

LA1410 – 4<sup>th</sup> Grade English Language Arts

<b>Course Basics</b>			
<b>District Course Code:</b>	<b>Grade Level:</b>	<b>Credit Value:</b>	<b>NCAA Approved:</b>
LA1410	4 <sup>th</sup> Grade	N/A	N/A
<b>State Course Code:</b>	<b>Course Length:</b>	<b>Course Time:</b>	<b>FWPS Standards (link)</b>
WA0007	36 Academic Weeks (Yearlong Course)	67 Minutes per day OR 5 hours 33 minutes each week	<a href="https://www.fwps.org/cms/lib/WA01919399/Centricity/domain/796/preschool-5th%20grade/standards_2017/4th_Grade_ELA_Priority_Standards_2017.pdf">https://www.fwps.org/cms/lib/WA01919399/Centricity/domain/796/preschool-5th%20grade/standards_2017/4th_Grade_ELA_Priority_Standards_2017.pdf</a>
<b>Required Materials:</b> Internet access, computer, printer, printer paper and ink, modern OS/software/web browser, headphones with microphone- <i>if not built into computer</i>			
<b>Course Description:</b> Fourth grade students learn through rigorous and interesting textual analysis of literature, drama, informational text, poetry and other text to improve reading skills and develop an understanding of other perspectives and cultures. Fourth graders write paragraphs and short essays to explore an array of relevant topics and advance writing skills. The lessons at this level have been written and organized to meet and exceed district priority standards. Lessons are delivered in a variety of ways to meet individual learning styles.			

<b>Instructor Information</b>	
<b>Name:</b> Jennifer Harding	<b>Email:</b> <a href="mailto:jharding@fwps.org">jharding@fwps.org</a>
<b>Phone:</b> Email requesting a phone call. Please include the day, time, and phone number that would work best to reach you.	<b>Virtual Sessions:</b> Weekly on Monday mornings

<b>Expected Learning Outcomes</b>	
<b>In this course, students will</b>	<ul style="list-style-type: none"> <li>• Read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies.</li> <li>• Read, discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text.</li> <li>• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</li> <li>• Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> <li>• Read and comprehend literature, including stories, dramas, and poetry.</li> <li>• Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>• Determine the meaning of general academic and domain-specific words or phrases in a text.</li> <li>• Write opinion, narrative, and informative pieces.</li> </ul>

	<ul style="list-style-type: none"> <li>• Revise and edit own writing to improve upon first draft(s).</li> <li>• Use evidence from text to support own thinking or answers.</li> <li>• Learn and use a variety of figurative language.</li> <li>• Draw conclusions from texts using inferences.</li> <li>• Take notes and provide sources of where information was learned.</li> <li>• Write and give a speech.</li> </ul>
<b>Standards Alignment</b>	See Course Learning Plan Contract (LPC)
<b>Assessment Methods</b>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• 1.2.4 FA-4.L.4 Using Context for Unknown Words #2</li> <li>• 2.1.5 FA-4.W.2 Paragraph Writing</li> <li>• 2.1.7 FA-4.W.2 Paragraph Writing</li> <li>• 3.1.4 FA-4.RI.2 Main Idea &amp; Details - Inform. Text</li> <li>• 3.1.5 FA-4.RI.2 Main Idea &amp; Details #2 - Inform. Text</li> <li>• 3.1.8 FA-4.RL.2 Summary - Lit. Text</li> <li>• 4.1.2 FA-4.RL.3 Describe a character</li> <li>• 5.1.2 FA-4.RI.4 Academic Vocab.</li> <li>• 5.1.3 FA-4.RI.4 Academic Vocab.</li> <li>• 6.1.3 Discussion Board 1 FA-4.SL.1 Collaborate with Others</li> <li>• 7.1.5 FA-4.RL.5 Differences between drama and poems</li> <li>• 8.1.3 FA-4.W.1 Opinion Writing</li> <li>• 9.1.4 FA-4.L.5 Figurative Language</li> <li>• 10.1.4 FA-4.W.3 Narrative Writing</li> <li>• 11.1.2 FA-4.RI.9 Integrate Info.</li> <li>• 12.1.3 FA-4.RL.1 Inferences</li> <li>• 13.1.3 FA-4.RL.7 Connections between text and picture</li> <li>• 14.1.3 FA-4.W.8 Take Notes &amp; Provide Source</li> </ul> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>• 1.1.3 Indep. Reading #1 SA-4.RF.4 Read on Grade Level</li> <li>• 1.2.5 SA-4.L.4 Using Context for Unknown Words</li> <li>• 2.1.10 SA-4.W.2 Paragraph Writing</li> <li>• 3.1.7 SA-4.RI.2 Main Idea, Details &amp; Summary - Inform. Text</li> <li>• 3.1.9 SA-4.RL.2 Summary - Lit. Text</li> <li>• 4.1.3 SA-4.RL.3 Describe a character</li> <li>• <a href="#">5.1.4 SA-4.RI.4 Academic Vocab.</a></li> </ul>

