experience.
- Moving effectively through the states of the writing process, with careful attention to inquiry, drafting, revising, editing, and reviewing.
- Examining the relationship between perspective and critical theory.

ELA 402

- Analyzing a variety of texts to deepen knowledge of the ways writers use language to provide meaning

and convey pleasure for the reader.

- Analyzing structure, style, and themes, as well as smaller elements such as figurative language, imagery, symbolism, tone, and characterization in literature.
- Analyzing representative literary works from various genres, periods, perspectives and cultures. • Writing to interpret, evaluate, and negotiate differing critical perspectives in literature.
- Moving effectively through the states of the writing process with careful attention to revising and evaluating stylistic techniques that illustrate sophisticated writing skills

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: English IV
- Teacher selected essays & writings
- Teacher selected media
- Student selected texts

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 targets for that month.
- Student monthly progress is specifically evaluated against progress objectives, which are clearly defined in the course for each assignment. 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 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 demonstrating exemplary abilities through scores earned on assessments. Showing outstanding mastery of skills students are expected to learn in this course.
- **B (Proficient)** - (80-89.99%) Occasionally demonstrating proficient abilities through scores earned on assessments. Consistently working toward mastery of skills students are expected to learn in this course.
- **C (Standard)** - (70-79.99%) Demonstrating average abilities through scores earned on assessments. Showing average mastery of skills students are expected to learn in this course.
- **D (Passing)** (60 – 69.99%) Demonstrating 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) Opting out of opportunities to redo assignments to show mastery of assignments. Failing 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:

- Students will use electronics to support learning goals.
- Students will bring a charged school issued iPad to class each day.
- Students may be required to work in small groups.
- Students will get to class on time.
- Students will fully engage in learning opportunities.
- Additional expectations given on the first day of class.