Instructor: Shawn Parks  Phone: (253) 683-6821  E-mail: sparks@bethelsd.org

Grade Level: 12  Credit: ENG .50 credit  NCAA Approved

**Time Requirements:**
Students will be required to do 3.5 hours per week of class work and to do 3.5 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.

**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:**
Students 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.)

**SPE 401**
- Analyze and interpret samples of good writing, identify and explain an author’s use of rhetorical strategies and techniques for use in own writing
- Create and sustain arguments, interpretations, and reflections based on readings, research, and/or personal experience
- Move effectively through the states of the writing process with careful attention to inquiry, drafting, revising, editing, and reviewing
- Practice effective oral communication skills
- Develop a written argument supported with reasoning and evidence

**SPE 402**
- Analyze a variety of texts to deepen knowledge of how authors use language to provide meaning
- Analyze structure, style and themes
- Analyze and apply elements such as figurative language, symbolism, tone, and characterization
- Analyze literary works from various genres, periods, perspectives, and cultures.
- Introduce and practice diction, imagery, and tone to understand how these elements of language create a distinct voice
- Practice effective speaking and listening skills that build capacity for collaboration and communication
- Develop academic vocabulary and demonstrate understanding of literary terms

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

**Common Core State Standards**
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

Materials (may include but are not limited to)

- Springboard Textbook
- Teacher selected essays & writings

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 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.