

## LA241O/ English Language Arts 7.1 Syllabus

Course Title-----	English Language Arts 7.1
Course Number-----	LA241O
Grades:-----	07-07
High School Credit Value:-----	0
Prerequisites:-----	A solid foundation of reading, writing, and grammar skills at the sixth grade level will help students be successful in this seventh grade course.
Course Length:-----	Regular courses: 17 weeks CR: 9-17 weeks.
Course Time:-----	Regular courses: 17 week schedule: 75 - 90 minutes per school day (6-7.5 hours per week) Credit Retrieval: 75 - 90 minutes per school day (6-7.5 hours per week) until course completion.

### { Course Description }

What if a young boy was kidnapped and it was the happiest day of his life? What if a woman fell from the sky and animals caught her as she landed on earth? What if you saw an animal in the woods that looked like a dog...but wasn't? And what if the first line of a story said, "There was something in the supply closet across the room. A human body." What would YOU do?

This is just a taste of the kinds of stories and poems you'll read in this course. While you are enjoying a wide variety of styles of writing, you will practice skills and strategies to become an effective reader with strong comprehension. In addition, you'll receive instruction through reading and writing rubrics, summarizing, finding main idea and theme, deciphering vocabulary from context, and making inferences and predictions in narrative literature. Ready ready ready to learn? Let's get started!

#### **Course Materials:**

Choice reading books in a variety of genres are to be obtained by the student. Books can be found in a variety of ways such as from a new or used bookstore, online bookstore, local library or home library.

#### **State Alignments**

Washington State Standards guided the design of the course. Learning expectations are found within the course itself.

## Reading Standards

- Standard 1: Understand and apply content/academic vocabulary critical to the meaning of the text.
- Standard 2: Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/ or literary/narrative text.
- Standard 3: Apply comprehension monitoring strategies before, during, and after reading: predict and infer.
- Standard 4: Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository and literary/narrative text.
- Standard 5: Apply understanding of printed and electronic text features to locate information and comprehend text.
- Standard 6: Understand and analyze story elements.
- Standard 7: Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships.
- Standard 8: Analyze literary/narrative text and informational/expository text to draw conclusions and develop insights.
- Standard 9: Analyze how an author's style of writing, including language choice, achieves the author's purpose and influences an audience.
- Standard 10: Evaluate the author's reasoning and the validity of the author's position.
- Standard 11: Analyze ideas and concepts to generalize/extend information beyond the text.
- Standard 12: Evaluate appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.

## Writing Standards

- Standard 1: The student understands and uses the writing process.
- Standard 2: Demonstrates understanding of different purposes for writing.
- Standard 3: Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.
- Standard 4: Analyzes and selects an effective organizational structure.
- Standard 5: Analyzes and selects language appropriate for specific audiences and purposes.
- Standard 6: Uses a variety of sentences.
- Standard 7: Knows and applies writing conventions appropriate for grade level.

## Course Outline

**Each lesson is designed to be completed in one week.** Specific assignments are found on the course **Learning Path** (Checklist). Lesson objectives are located at the beginning of each lesson.

- Unit 1: Mapping the Road: Getting Started, Navigating the Course, Making Book Choices
- Unit 2: First Steps: Setting Goals, Word Recognition Skills, Application through Reading
- Unit 3: Reading Shoes: Reading Fluency, Genre Analysis
- Unit 4: Plot It Out: Understanding Literary Elements, Writing Process, Narrative Reading
- Unit 5: Try This Style: Writing Sentence Structure, Design, and Style, Point of View, Reading Application

- Unit 6: Hit the Target: Narrative Reading - Main Idea, Summary, Supporting Details, Test Taking Strategies, Rubrics for Multiple Choice, Short Answer, Extended Response Prompts
- Unit 7: What Does It Say?: Reading Goals, Summary Statements in Narrative Texts
- Unit 8: What's the Big Idea?: Theme and Main Idea in Narrative Texts
- Unit 9: Think Ahead: Making Predictions and Inferences from Narrative Texts, Think Aloud Reading Strategy
- Unit 10: More Detecting: Understanding Vocabulary in Context
- Unit 11: Elementary, My Dear Students
- Unit 12: Tie it Together 1: Compare and Contrast
- Unit 13: Tie it Together 2: More Compare and Contrast
- Unit 14: Pit Stop 2: Prove It: Assessment on Units 11-14
- Unit 15: Analyzing Purpose, Writing Persuasive Mode
- Unit 16: Evaluating Themes and Ideas, Extending Information Beyond Text
- Unit 17: Prove It: Assessment on Units 16-17, FINAL Project

**NOTE:** Students enrolling later in the semester will follow a **12-week Learning Path** which will require **three units to be completed every two week.**

### Course Work

**Reading:** This semester focuses on narrative texts. In addition to guided reading assignments, students independently select books of different genres throughout the semester, and are expected to be reading a choice novel at all times (recommended 30 minutes a day, just the time of one tv show). An extensive booklist is provided for grade level books. Choices should provide a challenge in vocabulary and content, above an "easy read," but not too difficult to take away the enjoyment of reading. Students are encouraged to spend time in a library, to begin to build their own home library, to choose a variety of books; meet new authors, acquaint themselves with classic literature as well as modern or science fiction stories, delve into new genres and visit new lands. Upon completing a novel or story in a particular genre, they will submit work to show their understanding of that genre.

Stories within each assignment are available online within the course. It is recommended that students print the stories, so they can highlight, take notes, and read in a comfortable environment, not off the computer screen.

**Assignments:** The majority of assignments involve instruction in writing and reading strategies and skills, followed by student demonstration of understanding. Basic skills in grammar, punctuation, sentence structure are included. A strong suggestion is to work in a regular word processing program for writing assignments, use proof-reading and editing tools, and use spell-check in every assignment. Saving work on the computer helps students stay organized. Any variation in assignment directions will be outlined within the online assignment.

**Calendar:** Instruction and assignments are listed on the course **Learning Path** (Checklist) with a suggested timeline divided into 17 weeks. Students are encouraged to keep pace with the suggested timeline. It is possible, of course, to work ahead. All students are expected to complete the course by the end of first semester, and will be placed into the second semester of English 7 at the end of January.

## **Grading**

**Students will know what they are to learn, and how they are to show their learning.**

**Assignments** will be graded using the following criteria:

- Does the assignment follow written directions?
- Does the student prove their understanding of the assignment's objectives or standards?
- Does the assignment hit the target? Rubrics are provided for many individual assignments. Students will know what they are to learn, and how they are to show their learning.

**Revision Policy:** The goal of this class is learning! Students have the opportunity to revise work until it meets standards and will be given additional instruction on work that does not yet meet requirements. The learning is what is important, whether it takes one try, or several.

- No grade penalty for revised work.
- Revisions need to be resubmitted within one week, with revised sections clearly identified through the use of formatting tools such as color, bold, italics, font, etc.
- If the original assignment is resubmitted, a final score will be recorded.

**Work submitted in bulk**, i.e. one whole unit or more at a time, may not receive the individual feedback that can be given if work is submitted on schedule. Bulk work submitted during the last two weeks of the semester will be evaluated however, due to time constraints, students risk not being able to revise if standards are not met.

## **Occupational Credit:**

This course may qualify for \*occupational credit. Please consult your school counselor for further clarification.

\*Please note that FLA901 (Sign Language) does not qualify for occupational credit.

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