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Grade Level: 9
Credit: 0.5 ELA for each section
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.

Course Description:
This year-long course focuses on integrating reading, writing, speaking and listening, and use of language. Students will examine a variety of literary and informational texts and authors, and reading instruction will allow students to cite textual evidence and determine main ideas and themes. Students will expand writing skills through practice on informative, explanatory, and argumentative texts, and will develop skills in organization and style. Students will also participate in a range of collaborative discussions, building on others’ ideas and clearly expressing their own. Students work toward meeting standard on the Common Core 9-10 grade specific standards. Completion of this course is required for graduation.

- Coming of Age
  - Understand the concept of coming of age
  - Examine how a variety of texts use stylistic choices to create voices of characters going through life-changing experiences
  - Introduce and reinforce diction, syntax, imagery, tone, and how these elements of language create a distinct voice.
  - Planning and conducting an interview for writing an interview narrative
  - Analyze and use rhetorical appeals and evidence to present an argument to an audience
  - Support an inference or claim using valid reasoning and relevant and sufficient evidence

- Defining Style
  - Identify specific elements of an author’s style
  - Review and analyze elements of fiction and write a short story
  - Analyze syntactical structure and use clauses to achieve specific effects
  - Identify cinematic techniques and analyze their effects

- Independent Reading Novel - To Kill a Mockingbird
  - Reading circles and class discussions on story elements, style, and context
  - Written assessments

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, 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 and writings

Assessments (may include but are not limited to)

- Screening
- 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 and 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 student’s 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 and unit assignment and/or assessment completion dates.
- These established progress-learning targets will allow teacher and student to assess the student’s educational progress in meeting the course learning standards.
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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 as determined by assessment scores.

**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 technology **with teacher permission** 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
- Students will comply with school-wide rules as set forth in the student handbook
- Additional expectations given on the first day of class