

LA336OR/ English Language Arts 9-1 CR Syllabus

Course Title-----	English Language Arts 9-1 CR
Course Number-----	LA336OR
Grades:-----	09-09
High School Credit Value:-----	0.5
Prerequisites:-----	A transcript or other documentation is required to show the student has previously taken the course and not earned credit.
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 }

This is a credit retrieval course for students who have already taken this class and not earned credit. A diagnostic assessment, given at the beginning of the course, indicates what standards have been met, and what skills need to be practiced and demonstrated. Based on the results of the diagnostic assessment, an individual plan for completing the course is developed by the teacher and communicated to the student. Upon successful completion of the course, the student earns a passing grade (C) and .5 credit in Freshman English.

Content for the course covers writing modes of narrative and expository, and reading for literary elements.

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

Course Materials:

- **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.

- 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, summarization, main idea, and supporting details in grade-level informational & technical materials/expository text and/or literary/narrative text.
- Standard 3: Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences.
- Standard 4: Analyze story elements.
- Standard 5: Analyze informationa/expository text and literary/narrative text for similarities and differences and cause and effect relationships.
- Standard 6: Evaluate the use of literary devices to enhance comprehension.
- Standard 7: Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights.
- Standard 8: Analyze author's purpose and evaluate the effectiveness of author's writing style using persuasive devices to influence different audiences.
- Standard 9: Analyze and evaluate the presentation and development of ideas and concepts within and among and beyond multiple texts.
- Standard 10: Demonstrates understanding of different purpose for writing.
- Standard 11: Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.
- Standard 12: Analyzes and selects effective organizational structure.
- Standard 13: Analyzes and selects language appropriate for specific audiences and purposes.
- Standard 14: Uses a variety of sentences consistent with audience, purpose, and form.
- Standard 15: Knows and applies writing conventions appropriate to grade-level.

Course Outline

Based on the diagnostic assessment taken at the beginning of the session, an individual plan will be developed to show the student meets standards for Freshman English. All or part of the following lessons will be included in the individual student's learning plan.

- Unit 1: Identity. Narrative Literature
- Unit 2: It's About the Story. Narrative in Music and Poem
- Unit 3: Choices. Character in Literature
- Unit 4: Role Models. Elements of Literature
- Unit 5: Reality. In Another's Shoes - Point of View and Mockingbird Project
- Unit 6: Dreams. Persuasion - A Call to Action
- Unit 7: Student Led Conference

Course Work

First, students take a diagnostic assessment which will determine which lessons need to be completed to satisfactorily meet standards for Freshman English. The teacher develops an individual learning plan based on the results of the diagnostic assessment and communicates the plan to the student.

Next, using the online gradebook as a guide for required assignments, each student progresses through the course according to their individual written student learning plan, completing and submitting assignments through e-mail, communicating questions to the teacher, following instructions for revisions if needed, and celebrating success.

Finally, upon completion of all required assignments at a passing level, students will earn a C grade and .5 credit in Freshman English.

Important keys for success:

- Don't wait a minute. Get started right away and keep working.
- 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!
- Use the online gradebook as a list of assignments required for course completion.
- When given instructions for revising an assignment, follow them.
- Be curious, determined, persistent, humorous, independent, and curious again.

Assignments: All assignments are sent to your teacher via IA email. Instead of using any attachments, copy work and paste it directly into an email. It is the student's responsibility to be sure assignments are saved, in case an assignment is not received.

Proof-reading and editing tools, including spell-check are expected for every assignment and email. IA email includes formatting menus and spell check as well. Saving assignments in email folders helps students stay organized and not loose work. Any variation in assignment directions will be outlined in the checklist, or in the teacher office.

Reading: Most reading materials are all included within this credit retrieval course. Some students may choose a classic novel from a reading list as part of their Written Student Learning Plan. Students will obtain a copy on their own, from the library, an online, retail, or used bookstore. Recommendations are to obtain a copy of their own, to build their library, and to be able to highlight passages.

Students are expected to keep up with the course schedule outline on the checklist. If assignments have not been turned in for the current week, a **MISSING** grade will be entered, factoring in a zero score for that assignment. When the assignment has been completed, the actual score for the work will replace the **MISSING** grade.

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. Remember that a C equivalent must be earned in this course to retrieve credit.

- No grade penalty for revised work.
- Revisions need to be resubmitted within one week, with revised sections clearly marked in another color.
- If the original assignment is resubmitted, a final score will be recorded.

Work submitted in bulk, i.e. one whole lesson or more at a time, may not receive the individual feedback that can be given if work is submitted on schedule.

Grades: Students will earn a "pass" or "revise" score for assignments. All course work needs to be submitted by the last day of the credit retrieval session.

Grading

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.

Copyright Internet Academy (iAcademy.org), Federal Way School District, WA