

BEST High School

Learning Center English 11 ENG321 and ENG421
Holly Miller, Stephanie Monaghan, and Riley Koch
Competency-based Syllabus

Desired Results

Credit: .125 per session

Estimate of hours per week engaged in learning activities: 5 hours

Course Overview:

Instructional Materials: - all materials will be checked out from the learning center teacher

Semester 1:

- Session 1 (9/6 – 10/4): Literature about the Vietnam War
- Session 2 (10/5 – 11/4): Literature about the Vietnam War
- Session 3 (11/7 – 12/9): American Short Stories
- Session 4 (12/12 – 1/27): Poetry

Semester 2:

- Session 5 (1/30 – 3/2): A study of the Harlem Renaissance
- Session 6 (3/5 – 3/30): *Of Mice and Men*
- Session 7 (4/9 – 5/11):
- Session 8 (5/14 – 6/22):

All summative assessments are due by 1 pm two school days before the end of session

All coursework is aligned with the Washington State and District EALR's

Students earn credit for proficient completion of each session's summative assessments

Session	Learning Target	Formative	Summative
1 and 2	<ul style="list-style-type: none">To develop a deep understanding of an important and intensely emotional experience in American history.To develop an understanding of how writers use characters and situations to develop a theme.To gain a deep understanding of a significantly complex subject to write a	Responses to the question done at a proficient level, drafts of essay	Compare-Contrast Essay Or Literary Analysis Essay

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	<p>proficient compare-contrast or literary analysis essay</p>		
3	<ul style="list-style-type: none"> • To understand how the writer’s context (personal history) affects the way he or she sees the world • To develop a stronger sense of what “theme” means and how to use it to understand literature 	<p>Complete the questions about each story</p>	<p>Pick the three families that you find the most interesting (either good interesting or bad interesting, or both). For each one, explain what we learn about the theme of “family from this story.</p> <p>Or</p> <p>Research the biography of each of the writers. Answer the questions below about each one’s background and explain how the writer’s biography influences the story. In a formal discussion with the learning center teacher, explain how you feel the authors’ personal experience affected what they chose to write about and how they view the theme of family.</p>
4	<ul style="list-style-type: none"> • To analyze how the writer’s context (the events going on in the world around him or her) affects the way he or she sees the world • To analyze what a poem or short story can tell us about an intense experience such as war 	<p>Complete the questions about each story</p>	<p>A literary analysis essay</p> <p>Or</p> <p>Write a response poem to each of the poems in this unit</p>

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5	<ul style="list-style-type: none"> • To analyze the messages of the writers of the Harlem Renaissance • To compare your personal experience with developing your identity to the writers of the Harlem Renaissance 	Complete the questions about each story or poem	<p>Compare the experiences of being black in America of at least three of the writers you read to your own experience being whatever you are. The format is negotiable.</p> <p>Or</p> <p>Write a response poem to two of the poems in this unit. For each “response poem” you will take the perspective of yourself, as if the poems were a conversation with you OR of a person the poem could be addressed to. Choose any two poems and “write back” to the poem.</p>
6	<ul style="list-style-type: none"> • Analyze a piece of literature for its use of specific literary devices • Evaluate how those literary devices affect the way you understand a piece of literature 	The formative assessment is a dialectical journal of the novel that focuses on your identification of, and reaction to, the use of literary the devices in the story. You will do dialectical journal entries in the format described below for each of the six chapters of the book.	<p>A literary analysis essay</p> <p>or</p> <p>A three-paragraph essay categorizing characters into specific categories</p> <p>or</p> <p>Decide if the novel has a hero, who it is, and make your case in a three-paragraph essay.</p>
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Types of Learning Activities

[This chart demonstrates the types of learning activities the student will complete throughout the course. The fact that this is an independent study course limits the types of instruction available).

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
<input type="checkbox"/> Structured Overview <input type="checkbox"/> Mini presentation <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List)	<input type="checkbox"/> Problem-based <input type="checkbox"/> Case Studies <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Practice <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Paper <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Other (List)	<input type="checkbox"/> Virt. Field Trip <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Field Observ. <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Bldg. <input type="checkbox"/> Surveys <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Essays <input checked="" type="checkbox"/> Self-paced computer <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Directed Study <input type="checkbox"/> Research Projects <input type="checkbox"/> Other (List)	<input type="checkbox"/> Discussion <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Project team <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing <input type="checkbox"/> Other (List)