



# Course Syllabus Report

## LA2410 English Language Arts 7 (LA2410)

**DISTRICT APPROVED CURRICULA:** Teacher Created

**STATE COURSE CODE:** ENG035 (Language Arts (grade 7))

**GRADE LEVELS:** 7th Grade

**CREDITS:** N/A

**AVERAGE HOURS PER WEEK:** 5

**PREREQUISITES:**

**DEFAULT ALE CERTIFICATED TEACHER:** Jennifer Harding

**ALE COURSE GRADING SCALE:** 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

**DESCRIPTION** This course provides rigorous teaching and learning to increase skills in reading, writing, speaking, listening, language, research and inquiry. 7th grade scholars explore a variety of literary and informational texts using collaborative strategies to foster independent learning and critical thinking. Scholars will exit this course with strategies for close reading of complex text and processes for composing narrative, explanatory, and argumentative writing.

**ESSENTIAL LEARNINGS:**

**INSTRUCTIONAL MATERIALS NEEDED:** At least 9 novels/books from 9 different genres at 7th grade reading level that are interesting to the scholar. (See reading wheel assignment for more details.)

Constant and consistent access to functioning hardware, software, and technology to access cou

## SYLLABUS

### ALE COURSE OBJECTIVES

- 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.
- Actively add vocabulary through reading and writing informative, persuasive, and narrative texts.
- Practice the writing process: brainstorming, drafting, revising, and publishing.
- 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.

## **ALE COURSE STANDARDS**

<https://www.fwps.org/cms/lib/WA01919399/Centricity/domain/796/6th-12th-grades/english/7th%20Grade%20ELA%20Priority%20Standards%202018%2019.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**

### **ALE COURSE**

#### **LEARNING ACTIVITIES**

### **EVALUATION**

#### **ALE Course Evaluation Methods:**

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.