**Challenger High School**

**English ENG 401/402 Syllabi**

Term 3: January 31, 2024 – April 12, 2024 Term 4: April 15, 2024 – June 14, 2024

CEDARS Code:

**Instructor: Kim Willmott**

**Phone: (253) 800-6813**

**Grade Level: 12 Credit: ELA .50 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 term 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 choices for meaning and style. Students work toward meeting proficiency on the Common Core 11-12 grade specific standards. Completion of this course is required for graduation. The use of district wide Springboard curriculum will be used predominantly in this course.

**Course Content:** Student 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.)

**ELA 401**

* Analyzing and interpreting samples of good writing.
* Identifying 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.
* Examining 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 perspectives in literature.
* Moving effectively through the states of the writing process with careful attention to revising and evaluating stylistic techniques that illustrate sophisticated writing skills

**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.

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| Priority Standard | Priority Standard Language |
| **Reading Literature**  |
| RL 2  | Determine two or more themes or 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 produce a complex account; provide an objective summary of the text. |
| 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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| **Reading Informational 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. |
| **Speaking and Listening**  |
| SL4  | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| **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 3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| W 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| 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/).) |
| W8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| **Language**  |
| L1  | 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 IV
* Teacher selected essays & writings
* Teacher selected media
* Graphic novels
* 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:
	+ Analytical Essay
	+ Graphic Short Story

**Grading Categories:**

* Formative: 20%
* Summative: 80%

**Progress**

* Student progress is monitored weekly and opportunities will be provided for revising formative work based on feedback from the teacher.
* 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 weekly)**

* **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.
* Students will put cell phones, ear buds, and head phones away during class.
* Students will turn assignments in on time as per Canvas due dates unless otherwise determined by teacher.
* Students who are not engaged in class will not be eligible for extended due dates.
* Students are expected to do their own work. Plagiarizing and/or cheating will result in a 0 for the assignment with no chance of retake.