

Challenger High School
English ENG 301/302 Syllabi

CEDARS Code: 1003, 9/7/21

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Grade Level: 11

Credit: ELA .25 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 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 proficiency 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 predominantly in this course. SBA prep assignments and test practice will also be assigned.

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

ELA 301

- Understanding and defining complex concepts such as the American Dream
- Identifying and synthesizing a variety of perspectives
- Analyzing and evaluating the effectiveness of arguments
- Analyzing representative texts from the American experience
- Understanding and developing persuasive techniques in writing
- Identifying Media in the American Market Place
- Analyzing and creating an Op-Ed News Project

ELA 302

- Composing a personal essay that employs stylistic techniques
- Analyzing and evaluating the structural and stylistic features of text
- Using 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: English III
- 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.