

Challenger High School
ENG 241/242: Pre-AP English Language Arts 10
CEDARS Code 1002, 9/7/21
Syllabus

2021-2022

Instructor: Annalisa Martin Phone: (253) 800-6805 E-mail: amartin@bethelsd.org Grade Level: 10

Credit: .05/1.0 credit

Time Requirements

Students will be required to complete about seven hours of classwork 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 emphasizes further development of reading, writing, speaking and listening, and use of language. Students will examine a variety of significant literary and informational texts and authors, and reading instruction will allow students to comprehend and analyze more complex texts independently and proficiently. Students will strengthen their ability to write clear claims, use valid reasoning and sufficient evidence in their writing, as well as write explanatory texts to examine complex ideas and concepts. Both collaboratively and individually, students will apply knowledge of language to understand how language functions in different contexts and to make effective choice for meaning and style. Students work toward meeting standard on the Common Core 9-10 grade specific standards. Completion of this course is required for graduation.

Course Content

Students will demonstrate a basic understanding of the following:

241 - (9 weeks=.25 and 18 weeks =.5Credit)

242 - (9 weeks=.25 and 18 weeks =.5Credit)

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- Explaining specific choices writers make relative to the rhetorical situation
 - Identifying and describing the claim of an argument and explaining how the evidence supports or does not support the claim
 - Explaining the function of alternative perspectives and counterarguments
 - Addressing alternative perspectives by considering and responding to relevant evidence ●
- Developing and organizing a line of reasoning that relates to a claim, developing commentary that connects evidence and reasoning, and strategically choosing language for the rhetorical situation
- Focusing deliberate attention on the craft of sentence-level writing
 - Identifying and describing the claim of an argument, explaining how the evidence supports or does not support the claim, and explaining the function of counterarguments

- Identifying and describing differing claims or lines of reasoning about related subjects by analyzing texts, infographics, and film
- Synthesizing sources in support of a sustained argument based on readings and research
- Developing and organizing a line of reasoning that relates to a claim, selecting and using evidence that both develops and supports a line of reasoning, and strategically choosing language for the rhetorical situation
- Focusing deliberate attention on the craft of sentence-level writing

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- Identifying and describing what specific textual details reveal about a character and that character's perspectives and motives, as well as describing how details reveal nuances and complexities in characters' relationships with one another
- Explaining how a significant event or related set of events affects a plot and how conflict functions in a text
- Identifying and explaining the function of symbols, imagery, and allusions
- Identifying and describing specific textual details that convey or reveal a setting and explaining the relationship between characters and setting
- Focusing deliberate attention on the craft of sentence-level writing
- Identifying and explaining the function of a simile, a metaphor, an allusion, or personification in a poem or play
- Distinguishing between the literal and figurative meaning of words and phrases and explaining the function of specific words and phrases in a text
- Developing defensible claims about interpretations of texts and thesis statements that convey those claims
- Developing commentary that establishes and explains relationships among textual evidence, lines of reasoning, and claims
- Identifying and explaining the function of point of view in a text and describing details that reveal a narrator's perspective

Common Core State Standards:

This course meets the state and Bethel School District graduation requirements. Edgenuity aligns to the CCSS so all students can achieve the outcome defined in these 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:

<https://docs.google.com/document/d/1mcMXQelZywH9XQ4mk9W1dD3s11tnA6I6eMb-EIZfqas/edit?usp=sharing>

Materials (may include but are not limited to)

- SpringBoard textbook and website materials
- Teacher-selected essays and writings

Assessments (may include but are not limited to)

- 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 & assessments for learning based on student's need
- Embedded assessments
- Performance Tasks
- Learning Checkpoints

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.

Classroom Expectations

- Students will use technology (iPad) 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
- Additional expectations given on the first day of class