

<b>Course Basics</b>			
<b>Course Code:</b>	<b>Grade Level:</b>	<b>Credit Value:</b>	<b>NCAA Approved:</b>
LA251O	8th	N/A	N/A
<b>State Course Code:</b>	<b>Course Length:</b>	<b>Course Time:</b>	<b>FWPS Standards (link)</b>
O1035N	36 Academic Weeks (Yearlong Course)	56 Minutes per day OR 4 hours 40 minutes each week	<a href="#">Standards</a>
<p><b>Prerequisites:</b> A solid foundation of reading, writing, and grammar skills at the sixth grade level will help students be successful in this seventh grade course.</p>			
<p><b>Required Materials:</b> Internet access, computer, ability to print, modern OS/software/web browser, headphones with microphone- <i>if not built into computer</i>, webcam for virtual sessions and some possible assessments.</p> <p>Most reading texts are available within the course. Students are asked to continuously read a book of their choice at 7 or above grade level, selecting different genres throughout the semester. See "READING WHEEL" in Unit 1. Books can be obtained in a variety of ways such as from a new or used bookstore, online bookstore, local library or home library. Headphones and microphone with USB connector is also recommended so students can participate in virtual sessions.</p>			
<p><b>Course Description:</b> Wouldn't it be great if your English class taught you language skills, reading strategies, and writing style, by centering on what's important to you? I asked: "What is most important to 7th graders?" And the survey says:</p> <p>FRIENDS . . . . FAMILY . . . . MAKING MY OWN DECISIONS and DOING THINGS ON MY OWN</p> <p>What if a young boy was kidnapped and it was the happiest day of his life? What if a woman fell from the sky and animals caught her as she landed on earth? What if you saw an animal in the woods that looked like a dog...but wasn't? And what if the first line of a story said, "There was something in the supply closet across the room. A human body." What would YOU do?</p> <p>This is just a taste of the kinds of stories and poems you'll read in this course. While you are enjoying a wide variety of styles of writing, you will practice skills and strategies to become an effective reader with strong comprehension. In addition, you'll receive instruction through reading and writing rubrics, summarizing, finding main idea and theme, deciphering vocabulary from context, and making inferences and predictions in narrative literature. Ready ready ready to learn? Let's get started!</p>			

<b>Instructor Information</b>	
<b>Name: Ross Brown</b>	<b>Email: <a href="mailto:rbrown@fwps.org">rbrown@fwps.org</a></b>
<b>Phone: TBD</b>	<b>Virtual Sessions: TBD</b>

<b>Expected Learning Outcomes</b>	
<b>In this course, students will</b>	<ul style="list-style-type: none"> <li>• Read a variety of narrative and informational texts focusing on reading standards.</li> <li>• Read a variety of genres, choosing their own books at 7th and above reading</li> </ul>

	<p>level.</p> <ul style="list-style-type: none"> <li>• Actively add vocabulary through descriptive and persuasive writing, and narrative texts.</li> <li>• Practice the writing process: brainstorming, drafting, revising, and publishing for narrative writing.</li> <li>• Explore, practice, and identify lit elements of plot, setting, conflict, character, point of view, stylistic devices and figurative language.</li> <li>• Develop reading strategies for narrative module texts: Predicting, inferring, compare/contrast.</li> <li>• Learn to identify: summary, main idea, purpose, in narrative texts.</li> <li>• Develop persuasive writing strategies.</li> </ul>
<b>Standards Alignment</b>	See Course Learning Plan Contract (LPC)
<b>Assessment Methods</b>	Formative Assessments: Lessons and Quizzes Summative Assessments: Reflections and Tests See detailed list in LPC by module/month
<b>Grading Methods</b>	All summative assessments will be graded according to the corresponding rubric or teacher directions. 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 = 59%-0%

<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 students use 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>IA Policy- <u>1st Offense</u>: The student will be contacted by the teacher via phone call, the student will be made aware of the plagiarism and examples of how this can be avoided will be</p>

	<p>discussed. Direct instruction on plagiarism will be delivered by the teacher. iA Administration and other teachers will be made aware of the plagiarism. The work must be redone without plagiarism.</p> <p><u>2nd Offense:</u> The student and parents will be contacted 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.</p> <p><u>3rd Offense:</u> The student will be withdrawn from the course or iA depending on the severity and/or frequency of the plagiarism.</p>
<p><b>WAC (Weekly Academic Contact)</b></p>	<p><i>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.</i></p> <p><i>Withdrawal for lack of Weekly Academic Contact (WAC) for 20 consecutive school days:</i></p> <p><i>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, Admin will withdraw student; student may not re-enroll until the following school year.</i></p>
<p><b>MAP (Monthly Academic Progress)</b></p>	<p>State law also requires enrolled students to maintain monthly forward progress toward completing classes with success. Students are expected to complete one monthly module of at-standard work or have completed the teacher-prescribed plan as assigned by the certificated teacher of that course. If the assigned at-standard work is submitted, the student will be considered on pace (OP). If the assigned work is not submitted and/or is not at standard, the 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 by the iA Connect teacher to communicate overall progress towards mastery and passing of the courses; law requires BP students to reply with confirmation of the MAP report and iA teachers to document that reply. If students don't immediately reply, teachers are obligated to keep trying for a reply through additional emails or phone calls. 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 escalating 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</p>

	<p>directed teacher contact.</p> <p>BP3 means three months behind pace; course reduction or withdrawal from iA.</p> <p>BP4 means complete withdrawal from iA. Students withdrawn from iA at BP4 may not re-enroll until the following school year.</p>
<b>Email/Software Agreements</b>	<p>Students agree to maintain constant and consistent access to the technology and software needed to complete their iA courses. If students cannot maintain constant and consistent access to needed technology, they will be withdrawn from iA.</p>
<b>Professional Discretion</b>	<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 after the course has started.</p>