



Course Syllabus Report

LA1010 English Language Arts K (LA1010)

DISTRICT APPROVED CURRICULA: Teacher Created, Independent Reading Level Assessment

STATE COURSE CODE: MISC0007 (Elementary Curriculum)

GRADE LEVELS: Kindergarten

CREDITS:

PREREQUISITES:

COURSE GRADING SCALE:

All summative assessments will be graded according to the corresponding rubric or teacher directions. Only summative assessment scores will be calculated towards a student's final grade. Each summative assessment is linked to a FWPS Priority Standard (PS).

Excelling - EX = 100%-90%

Meeting - ME = 89%-70%

Approaching - AP = 69%-60%

Beginning - BE = 59%-0%

INSTRUCTIONAL MATERIALS NEEDED: Internet access, computer, printer, printer paper and ink, modern OS/software/web browser, headphones with microphone- if not built into the computer, writing journal

DEFAULT CERTIFICATED TEACHER: Tiffani Schoeler

DESCRIPTION The kindergarten language arts program is designed to help your child meet grade level standards in a fun and interactive way! The lessons and instruction are presented through audio and video components and allow students to interact with the program to practice skills as they are taught. There are both online and offline pieces which provide children of different learning styles the opportunity to be successful. Experience will include exposure to world language, cultural diversity, fine motor skills and social and emotional learning.

ESSENTIAL LEARNINGS: In this course, students will:

- Name and write upper- and lowercase letters
- Match letters to sounds and use other methods to figure out unfamiliar words when reading and writing
- Learn and use new words
- Identify words that rhyme
- Read sight words such as the, of, you, are, she, and my
- Ask and answer questions about a story the teacher reads out loud and simple stories read with support
- Identify characters, settings, and major events in a story
- Recognize the person, place, thing, or idea that an illustration shows
- Add and substitute sounds in words to make new words
- Participate in discussions by listening and taking turns speaking (during conferences)
- Use a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion
- Take part in shared reading, writing, and research projects
- Express thoughts, feelings, and ideas clearly

SYLLABUS

OBJECTIVES

STANDARDS

https://www.fwps.org/cms/lib/WA01919399/Centricity/domain/796/preschool-5th%20grade/standards_2017/Kindergarten_ELA_Priority_Standards_2017.pdf

LEARNING REQUIREMENTS

Weekly Work Completion: Scholars will submit original work in all classes each week.

Original Work Submissions: Scholars will only submit their original work. If a scholar uses outside sources in the creation of their original work, citations must be present in the format requested by their teacher.

Weekly Communication: Scholars will communicate weekly with their teachers regarding their academic progress.

Functioning Technology/Required Materials: Scholars will always have constant and consistent access to the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

Academic Integrity: Academic integrity is essential to learning. scholars are expected to complete their own work. Copying, plagiarizing, cheating, or other methods of intentional deception are prohibited and could result in the scholar's removal from the class or iA entirely.

IA Policy 1st Offense: The scholar will be contacted by the teacher via phone call, the scholar will be made aware of the plagiarism and examples of how this can be avoided will be 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.

2nd Offense: The scholar and parents will be contacted by the teacher directly and the scholar will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware.

3rd Offense: The scholar will be withdrawn from the course or iA depending on the severity and/or frequency of the plagiarism.

WAC (Weekly Academic Contact): State regulations require scholars 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. Scholars 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. In accordance with new state law the iA Weekly Academic Contact policies are changing. To ensure the success of all iA scholars, Weekly Academic Contact is required to remain enrolled at iA.

1st week missed WAC= Notification of missed WAC that informs scholars and parents of the consequences of additional missed WAC.

(Step 1)

2nd consecutive or 3rd cumulative week of missed WAC= The scholar and parent must conference with a designee to discuss the missed contact, administer a “screener”, and develop a data-based interventions plan. (Step 2)

5th consecutive OR 6 cumulative of missed WAC= BECCA petition will

be filed. (Step 3)

ACADEMIC GOALS

Reading and writing at Kindergarten level by the end of the school year.

LEARNING ACTIVITIES

. Activities will include:

- Naming and writing upper-and lowercase letters
- Matching letters to sounds and using other methods to figure out unfamiliar words when reading
and writing
- Learning and using new words
- Identifying words that rhyme
- Reading common words such as the, of, you, are, she, and my
- Asking and answering questions about a story the teacher reads out loud, including bilingual and multi cultural stories

- Identifying characters, settings, and major events in a story
- Recognizing the person, place, thing, or idea that an illustration shows
- Participating in discussions by listening and taking turns speaking

Using a combination of drawing, speaking, and writing to describe an event, give information about

a topic, or share an opinion

- Taking part in shared reading, writing, and research projects
- Expressing thoughts, feelings, and ideas clearly

Pencil grip

cutting with scissors

Following one and two step directions

- Using a combination of drawing, speaking, and writing to describe an event, give information about

a topic, or share an opinion

- Taking part in shared reading, writing, and research projects
- Expressing thoughts, feelings, and ideas clearly

Text Books and/or Work Books., Activities., Hands-on Projects., Discussion., Individualized Reading., Read-alouds., Read grade level books from the approved book list.

EVALUATIONS

Monthly Progress Review: State law also requires enrolled scholars to maintain monthly forward progress toward completing classes with success. Scholars 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 scholar will be considered having made Satisfactory Progress. If the assigned work is not submitted and/or is not at standard, the scholar will be considered having made Unsatisfactory Progress.

An overall Monthly Progress Review (MPR) score will be prepared in the ALE App and notification that they are ready to be viewed will be emailed to every family once a month by the Advisory/Homeroom teacher to communicate overall progress towards mastery and passing of the courses.

Scholars are either making Satisfactory Progress or Unsatisfactory Progress. If a scholar is considered having made Satisfactory progress (by the individual teachers in individual courses) in 50% or more of their courses, they will be considered having made Satisfactory progress overall. If a scholar is considered having made Unsatisfactory progress (by the individual teachers in individual courses) in more than 50% of their courses they will be considered having made Unsatisfactory Progress overall. If a scholar is determined to

have made Unsatisfactory Progress for consecutive months, the Advisory/Homeroom teacher will include escalating intervention plans each month in the Monthly Progress Review. If a scholar reaches 3 months of Unsatisfactory Progress they may be withdrawn by the administration.

TIMELINES

OCTOBER Complete all lessons and assignments in the October module on your "modules" page in Canvas.

NOVEMBER Complete all lessons and assignments in the November module on your "modules" page in Canvas.

DECEMBER Complete all lessons and assignments in the December module on your "modules" page in Canvas.

JANUARY Complete all lessons and assignments in the January module on your "modules" page in Canvas.

FEBRUARY Complete all lessons and assignments in the February module on your "modules" page in Canvas.

MARCH Complete all lessons and assignments in the March module on your "modules" page in Canvas.

APRIL Complete all lessons and assignments in the April module on your "modules" page in Canvas.

MAY Complete all lessons and assignments in the May module on your "modules" page in Canvas.

JUNE Complete all lessons and assignments in the June module on your "modules" page in Canvas.