	<ul style="list-style-type: none"> <li>· <a href="#">6.1.4 Discussion Board #1 SA-4.SL.1 Collaborate with Others</a></li> <li>· <a href="#">7.1.6 SA-4.RL.5 Drama, Poems, &amp; Prose</a></li> <li>· 8.1.4 SA-4.W.1 Opinion Writing</li> <li>· 8.1.5 SA-4.RI.8 Evidence &amp; Reasons in Text</li> <li>· 9.1.5 SA_4.L.5 Figurative Language</li> <li>· 10.1.7 SA-4.W.3 Narrative Writing Final Story</li> <li>· 11.1.3 SA-4.RI.9 Integrate Info.</li> <li>· 12.1.4 SA-4.RL.1 Inferences</li> <li>· 13.1.4 SA-4.RL.7 Connections between text and picture</li> <li>· 14.1.4 SA-4.W.8 Take Notes &amp; Provide Source</li> <li>· 14.1.5 SA-4.RF.4 Independent Reading</li> <li>· 15.1.5 SA-4.SL.4 End of Year Report</li> </ul>
<b>Grading Methods</b>	All summative assessments will be graded according to the corresponding rubric. Only summative assessment scores will calculate towards a student's final grade. Each summative assessment is linked to a FWPS Priority Standard (PS).
<b>Grading Scale</b>	Excelling – EX - 100%-90% Meeting – ME - 89%-70% Approaching - AP- 69%-60% Beginning – BE - 0%-59%

<b>Student Expectations</b>	
<b>Weekly Work Completion</b>	Students will submit original work in all classes each week.
<b>Original Work Submissions</b>	Students will only submit their original work. If a student uses outside sources in the creation of their original work, citations <i>must</i> be present in the format requested by their teacher.
<b>Weekly Communication</b>	Students will communicate weekly with their teachers regarding their academic progress.
<b>Functioning Technology/ Required Materials</b>	Students will always have constant and consistent access the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

<b>iA Policies Required for Enrollment</b>	
<b>Academic Integrity</b>	<p>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 and could result in the student's removal from the class or iA entirely.</p> <p><i>AI Policy-1st Offense: The student will be contact by the teacher via phone call, the student will</i></p>

	<p><i>be made aware of the plagiarism and examples of how this can be avoided will be discussed and shared. Direct instruction on plagiarism will be delivered by the teacher. iA Administration and other teachers will be made aware of the plagiarism. <u>2nd Offense:</u> The student and parents will be contact by the teacher directly and the student will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware. <u>3rd Offense:</u> The student will be withdrawn from the course or iA depending on the severity of the plagiarism and the frequency that it is happening in other courses.</i></p>
<p><b>WAC (Weekly Academic Contact)</b></p>	<p>Washington State law requires students make Weekly Academic Contact (WAC). WAC is any type of contact or communication students have with teachers that is academic in nature. Students have a variety of ways to meet this requirement. They include: replying to iA Connect teacher's contact request (email/quiz); submitting an assignment; emailing teachers about class in iA Campus or Synergy; attending a virtual session or teacher's online office hours; sending your teacher a school related text message (if available); meeting a teacher or administrator on campus, in person. Students must contact iA connect teachers each week with an attendance check-in. Additionally, class teachers expect weekly assessment submissions.</p> <p>Withdrawal for lack of Weekly Academic Contact (WAC) for 20 consecutive school days:</p> <p>After 10-15 days without WAC, iA Connect teacher checks with class teachers to see whether WAC has been made in at least one class. If WAC has been made, 'clock' resets. If no WAC has been made, iA Connect teacher will send student and family a warning email and will call home. If no WAC by 20 days, iA Connect teacher checks to see one last time with class teachers. If there's been nothing, iA Connect teacher adds student info on WAC documentation spreadsheet in the Teacher Vault in Canvas. Admin will withdraw student; student may not re-enroll until the following school year.</p>
<p><b>MAP (Monthly Academic Progress)</b></p>	<p>State law also requires enrolled students to maintain monthly forward progress toward completing classes and achieving success. Students are expected to complete one monthly module of at-standard work or have completed a prescribed plan as assigned by the certificated teacher of that course. If the assigned at-standard work is not completed, student will be considered on pace (OP). If the assigned work is not submitted and/or is not at standard, student will be considered behind pace (BP).</p> <p>An overall Monthly Academic Progress (MAP) score will be emailed to every student and family once a month. iA Connect teacher to communicate overall progress towards mastery and passing of the courses; law requires students to reply with confirmation of the MAP report and iA teachers to document that reply. If students do not immediately reply, teachers are obligated to keep trying for a reply through additional emails or phone calls. Parent replies must be from the student; parent replies are not sufficient.</p> <p>Students are either On Pace (OP) or Behind Pace (BP). If a student is considered OP (by the individual teachers in individual courses) in 50% or more of their courses, they will be considered OP overall. If a student is considered behind pace (by the individual teachers in individual courses) in more than 50% of their courses they will be considered BP overall. If a student is determined to be BP for consecutive months, the iA Connect teacher will send intervention plans each month by email.</p> <p>BP1 means one month behind pace; intervention typically is new work pace plan.  BP2 means two months behind pace; intervention is typically a new work pace plan and directed teacher intervention.  BP3 means three months behind pace; course reduction or withdrawal from iA (see below for greater detail).  BP4 means complete withdrawal from iA (see below for greater detail). Students withdrawn from iA at BP4 may not re-enroll until the following school year.</p>
<p><b>Email/Software Agreements</b></p>	<p>Students agree to maintain constant and consistent access to the technology and software needed to complete their iA courses. If the student cannot maintain constant and consistent access to needed technology they will be withdrawn from iA.</p>
<p><b>Professional Discretion</b></p>	<p>Teachers reserve the right to make adjustments to the course, content, pacing, and expectations at any time. Students and parents will be notified via email of any changes made</p>

	after the course has started.
--	-------------------------------