

Challenger High School
ENG 301/302: English Language Arts 11
Syllabus
CEDARS CODE 1003, 9/7/21
2021-2022

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Grade Level: 10

Credit: .05/1.0 credit

Time Requirements

Students will be required to complete about seven hours of classwork 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.

Course Description

This year-long 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.

Course Content

Students will demonstrate a basic understanding of the following:

301 - (9 weeks=.25 and 18 weeks =.5Credit)

302 - (9 weeks=.25 and 18 weeks =.5Credit)

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- Developing a deep understanding of rhetoric and how an author presents an argument through a variety of literary and stylistic elements
- Applying the elements of a strong argument including the hook, claim, support, concessions/refutations, and call to action
- Extending knowledge of the writing types, or modes, to include definition and synthesis
- Focusing deliberate attention on the craft of sentence-level writing
- Analyzing rhetorical devices and techniques used in creating persuasive speeches
- Developing stylistic elements, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure
- Analyzing a dramatic work of lasting literary merit in order to arrive at multiple interpretations
- Analyzing the social, cultural, political, and historical contexts of a literary text and its contributions to society

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- Addressing and appealing to audiences in a variety of persuasive genres
- Analyzing how writers effectively use rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure
- Applying effective rhetorical strategies and techniques in their own writing
- Focusing deliberate attention on the craft of sentence-level writing
- Researching and presenting the influence of American historical/philosophical eras on America's literary and social history
- Analyzing the structure, style, and themes of a work of literary merit
- Analyzing a writer's rich and complex writing style and using that analysis to refine their own writing style
- Employing strategies for active independent reading and sophisticated literary analysis

Common Core State Standards:

This course meets the state and Bethel School District graduation requirements.

Edgenuity aligns to the CCSS so all students can achieve the outcome defined in these 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:

<https://docs.google.com/document/d/1LqWOr9at503Pn7wyA422GAC3BoA006CSmJjm9I1ylbA/edit?usp=sharing>

Materials (may include but are not limited to)

- SpringBoard textbook and website materials
- Teacher-selected essays and writings

Assessments (may include but are not limited to)

- Diagnostic Assessments
- 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
- Performance Tasks
- Learning Checkpoints

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.

Classroom Expectations

- Students will use technology (iPad) to support learning objectives
- Students may be required to work in small groups
- Students will be to class on time
- Students will fully engage in learning opportunities
- Students will meet assignment due dates
- Additional expectations given on the first day of class