Instructor: Gwen Hundley  Phone: (253) 683-6817  Email: ghundley@bethelsd.org

Grade Level: 11  Credit: Elective 0.5 each semester  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 any absence in order to determine how the student will make up any missed assignments.

Course Description:
This course provides an alternate means to achieve English Language Arts 11 credit. The curriculum is a modified version of English Language Arts 11. Students work to improve basic reading and writing skills. Emphasis is placed on oral reading, fluency, decoding, comprehension and vocabulary development. Students will read and respond to several required reading pieces. Students also work on the mechanics of written language by producing journals, short stories, poetry and essays.

Course Content:
(Over an 18-week period to earn a 0.5 credit and 9-week period to earn a .25 credit.)

**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

**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

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, 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

This course meets Common Core State Standards, State, and School District graduation requirements.
Materials (may include but are not limited to)
- Springboard textbook
- District approved textbooks and instructional materials
- District approved Internet Sites, Computer/Ipad based learning models, Videos
- District approved Supplemental materials, Reading and Writing materials
- Teacher selected essays and writings

Assessment (may include but not limited to)
- Oral/Written expression for mastery understanding of course concepts and demonstration of the application of concepts.
- Performance based evaluations through labs, assignments, quizzes, tests, and projects.
- Progress reports will be done monthly by the instructor.
- 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
- 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 weekly evaluations and the students’ ability to complete the required learning benchmarks for the month.
- If a student fails to make collective progress for all weeks, then monthly progress is unsatisfactory. Student monthly progress is specifically evaluated against progress benchmarks, which are clearly defined for the course each month.
- In addition to the course schedule, these benchmarks may also come in the form of lesson, unit, assignment and/or assessment completion dates.
- These established progress benchmarks will allow teachers and students to assess the students’ educational progress in meeting the course learning standards.
- At a minimum, students must turn in at least one assignment per week to maintain a status of “making monthly progress,” but will need to complete all the instructor is asking for each week to complete the course on time.

Grading Scale: (Progress reports will be done monthly)
- A (90-100%) Student demonstrates exemplary abilities through scores earned; student showed outstanding mastery of expected skills/learning.
- B (80-89%) Student demonstrates adequate abilities through scores learned on assessments; student shows adequate mastery of expected skills/learning.
- C (70-79%) Student demonstrates adequate abilities through scores earned; student showed adequate mastery of expected skills/learning.
- D (60-69%) Student demonstrates an emerging ability through scores earned: student showed limited mastery of expected skills/learning.
- F (59% or below) Student has not demonstrated mastery of expected skills: student showed minimal or no evidence of expected skills/learning.
Grading:
- Practice/Assignments (Formative Assessments)
- Tests/Quizzes/Projects (Summative Assessments)
- Assessments that take place after learning has presumably occurred will be used to determine the overall grade.
- New information showing additional learning about any given standard will replace old information and grades will reflect the most recent learning.

Relationships to other Content Areas
- Completion of this course will require the student to integrate the following skills: logical, linguistic, social, historical, societal, technological, writing, and reading.

Class Expectations:
- Attendance is critical to the learning of this class; plan to be to class on time
- Demonstrate best effort, stay on task, and complete work
- Students will be required to participate and work in small groups at times
- Ask questions and/or seek help when needed
- Please do not use cell phones during class
- Be respectful