



Internet Academy Syllabus

English Language Arts 9-2

Course Code	Grade Level	High School Credit Value	NCAA Approval
LA3370	Grade 9	.5	Yes
Course Description			
<p>This first half (semester) of English 9 course uses interaction with the iA teacher through writing in the iA Campus. The content is an overview of exemplar selections of literature in fiction genres. Students read short stories analyzing the use of elements of literature in developing character, plot, and theme. For example, in selected stories, students compare the effect of setting on tone and character development.</p> <p>in Core State Standards for English Language Arts.</p>			
Prerequisites	Course Length	Course Time	
Successful completion of grade 8 ELA.	5 Weeks	120 Minutes	
Required Materials: Texts, readings, other materials			
Materials will be included online, and students need one nonfiction book of their own choice to read for the second half of class.			
Washington State Testing Requirements			

Instructor Information: Colleen Anderson
Within Course: Contact within the course itself through the iA campus email platform.
Email: canderso@fwps.org
Phone: 253-945-2230

Expected Learning Outcomes:

The student will develop reading and writing skills to understand and analyze the use of elements of literature in developing character, plot, and theme.



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Course Outline with Suggested Time Requirement

Common Core Priority Standards	<p>CCSS.ELA-Literacy.RL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RL.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CCSS.ELA-Literacy.RL.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CCSS.ELA-Literacy.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCSS.ELA-Literacy.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-Literacy.W.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.</p> <p>CCSS.ELA-Literacy.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>



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	<p>CCSS.ELA-Literacy.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS.ELA-Literacy.L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Common Core Priority Standards,	<p>CCSS.ELA-Literacy.RL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RL.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CCSS.ELA-Literacy.RL.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CCSS.ELA-Literacy.RL.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>CCSS.ELA-Literacy.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCSS.ELA-Literacy.RI.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>CCSS.ELA-Literacy.RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>CCSS.ELA-Literacy.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>



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CCSS.ELA-Literacy.W.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.

CCSS.ELA-Literacy.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessment methods

- **Writing assessments are summative**, and submitted in the iA Campus. A summative assessment is included for each lesson in Apex. Teacher feedback is given on the summative assessments, and students are expected to revise their writing based on feedback to earn 70% or higher on each.

Revision Policy:

Summative writing assessments – The student’s goal is 70% or higher. If passing is not met with the first attempt, the teacher will outline steps to take in review, and revision of the writing in order to meet passing levels.



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Academic Integrity / Plagiarism: Students are asked to verify their academic integrity with each writing assignment: *“This assignment was written in my own words, with my own ideas and citations used where I quoted another writer or used their idea.”* A student who plagiarizes in writing assignments will receive a 1 in the gradebook and be asked to revise the assignment in their own words. A second submission including plagiarism may result in additional intervention, such as parental and principal contact, resulting in an alternate assignment or zero score.

Criteria for grade determination

High School credit bearing grading scale:

A = 90 - 100

B = 80 – 89.9

C = 70 – 79.9

Audit = 0 – 69.9

Policies

Academic Integrity - Academic integrity is essential to learning. Students are expected to complete their own work. Copying, plagiarizing, cheating or other methods of intentional deception are prohibited. Students will be asked to redo the assignment or another assignment to meet standard

E-mail and Software Agreement - Students agree to maintain electronic integrity and face disciplinary measures if they do not abide by their promise.

Professional Decisions - Teachers reserve the right to make adjustments to the course content and expectations.

Student Expectations

- **Complete all courses tests, including state required tests for graduation.**
- **Attend weekly online sessions.**
- **Attend class daily.** Course attendance is submitting assignments, attending live instructional sessions, attending office hours with the teacher, being online working on assignments, emailing, texting or calling teacher with questions



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- **Have the computer hardware and software necessary for the class work.**
- **Communicate with the instructor in a clear, friendly, courteous manner.** This includes signing communications with their full name and the name of the class they are in.
- **Communicate in Standard English.** "e-english," the informal, lower-case, run-together communications used in chat rooms, is appropriate for the audiences and purposes of some e-mail. It is not appropriate for communicating with an instructor in class.
- **Turn in original work.** Internet Academy teachers monitor for intentional deception through the use of an on-line subscription service and IA email archives. The consequences for intentional deception (copying, plagiarism, cheating, using someone else's work) may result in: redoing assignment, completing an alternative assignment, parent contact, and/or failing the course.
- **Do their very best work at all times.**

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