**Challenger High School**

**English ENG 351/352 Syllabi**

Term 1 - Jan 31 - Apr 12 Term 2 - Apr 15 - June 14

CEDARS Code: 01003

**Instructor: Annalisa Martin**

**Phone: (253) 800-6805**

**E-mail: amartin@bethelsd.or**

**Grade Level: 11 Credit: ELA .5 credit per quarter NCAA Approved**

**Time Requirements:**

Students will be required to do 4.5 hours per week of class work and to do 2.5 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. All assignments will be available through Canvas.

**Course Description:**

This course emphasizes sophisticated development of reading, writing, speaking and listening, and use of language. Students will read literary and informational texts of increasing complexity with greater independence, with deliberate examination of seventeenth, eighteenth and nineteenth century foundational documents of historical and literary significance. With increasing independence, students will develop confidence in expressing their own arguments and sharing research. Students will write synthesized arguments, using multiple sources to write more sophisticated claims, use more complex logical structures, and varied evidence. They will conduct short and sustained research, developing a capacity to evaluate sources and analyze more substantive topics. Students work toward meeting proficiency on the Common Core 11-12 grade specific standards. Completion of this course is required for graduation. The district-wide ELA SpringBoard curriculum will be used predominantly in this course. SBA prep assignments and test practice will also be assigned.

**Course Content:** Student will demonstrate a basic understanding of the following:

**ELA 351 Term 1 (.5 credit)**

* Evaluating the effectiveness of arguments
* Understanding and developing persuasive techniques in writing
* Understanding and applying rhetorical techniques
* Synthesizing information from multiple sources

**ELA 352 Term 2 (.5 credit)**

* Evaluating how setting and character interact to develop theme in literary texts
* Collaborating with peers in formal and informal text-based discussions
* Synthesizing textual analysis in formal analytical essay
* Understanding the essential elements of English/Language Arts assessment
* Collaborating with peers to present effective arguments

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

Springboard helps accelerate the full implementation of the Common Core State Standards so all students can achieve the outcome defined in the 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. The course emphasizes standards-based assessment of the following priority standards chosen by the district.

| Priority Standard | Priority Standard Language |
| --- | --- |
| **Reading Literature**  |
| RL 3  | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| RL 4  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| RL 6  | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| **Reading Informational Text**  |
| RI 2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| RI 5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| RI 6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| **Writing**  |
| W 1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| W 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](http://www.corestandards.org/ELA-Literacy/L/11-12/).) |
| W 7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **Speaking and Listening**  |
| SL 1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| **Language**  |
| L 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

**Materials (may include but are not limited to)**

* Springboard Textbook: English III
* Teacher selected essays & writings
* Teacher selected media
* Student selected texts

**Assessments (may include but are not limited to)**

* Diagnostic and Benchmark Assessments
* Student’s Learning Plan as a foundation for assessing learning
* Student Discussions
* Formative Standards-Based Reading and Writing Assignments
* Summative Assessments:
	+ Persuasive Speech
	+ Satirical Piece
	+ Socratic Seminar
	+ Analytical Essay
	+ Mock Trial

**Grading Categories:**

* Formative: 0%
* Summative: 100%

**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 targets for that month.
* Student monthly progress is specifically evaluated against progress objectives, which are clearly defined in the course for each assignment. 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 allow teachers and students to assess the students’ educational progress in meeting the course learning standards.

**Grading Scale: (Progress reports will be provided monthly)**

* **A (Excellent) -** (90-100%) Consistently demonstrating exemplary abilities through scores earned on assessments. Showing outstanding mastery of skills students are expected to learn in this course.
* **B (Proficient) -** (80-89.99%) Occasionally demonstrating proficient abilities through scores earned on assessments. Consistently working toward mastery of skills students are expected to learn in this course.
* **C (Standard) -** (70-79.99%) Demonstrating average abilities through scores earned on assessments. Showing average mastery of skills students are expected to learn in this course.
* **D (Passing)** (60 – 69.99%) Demonstrating 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) Opting out of opportunities to redo assignments to show mastery of assignments. Failing 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.

**Class Expectations:**

* Students will use electronics to support learning goals.
* Students will bring a **charged** school issued iPad to class each day.
* Students may be required to work in small groups.
* Students will get to class on time.
* Students will fully engage in learning opportunities.