

LA251O/ English Language Arts 8.1 Syllabus

Course Title-----	English Language Arts 8.1
Course Number-----	LA251O
Grades:-----	08-08
High School Credit Value:-----	0
Prerequisites:-----	A solid foundation of reading, writing, and grammar skills at the seventh grade level will help students be successful in this eighth 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 }

Climb aboard a time machine just like the one in H. G. Wells' classic science fiction novel! Travel to the year 802,701, and teach the inhabitants about your life in the 21st century. Through your writing they will learn about you, your talents, and special events in your life. As you become an expert at defining plot and the components that go with that - setting, complications, conflict, climax and resolution, you will be teaching them about your world.

You'll discover all kinds of writing tools to develop your writing skills to communicate clearly, effectively, and with style. Reading strategies will be used as you encounter well-known authors and share stories with your friends from the future. You'll create your own stories for pleasure and entertainment of others. You'll even have a chance to read a real classic science fiction novel. Jump on - the time machine is taking off!

Course Materials:

Access to the specific novels on the **Reading List** at the start of **Unit 4**. Books can be obtained 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, including vocabularies relevant to different contexts, cultures, and communities.
- Standard 2: Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main idea, and supporting details in grade-level information/expository text and/or literary/narrative text.
- Standard 3: Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: 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 complex organizational features of printed text and electronic sources.
- 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 informational/expository text and literary/narrative text to draw conclusions and develop insights.
- Standard 9: Analyze author's purpose and evaluate an author's style of writing to influence different audiences.
- Standard 10: Analyze and evaluate text for validity and accuracy.
- Standard 11: Analyze text to generalize, express insight, or respond by connecting to other texts or situations.
- Standard 12: Analyze web-based and other resource material (including primary sources and secondary sources) for relevance in answering research questions.

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 consistent with audience, purpose, and form.
- Standard 7: Knows and applies writing conventions appropriate for grade level.

Course Outline

17 Week Learning Path

- Lesson 1: That's Me All Right! (*1 week*)
- Lesson 2: Telling My Story (*1 week*)
- Lesson 3: Plot It Out (*2 weeks*)
- Reading: Choose a Novel (*continuing through course*)
- Lesson 4: Setting It Up (*2 weeks*)
- Lesson 5: Create a Setting (*2 weeks*)

- Lesson 6: What's the Problem? (2 weeks)
- Lesson 7: Speaking of Conflict (2 weeks)
- Lesson 8: Earthling Characters (2 weeks)
- Lesson 9: Science Fiction (2 weeks)
- Final: Heading Home Culminating Project (1 week)

12 Week Learning Path

- Lesson 1: That's Me All Right! & Lesson 2: Telling My Story (1 week)
- Lesson 3: Plot It Out (1.5 weeks)
- Reading: Choose a Novel (*continuing through course*)
- Lesson 4: Setting It Up (1.5 week)
- Lesson 5: Create a Setting (1.5 weeks)
- Lesson 6: What's the Problem? (1.5 weeks)
- Lesson 7: Speaking of Conflict (1.5 weeks)
- Lesson 8: Earthling Characters (1.5 week)
- Lesson 9: Science Fiction (1 week)
- Final: Heading Home Culminating Project (1 week)

Course Work

Reading: Students will learn about how plot works in stories, all the way from setting, complications, conflict, climax to the resolution, in addition to analyzing character development and point of view. They will be introduced to new kinds of writing tools that will help develop their writing skills to communicate clearly, effectively, and with style. Reading strategies will be used as they encounter well-known authors and share stories they have created on their own. At the end of the semester, students will know many techniques and methods to develop effective and clear writing skills, and strategies to strengthen and build reading fluency and comprehension.

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 this course by the end of first semester, and will be placed into the second semester of English 8 at the end of January.

Grading

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

Lesson assessments 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 listed in the course Checklist?

It is very important for student writers to know how their writing will be assessed and to see good examples of the kind of writing they are asked to write.

Writing is assessed using the *Three Trait Writing Rubrics* adopted by the Federal Way School District, in addition to state standards. A final passing grade (C) will be earned by completing all lessons at a level demonstrating ability to meet the standards for the course. To earn a B or an A, writing needs to demonstrate a higher, richer, deeper level of understanding of the concepts taught.

If assignments are submitted which require additional work before meeting standards, suggestions for revisions will be made and the student is able to revise the work and resubmit it **ONCE** for a passing score. Students are expected to keep up with the schedule outlined on the course **Learning Path** (Checklist).

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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