



Course Syllabus Report

LA1310 English Language Arts 3 Lukas (LA1310)

DISTRICT APPROVED CURRICULA: Teacher Created, Expeditionary Learning

STATE COURSE CODE: MISC0007 (Elementary Curriculum)

GRADE LEVELS: 3rd Grade

CREDITS: N/A

PREREQUISITES: N/A

COURSE GRADING SCALE:

Formative assessments do not count toward the final grade, but are necessary for the learning process, teacher feedback, and providing practice for the skills taught.

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).

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), camera (cell phone is fine), composition notebook, glue sticks, pencils, and colored pencils.

DEFAULT CERTIFICATED TEACHER: Josie Lukas

DESCRIPTION Third grade students learn through rigorous and interesting textual analysis of literature, drama, speeches, informational text, poetry and other text to develop an understanding of other perspectives

and cultures and to improve their own reading and writing skills. The lessons at this level have been created to meet and exceed district priority standards. There are both online and offline pieces which provide children of different learning styles the opportunity to be successful.

ESSENTIAL LEARNINGS: In this course, students will:

Apply comprehension and vocabulary strategies to a wider variety of literary genres and informational text.

Demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking.

Read for pleasure and choose books based on personal preference, topic, or author.

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Locate nonfiction text features and explain how they help readers better understand the text.

Describe how images in nonfiction texts (ie diagrams) help the reader better understand the concepts addressed.

Ask and answer questions (ie who, what, when, where, why and how) in both fiction and nonfiction texts.

Recount nonfiction texts, telling the main idea and important facts. Produce a focused piece of expository, opinion, and narrative writing.

Describe different word nuances (i.e. shades of meaning).

Decide if a phrase is used literally or nonliterally and what it means if it is nonliteral.

Be able to use context clues, pictures, and prior knowledge for comprehension.

Compare and contrast nonfiction texts on the same topic.

Select and combine skills to read fluently with meaning and purpose.

Participate in a research project where students take notes and write an informative text.

Express thoughts, feelings, and ideas clearly.

SYLLABUS

OBJECTIVES In this course, students will:

Apply comprehension and vocabulary strategies to a wider variety of literary genres and informational text.

Demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking.

Read for pleasure and choose books based on personal preference, topic, or author.

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Locate nonfiction text features and explain how they help readers better understand the text.

Describe how images in nonfiction texts (ie diagrams) help the reader better understand the concepts addressed.

Ask and answer questions (ie who, what, when, where, why and how) in both fiction and nonfiction texts.

Recount nonfiction texts, telling the main idea and important facts. · Produce a focused piece of expository, opinion, and narrative writing.

Describe different word nuances (i.e. shades of meaning).

Decide if a phrase is used literally or nonliterally and what it means if it is nonliteral.

Be able to use context clues, pictures, and prior knowledge for comprehension.

Compare and contrast nonfiction texts on the same topic.

Select and combine skills to read fluently with meaning and purpose.

Participate in a research project where students take notes and write an informative text.

Express thoughts, feelings, and ideas clearly.

STANDARDS

https://www.fwps.org/cms/lib/WA01919399/Centricity/domain/796/preschool-5th%20grade/standards_2017/3rd_Grade_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

LEARNING ACTIVITIES

Projects., Text Books and/or Work Books., Activities., Discussion., Individualized Reading., Journaling., Read-alouds., Internet Research., Supplemental Materials.

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.