



## Internet Academy Syllabus

### Senior English

Course Code	Grade Level	High School Credit Value	NCAA Approval
LA6360	11-12	.5	Yes
<b>Course Description</b>			
Engage with challenging ideas through informational texts, thought-provoking essays, and short narratives to build thinking, reading and writing skills as you move toward graduation and beyond. This course also provides structure for writing a personal essay and a final formal research paper on leadership.			
<b>Prerequisites</b>		<b>Course Length and Time</b>	
Successful completion of junior level English or equivalent level of reading and writing skills.		4 weeks, 120 minutes per day or 5 hours per week	
<b>Required Materials: Texts, readings, other materials</b>			
<ul style="list-style-type: none"> <li>• Short required readings are available online or within the course. Internet is required for the leadership research, and library access would be helpful.</li> <li>• Headphones and microphone with USB connector is also recommended so students can participate in virtual sessions.</li> </ul>			
<b>Washington State Testing Requirements</b>			
SBAC ELA – pass at 10 <sup>th</sup> or 11 <sup>th</sup> grade to meet state testing requirements			

Instructor Information
<b>Instructor: Colleen Anderson</b>
<b>Within Course: use Canvas email feature</b>
<b>Email: canderso@fwps.org</b>
<b>Phone: 253.945.2230</b>
<b>Virtual Sessions: Posted within the course</b>

#### Expected Learning Outcomes:

The student will . . .

- Read a variety of narrative and informational texts

- Learn how to and practice taking annotated notes
- Develop reading strategies for narrative and informational texts of observing, connecting, inferring, concluding and questioning
- Analyze texts to write a clear, concise, literary essay
- Explore and reflect on personal opinions, write a personal essay
- Examine persuasive speeches
- Analyze the archetypal hero pattern in film
- Research leadership
- Write and present a formal research paper on leadership

### Course Outline with Suggested Time Requirement

<b>Unit 1</b>	<b><i>Butterfly Wings and Tipping Points</i></b>	1 week
<b>Standards</b>	CCSS.ELA-Literacy.CCRA.R.1: 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. CCSS.ELA-Literacy.CCRA.R.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.	
<b>Unit 2</b>	<b><i>Observing, Connecting, Inferring, Concluding, and Questioning</i></b>	1 week
<b>Standards</b>	CCSS.ELA-Literacy.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-Literacy.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text. CCSS.ELA-Literacy.CCRA.R.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. CCSS.ELA-Literacy.CCRA.W.4: produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	
<b>Unit 3</b>	<b><i>Exploring Ideas in Short Stories &amp; Essays</i></b>	1 week
<b>Standards</b>	CCSS.ELA-Literacy.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says	



## Internet Academy Syllabus

	explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-Literacy.CCRA.R.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. CCSS.ELA-Literacy.CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-Literacy.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	
<b>Unit 4</b>	<i>Where I've Been . . . Where I'm Going . . . To Make a Difference</i>	1 week
<b>Standards</b>	CCSS.ELA-Literacy.CCRA.SL.1 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. CCSS-ELA.Literacy.CCRA.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. CCSS.ELA-Literacy.CCRA.SL.4: 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.	

### Assessment methods

- Assignments
- Essays
- Research Project

**Reading:** The body of reading in this course is included within the course, either online or in the Course Resource folder. Students read short stories, and articles from informational texts, and use various websites for research on leadership.

**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 strategies for annotated note-taking and writing both expository and narratives. Formats for reading / writing involve observing, connecting, inferring, concluding and questioning.

**Assignment submission:** Assignments with shorter responses will be submitted within a course page, longer essays through an attachment.

**Revision policy:** Students have the opportunity to revise assignments that don't 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 multiple incidences of plagiarism are involved.

**Calendar:** Students have 4 weeks to complete the coursework.

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

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

### Criteria for grade determination

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.

All assignments are weighted equally with higher point values assigned to summative work.

**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. **PLAGIARISM:** Copy / paste from another source, such as study guides, websites, or another student, will result in a request for explanation, a score of 1, a required revision, and an 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, including administrative involvement.

### High School Credit Bearing Grading Scale

Priority Standard scores are calculated using highest score at the assignment/assessment level to calculate a recommendation to the teacher who will then determine the priority standard grade.

Summative Grade	Priority Standard Grades
A	90%-100%
B	80%-89%



## Internet Academy Syllabus

C	70%-79%
Audit	Below 69%

- An “A” means that student has demonstrated thorough knowledge on most standards that have been assessed and are required to earn credit in the course.
- A “B” means that student has demonstrated competency on most standards that have been assessed and are required to earn credit in the course.
- A “C” means that student has demonstrated minimal competency on the standards that have been assessed and are required for the course. The student can continue to the next course but may need additional support.
- An “Audit” means that student has met fewer than the minimal number of the standards required to earn credit in the course. The student will not receive credit for the course. The student is at significant risk of not successfully completing the next course in sequence or may not be promoted to the next course.

### **iA General 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.

***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.

### **iA Student Expectations**

**Complete all tests, including state required tests for graduation.**

**Contact their instructor each week by sending in several assignments.** This lets the Internet Academy, parents and guardians, the school district, and the state know that students are attending class. It also helps students move at a steady pace toward completing the class in a reasonable amount of time. Students who do not meet this requirement will be withdrawn from the class.

**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: no credit for the assignment, parent contact, and/or failing the course.

**Do their very best work at all times.**

**Proceed at a steady pace toward finishing the class.**