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 12 credit and is taken in place of English Language Arts 12. The curriculum is a modified version of English Language Arts 12/Communication Arts 12. Students work to improve basic reading and writing skills. Emphasis is placed on oral reading, fluency, decoding, comprehension and vocabulary development. Students will read, comprehend, and respond to several required reading pieces. Students work on the mechanics of written language by producing journals, short stories, poetry, and essays. Also, students will strengthen their ability to write clear claims, use valid reasoning, and sufficient evidence in their writing; plus write explanatory texts to examine ideas and concepts. They will also practice oral communication and collaboration skills. Additionally, students learn how to accommodate for a disability. There is also a focus on improving self-advocacy and self-exploration skills.

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

**ELA 401**
- Analyze and interpret samples of good writing, identify 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.
- To examine 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
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