

## LA336O/ English Language Arts 9-1 Syllabus

Course Title----- English Language Arts 9-1  
 Course Number----- LA336O  
 Grades:----- 09-09  
 High School Credit Value:----- 0.5  
 Prerequisites:----- Successful completion of 8th grade English

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 will I do in this course?" . . . Read. Write. Sing. Speak. Read. Learn. Discuss. Evaluate. Meet great authors, poets, musicians, orators. Meet smart classmates. Share. Connect. Create. Celebrate.

"What will I learn in this course?" . . . By reading and writing, and using narrative and informational texts, you'll become a stronger, skilled reader and writer! You'll practice note-taking and professional writing standards, develop writing process techniques to strengthen your writing in descriptive, narrative, expository, and persuasive modes, create song and speech. You'll study literary and plot elements and apply them to stories, poetry, and non-fiction. Reading To Kill a Mockingbird offers further experience with literary elements and bridges to a study of historical information and evaluation of websites for accuracy and reliability. Famous persuasive speakers are studied as a guide to persuasive writing and speaking. With each concept in reading, writing, and speaking, and with each genre, such as poetry, fiction, non-fiction, you'll first learn, then practice, the create a connection to your own life. Throughout the course, you'll evaluate your own writing, share writing with others, and engage in discussion opportunities. A celebration and presentation of your best works in a Student Led Conference concludes the semester. All reading for the course is available online, except the novel. You choose from a reading list. You'll need to visit a used bookstore, a new or online bookstore, or the library to obtain a copy of To Kill a Mockingbird. Ready, ready, ready to learn? Let's go!

This course helps meet the state minimum requirements of English 3.0 credits. Please check with your district for more specific requirements.

#### **Course Materials:**

All instruction and reading materials are linked within the course . . . EXCEPT . . .

- Students will need to borrow or buy the novel, **To Kill a Mockingbird**, by Harper Lee. The public library, the school library, an online bookstore, a retail bookstore, or a used bookstore are options.
- It is not required, but several assignments ask for students to record their voice, reading poetry, speaking, reading aloud. A microphone for the computer is needed to complete these assignments. If a microphone is not available, students have optional ways of completing the assignments, such as cassette recording, or phone.
- **Headphones and microphone** with USB connector is also recommended so students can participate in LIVE office hours. Not required, but an advantage for students to get questions answered in real time.

### State Alignments

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

READING	UNIT
<b>Key Ideas and Details</b>	
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1,2,3,5,6
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	1,2,3,5,6
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	1,2,3
<b>Craft and Structure</b>	
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	1,2,3,5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	1,2,3,5
Assess how point of view or purpose shapes the content and style of a text.	
<b>Integration of Knowledge and Ideas</b>	
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	6

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	5,6
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	1,6
<b>Range of Reading and Level of Text Complexity</b>	
Read and comprehend complex literary and informational texts independently and proficiently.	1,2,3,5,6
<b>WRITING</b>	
<b>Text Types and Purposes</b>	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	3,4,5
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	1,2,3,4,5
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	1,2,3
<b>Production and Distribution of Writing</b>	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1,2,3,4,5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	1,2,3,4,5
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	4,5
<b>Research to Build and Present Knowledge</b>	
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	5
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	4,5v
Draw evidence from literary or informational texts to support analysis, reflection, and research.	2,3,4,5

<b>Range of Writing</b>	1,2,3,4,5
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	1,2,3,4,5
<b>SPEAKING and LISTENING</b>	
<b>Comprehension and Collaboration</b>	6
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	6
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	5,6
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	6
<b>Presentation of Knowledge and Ideas</b>	6
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	6
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5,6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6
<b>LANGUAGE</b>	
<b>Conventions of Standard English</b>	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1,2,3,4,5,6
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1,2,3,4,5,6
<b>Knowledge of Language</b>	1,2,3,4,5,6
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	1,2,3,4,5,6

