

# OHHS English Department Course Syllabus



**Course Name:** Bridge To College English

**Course Code:** ENO40A, ENO40B

## **Course Description:**

The course curriculum emphasizes focused reading, writing, speaking & listening, and research work based on Washington State's K-12 Learning Standards for English language arts (the Common Core State Standards, CCSS-ELA). This two-trimester 12th grade course will develop students' college and career readiness by building skills in critical reading, academic writing, speaking and listening, research and inquiry, and language use as defined by the CCSS-ELA for high school. Students will engage with rigorous texts and activities that support the standards' additional goals of developing the capacities of literacy, including deepening appreciation of other cultures, valuing evidence and responding to varying tasks across content areas, and navigating technology to support their work. Students will learn to evaluate the credibility of information, critique others' opinions, and construct their own opinions based on evidence. By the end of the course, students will be able to use strategies for critical reading, argumentative writing, and independent thinking while reading unfamiliar texts and responding to them in discussion and writing. The course will also develop essential habits of mind necessary for student success in college, including independence, productive persistence, and metacognition. For seniors who score in Level 2 on the Smarter Balanced 11th grade assessment, the Bridge to College English Language Arts (ELA) course will offer an opportunity (with a B or better course grade) to place into college-credit courses when entering college directly from high school.

## **Prerequisites**

Level 2 on SBA, successfully completed American Lit or equivalent, Counselor approval.

## **Course Resources**

State-approved BTCE resources, found at <https://sbctc.instructure.com/courses/1345466>

## **Course Fees**

None

## Course Outline/Instructional Units

Teachers will choose one of each unit; 3 per trimester, each approx. 4 weeks long.

### Bridge to College English Course Matrix

<p><b>12-1: Intro Modules</b></p>	<p><b>12-2: Issues and Argum.</b></p>	<p><b>12-3: Fiction</b></p>	<p><b>12-4: Issues and Argum.</b></p>	<p><b>12-5: Non- Fiction</b></p>	<p><b>12-6: Multi-Genre Texts</b></p>
<p><b>Power of Service</b> Service project proposal and presentation</p> <p><b>Good Food, Bad Food</b> Persuasive proposal</p> <p><b>Rhetoric of the Op-Ed</b> Argument essay</p>	<p><b>Juvenile Justice</b> Argument essay</p> <p><b>New Space Race</b> Argument essay</p> <p><b>Racial Profiling*</b> Argument essay</p> <p><b>Rhetoric of the Op-Ed</b> Argument essay</p>	<p><b>1984</b> Argument essay</p> <p><b>Othello</b> Character analysis essay</p> <p><b>Dystopia</b> Analysis essay</p> <p><b>Brave New World</b> Argument essay</p> <p><b>Hamlet</b> Business presentation</p>	<p><b>Lang., Gender, Culture</b> Speech, letter, or PSA</p> <p><b>Juvenile Justice</b> Argument essay</p> <p><b>New Space Race</b> Argument essay</p> <p><b>Racial Profiling</b> Argument essay</p>	<p><b>Hidden Figures</b> Analysis essay</p> <p><b>The Shallows</b> Synthesis essay</p> <p><b>Fresh Fruit, Broken Bodies</b> Synthesis essay</p>	<p><b>Comics and Visual Storytelling</b> Visual text</p> <p><b>Brace for Impact!</b> Creative non-fiction essay</p> <p><b>Language, Gender, Culture</b> Speech, letter, or PSA</p>

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**Major Assessments**

In addition to daily work of reading/analysis/writing, the final project or presentation is listed above.

**Extra Help**

Teachers will provide information regarding tutoring in classroom procedures. Students are encouraged to take advantage of tutoring opportunities and assistance will be offered in class.

**RE-DO POLICY:**

OHHS is an effort based school where we believe all students can learn. We also know that students learn at different rates. Thus, we are implementing a re-do policy that recognizes the needs of individual learners.

- 100% Re-do
  - Assessments (with exception of the Final semester exam)
  - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:
  - require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.
  - require students to complete re-do of work outside of class time.
  - limit the number of re-do opportunities for each assignment.
  - assign zero grades when students choose not to do key assignments and/or assessments to standard.
- All opportunities for re-do work will come with a deadline as assigned by the teacher.

**Weighted Categories**

Set department categories and weighting

Category	Percentage of Overall Grade
Assessments	60%
Daily Work	40%

**Grading Scale:**

<b>Regular Scale</b>	
<b>Letter Grade</b>	<b>Percentage</b>
<b>A</b>	<b>93% and Above</b>
<b>A -</b>	<b>90%-92.99%</b>
<b>B+</b>	<b>87%-89.99%</b>
<b>B</b>	<b>83%-86.99%</b>
<b>B-</b>	<b>80-82.99%</b>
<b>C+</b>	<b>77%-79.99%</b>
<b>C</b>	<b>73-76.99%</b>
<b>C-</b>	<b>70-72.99%</b>
<b>D+</b>	<b>67%-69.99%</b>
<b>D</b>	<b>60%-66.99%</b>
<b>F</b>	<b>59.99% and Below</b>

**OHHS PLAGIARISM POLICY:**

Any student, who knowingly turns in any work that has been done by someone other than himself or herself, and fraudulently represents it as his/her own, shall be considered to have cheated. Cheating also includes: aiding someone else in cheating, the use or preparation of written, pictorial, electronic or other materials not authorized by the instructor during a test or assignment, the use of testing materials obtained previous to the test date, or plagiarism of any kind. Students found cheating will also be subject to an office referral, which could result in a suspension. As an effort based school, students who have plagiarized/cheated must still demonstrate their learning. Thus, students will be given the opportunity to complete the work. This will fall under the "Late Work Policy" of the teacher where total possible points may be reduced.

