Pilot Course Proposal

Submitted by: Katie Sheahan Building: Lindbergh

Proposed Course Title: English 101 (College in the High School through Bellevue College)

Grade Level: 11th Department: Language Arts

PLEASE ATTACH THE FOLLOWING:
Description of course content and how this course will meet current needs not being met by other courses. Description must also include the needs assessment data.

- Specifically, what will the student know and be able to do as a result of this course?

ENGL 101 - English Composition I (5 Credits)
ENGL 111 - Introduction to Literature (5 Credits)

Course description:

English 101: Develops clear, effective writing skills and emphasizes writing as a process. Students practice writing in a variety of forms and modes.
English 111: Read and analyze literature through various critical lenses (e.g. feminism, historical, etc.) and develop an understanding of various cultures, communities, and time periods. Surveys major literary genres including poetry, drama, and fiction.

Course Outcomes:

- Think Critically and Read Analytically: carefully interpret and evaluate claims, beliefs, arguments, or issues, reading various texts critically for purposes of interpretation, analysis, synthesis, or evaluation.
- Compose and Revise in Context: shape written responses for–and employ style, tone, and mechanical conventions appropriate to–the demands of different audiences and purposes, using various methods of development such as illustration, comparison and contrast, and analysis, and balancing their individual voices with those from other texts.
- Reflect, Collaborate & Evaluate: incorporate newly acquired skills, both individually and with peers, to critique their own and others' work, to gain a clearer perspective of habits that may detract from the effectiveness of their own writing, and to develop flexible strategies for revising, editing, and proofreading in response to comments from their instructor and peers.
- Demonstrate an increased level of comfort with the genres: poetry, drama, fiction.
- Identify and use terminology specific to literature.
- Recognize some major authors.
- Read, analyze, and explicate complex literature at both the literal and inferential levels.
- Develop a process of analyzing works of literature.
- Use evidence from text to support a thesis.
- Enjoy literature and appreciate unique characteristics of each genre.
- Apply writing skills to analyzing literature.

This course meets the following needs not being met by other courses:

- A more guaranteed opportunity to gain college credit while in high school (our current AP course only grants college credit through performance on a high-stakes test)

Upon completion of this course students will be able to meet the following ELA CCSS 11-12 Learning Standards:

Key Ideas and Details:

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2 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.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- CCSS.ELA-LITERACY.RL.11-12.1
  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RL.11-12.2
  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; preview an objective summary of the text.
- CCSS.ELA-LITERACY.RL.11-12.3
  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).

Craft and Structure:

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5 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.11-12.6 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.
- CCSS.ELA-LITERACY.RL.11-12.4
  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.
- CCSS.ELA-LITERACY.RL.11-12.5
  Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- CCSS.ELA-LITERACY.RL.11-12.6
  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).

Integration of Knowledge and Ideas:

- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.RL.11-12.7
  Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Range of Reading and Level of Text Complexity:

- RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CCSS.ELA-LITERACY.RL.11-12.10
  By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing Text Types and Purposes:

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing:

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5 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.
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

- W.11-12.7 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.
- W.11-12.8 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.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.").
  - b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional

principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses].").

Range of Writing:

- W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

What are the assessments that will be used to determine student achievement of the goals of this course? (Attached to this proposal.)

- In each course (A, B, and C), students will take midterm and final exams on the rhetorical situation and literary elements and write argumentative and persuasive essays that address the course outcomes as dictated by Bellevue College. An example of potential assessments:
  - seminar-style and small-group discussions
  - writing two 4-6 page persuasive essays (per course)
  - writing shorter response papers (ca. 250-word discussion posts submitted on a weekly basis)
  - presenting speeches and debates
  - Timed writing for mid-terms and finals

Describe how this course will address:

- **Alignment with Common Core State Standards (CCSS) and/or WA State Essential Academic Learning Requirements (EALRs)**
  - This course utilizes the Common Core State Standards in ELA (Reading and Writing standards). There is a minimum of 25 CCSS that this course will address during different times throughout the year. For a complete list of the CCSS being used within each of the units, please see above.
- **Integration of technology**
  - Technology will be used in all units of this curriculum. Students who have access to 1:1 device will easily be able to use their devices for all writing, researching, and publishing purposes. Technology of some form will be used every day, or almost every day in this course. Written student work will be compiled in a portfolio, of sorts, in TurnItIn.com (students will also have the option of creating a digital Portfolio through Google Sites, which will house all their published pieces throughout the trimester/year).
- **Infusion of diversity/multicultural perspectives**
  - Students will be reading and writing about a variety of different topics, most of which will include some kind of choice in the content of the written product. Student choice and voice will be the primary method of diverse perspectives, as well as texts written by people of various backgrounds. These texts will be provided by the teacher and will include come of the following authors and speakers:
    - Malcolm X "A Homemade Education"
    - Ben Franklin's Speech to the Constitutional Convention
    - Nelson Mandela's release from prison speech
    - JFK's Civil Rights Message
    - Harvey Milk Hope Speech
    - Sacha Baron Cohen's Keynote Address at ADL
    - Angela Davis "The Gates of Freedom"
    - Laverne Cox "When a trans woman is called a man, that is an act of violence"
- **Integration with other subject areas**

- By nature of the course, students will be able to write about topics from all different subject areas, not just language arts. This also affords opportunities for students to write about topics of interest they've learned from other classes.

- **Provision of appropriate experiences for learners of varying abilities**
  - Differentiation options are built into the lessons so that all students can be successful in every lesson. This course offers a great opportunity for students identified as Highly Capable to advance their education while remaining in our high school building(s). We have many supports in place for our learners who struggle in academic areas (Inclusion classes, Reading Intervention classes, and Tier II Math Intervention classes); however the Advanced Placement course we currently offer for juniors only serves about 20-27 students per academic year at Lindbergh High School, but the replacement course of English 101 will serve at least 50 juniors or more. College credit for the current course (AP Language & Composition) is dependent on a high-stakes standardized test, which is not equitable for all students. This course can provide the challenge that many students are looking for, while keeping them in our building. To ensure success, and college credit, the following are ways to satisfy placement and prerequisite requirements prior to student registration/enrollment:
    - Review of previous academic achievement
    - Smarter Balanced Assessment (English/Math)
    - Cumulative GPA
    - AP/IB test scores
    - Successful completion of "prerequisite" courses
    - Instructor Permission
- **Development of higher-level thinking and processing skills**
  - Students will be able to work mostly within Application, Analysis, Evaluation, and Creation levels of Bloom's Taxonomy, although there are many other skills that will be practiced from other tiers too (like remembering and understanding information). Due to the nature of this course, being a College in the High School course, students will engage in higher levels of thinking on a daily basis.
- **Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course?**
  - This course will replace AP Language & Composition

Current Scope and Sequence:

- This course will follow the scope and sequence of Bellevue College. Instructors of this course must apply and be accepted by Bellevue College, then participate in a CHS program orientation covering program requirements, policies, procedures and student registration (led by CHS staff) and a discipline-specific training for delivering BC courses (including course outcomes and objectives, syllabi, assessments, grading, and teaching resources–led by your Faculty Coordinator).

Statement of impact:

- This course will impact students by allowing them to earn college credit while in high school, without the high-stakes standardized test as a barrier. It will develop students' critical thinking skills through rhetoric and analysis, while in the comfort of their own high school building. Students will benefit from the continuity of studying writing in a year-long course with one instructor (rather than bouncing to different teachers as a result of the Trimesters or to different professors on a college campus). Students will also be prepared for senior English with the vertical alignment of Eng 111 to Eng 244, 245, and 246 already taught at LHS.

Instructional materials and cost (include titles, names of publishers and copyright).

The goal is to run 2 sections of this course, with a potential student count of 50+.

The Norton Field Guide to Writing: Sixth Edition
ISBN: 978-0-393-88404-3
$58.43
60 copies (2 class sets)

The Norton Introduction to Literature: Shorter Fourteenth Edition
ISBN: 978-0393886405
$89.15
60 copies (2 class sets)

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

	Signature	Date
1. Department Head (Secondary) Accepts ☒ Rejects ☐	Sarah Conrad	11-1-22
2. Principal Accepts ☒ Rejects ☐		11/02/22
3. District Content Facilitator Accepts ☒ Rejects ☐	Maria Feist	11/4/22
4. Curriculum Director Accepts ☐ Rejects ☐		

Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.