<b>Vocabulary Acquisition and Use</b>	1,2,3,4,5,6
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	1,2,3,4,5,6
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1,2,3,4,5,6
Acquire and use accurately a range of 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.	1,2,3,4,5,6

### **Course Outline**

<b>Units</b>	<b>17 Week Learning Plan</b>	<b>12 Week Learning Plan</b>
Unit 1: Identity. Narrative Literature	2 weeks	2 weeks
Unit 2: It's About the Story. Narrative in Music and Poetry	2 weeks	1+ week
Unit 3: Choices. Character in Literature	2 weeks	2 weeks
Unit 4: Role Models. Elements of Literature	2 weeks	1+ week
Unit 5: Reality. In Another's Shoes - Point of View and Mockingbird Project	4 weeks	2 weeks
Unit 6: Dreams. Persuasion - A Call to Action	4 weeks	3 weeks
Unit 7: Student Led Conference	1 week	1 week

### **Course Work**

#### **Important keys for success:**

- o Don't wait a minute. Get started right away and keep working. The best way to have a stress-free finish to class is a strong start!

- Set aside a consistent time **EVERY DAY** to work on class assignments. Set up a schedule and stick to it!
- Ask questions when needed. Read the instructions again, and then ask if you need help. Don't hesitate even three seconds! Instant chat and Live Classroom sessions provide an excellent opportunity for instruction and feedback.
- Use Learning Plan Contract as a guide to assignment completion to stay on pace for course completion.
- When given instructions for revising an assignment, follow them.
- Be curious, determined, persistent, humorous, independent, and curious again.

**Reading:** In addition to online stories, students read the novel, **To Kill a Mockingbird**, by Harper Lee. Reading concepts are learned and practiced through these readings.

**Assignments:** The majority of assignments involve reading instruction and assignments from literature. Writing is a major component of the course as students will be guided through writing sentence variety, structured paragraphs and essays; narrative, descriptive, expository and persuasive modes. Work is celebrated and shared at the end of the course in a Student - Led Conference format.

**Assignment submission:** Assignments with shorter responses will be submitted within a course page, longer essays through an attachment. Students may choose to submit a power point, audio, or video demonstration of their learning for some lessons.

**Calendar:** Students are placed on a 17 week *Learning Plan Contract*, based on their start date, and are paced accordingly to complete the course work. Assignments need to be completed sequentially, as the reading and writing skills build upon each other. Students are encouraged to keep pace with the suggested time line. It is possible, of course, to work ahead. If the course is completed prior to the end of the semester, the student is able to start the next course within the guidelines of the iA school-year calendar.

**Contact with the teacher:** Students will communicate with the teacher in a variety of ways - email, assignments, instant chat, Live Classroom sessions, phone, or by appointment.

**Weekly Contact and Monthly Progress Reports:** Students are expected to maintain weekly contact through assignments, email, chat, and Live Classroom sessions. Monthly Academic Progress will be evaluated based on student progress compared to the pacing of their Learning Plan Contract.

### **Grading**

Student demonstration of learning will be evaluated according to the Language Arts standards. A final passing grade (C) will be earned by completing all lessons at a level demonstrating ability to meet these standards. To earn a B or an A, students will demonstrate their understanding exceeds standards.

**Revision policy:** With the goal of student success in learning, feedback will be provided on assignments so students have the opportunity to revise and resubmit their reading responses,

and writing, in order to meet standards. Exceptions may be for assignments submitted in bulk at the end of the semester when time does not allow for feedback and revisions, or if plagiarism is involved.

**Academic Integrity policy:** Students are expected to complete their own work. Discussion with others and reading together is encouraged to build thinking about literature, or provide editing support for writing, however students are expected to submit original work, i.e., written in their own words. Copy / paste from another source, such as study guides, websites, or another student, will result in a request for explanation, a required revision, and additional assignment regarding plagiarism. A second submission of plagiarized work may result in no credit for that assignment, parent involvement, and additional consequences at teacher discretion.

**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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