

Course Basics				
Course Code:	CEDARS Code:	Grade Level:	Credit Value:	NCAA Approved:
LA241O	O1035N	7th	N/A	N/A
Prerequisites:		Course Length:	Course Time:	FWPS Standards (link)
A solid foundation of reading, writing, and grammar skills at the sixth grade level will help students be successful in this seventh grade course.		36 Academic Weeks (Yearlong Course)	56 Minutes per day OR 4 hours 40 minutes each week	Standards
<p>Required Materials: 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>Course Description: 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>				

Instructor Information	
Name: Ross Brown	Email: rbrown@fwps.org
Remind App Code: @h8gfhg9h78 Also Found on Welcome Page	Virtual Sessions: Upon request and when posted

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

	<ul style="list-style-type: none"> ● Actively add vocabulary through descriptive and persuasive writing, and narrative texts. ● Practice the writing process: brainstorming, drafting, revising, and publishing for narrative writing. ● Explore, practice, and identify lit elements of plot, setting, conflict, character, point of view, stylistic devices and figurative language. ● Develop reading strategies for narrative module texts: Predicting, inferring, compare/contrast. ● Learn to identify: summary, main idea, purpose, in narrative texts. ● Develop persuasive writing strategies.
Standards Alignment	See Course Learning Plan Contract (LPC)
Assessment Methods	Formative Assessments: Lessons and Quizzes Summative Assessments: Reflections and Tests See detailed list in LPC by module/month
Grading Methods	All summative assessments will be graded according to the corresponding rubrics. Only summative assessment scores will calculate toward a student's final grade. Each summative assessment is linked to an FWPS Priority Standard (PS), and each PS is a part of a grading/reporting "bucket." All buckets are equally weighted, and the student's final grade is the average score of all buckets. Students will also receive an informational grade in non-academic areas of student success.
Grading Scale	Excelling (EX)= 90%-100% Meeting (ME)= 70%-89% Approaching (AP)= 60%-69% Beginning (BE)= 0%-59%

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

iA Policies Required for Enrollment	
Academic Integrity	<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 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 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. 2nd Offense: 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. 3rd Offense: The</i></p>

	<p><i>student will be blocked from the course until the student and parents meet with the teacher and iA Administration to discuss iA Academic Integrity policy. 4th Offense- The student will be withdrawn from the course or iA depending on the severity of the plagiarism and the frequency with which it is happening in other courses.</i></p>
<p>WAC (Weekly Academic Contact)</p>	<p>State regulations require students in online programs to have weekly academic contact with each teacher. This occurs by engaging with the curriculum and online instruction, submitting assignments to make progress in learning, and successfully completing courses. Students have multiple opportunities and methods to achieve weekly academic contact and receive teacher assistance and feedback: email, message, live online sessions, assignments, phone, and/or face-to-face meetings by appointment when applicable and in accordance with social distancing guidelines.</p> <p><i>WAC Policy- If a student consistently fails to meet WAC requirements after 20 consecutive days they will be withdrawn and their neighborhood school will be notified to enroll them there. To re-enroll with IA you must have a meeting with an administrator. Above is the policy through December 31st, 2020.</i></p> <p>Beginning in January 2021, in accordance with new state law the iA Weekly Academic Contact policies are changing. To ensure the success of all iA students, Weekly Academic Contact is required to remain enrolled at iA.</p> <p>1st week missed WAC= Notification of missed WAC that informs students and parents of the consequences of additional missed WAC. (Step 1)</p> <p>2nd consecutive or 3rd cumulative week of missed WAC= The student and parent must conference with a designee to discuss the missed contact, administer a “screener”, and develop a data-based interventions plan. (Step 2)</p> <p>5th consecutive OR 6 cumulative of missed WAC= BECCA petition will be filed. (Step 3)</p>
<p>MAP (Monthly Academic Progress)</p>	<p>Washington state law requires that students receive a monthly academic progress report and that students respond to all MAP reports they receive. MAP reports are emailed monthly to their Genius Message account and students must reply through the Genius system to EACH MAP report they receive. Students earn an academic progress mark each month for each class based on their progress as compared to their individual Learning Plan Contract and the course completion date. Students earn OP if they are on pace with their LPC/course pacing or BP if they are behind the pace of their LPC/course pacing. BP marks involve communication with the parent/guardian and an intervention plan to give the student additional opportunities to get back on pace toward successful course completion. Multiple probation reports may result in withdrawal from the course or school.</p> <p><i>MAP Policy- If a student fails to reply to the MAP report within 2 weeks of receiving it, the student will be blocked from that class until they contact their teacher directly and show proof that they have replied to MAP.</i></p>
<p>Email/Software Agreements</p>	<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>
<p>Professional Discretion</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 after the course has started.</p>