Course Syllabus Report

LA141O ELA 4

Meets Graduation Requirements: No

Details

Description

Fourth grade students learn through rigorous and interesting textual analysis of literature, drama, informational text, poetry and other text to improve reading skills and develop an understanding of other perspectives and cultures. Fourth graders write paragraphs and short essays to explore an array of relevant topics and advance writing skills. The lessons at this level have been written and organized to meet and exceed district priority standards. Lessons are delivered in a variety of ways to meet individual learning styles.

Ale Course Essential Learnings:

• Read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies.
• Read, discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text.
• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
• Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or
actions).
• Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
• Read and comprehend literature, including stories, dramas, and poetry.
• Determine the main idea of a text and explain how it is supported by key details; summarize the text.
• Determine the meaning of general academic and domain-specific words or phrases in a text.
• Write opinion, narrative, and informative pieces.
• Revise and edit own writing to improve upon first draft(s).
• Use evidence from text to support own thinking or answers.
• Learn and use a variety of figurative language.
• Draw conclusions from texts using inferences.
• Take notes and provide sources of where information was learned.
• Write and give a speech.

Default Ale Certificated Teacher: Jodie Davis

Ale Course is Active: 1

Ale Course is Parent Template: 0

District Approved Curriculum Name: Expeditionary Learning

State Course Codes:MISC0007 (Elementary Curriculum)

Ale Course Type:NCAA n/a

State Subject Area: English Language and Literature

SIS Course Code: LA141O

Ale Course Grading Scale: All summative assessments will be graded according to the corresponding rubric. 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 - 3.50-4.00 Meeting – ME - 2.75-3.49 Approaching - AP- 2.00-2.74 Beginning – BE - 1.99 or below

Ale Course Available Credits:

Ale Course Prerequisites:

Ale Course Texts:

Ale Course Additional Resources:

Instructional Materials needed: Internet access, computer, printer, printer paper and ink, modern OS/ software/web browser, headphones with microphone- if not built into computer

Average Number Of Hours Of Study Per Week: 10.00

Syllabus

Ale Course Syllabus:

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• Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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• Read and comprehend literature, including stories, dramas, and poetry.
• Determine the main idea of a text and explain how it is supported by key details; summarize the text.
• Determine the meaning of general academic and domain-specific words or phrases in a text.

• Write opinion, narrative, and informative pieces.
• Revise and edit own writing to improve upon first draft(s).
• Use evidence from text to support own thinking or answers.
• Learn and use a variety of figurative language.
• Draw conclusions from texts using inferences.
• Take notes and provide sources of where information was learned.
• Write and give a speech.
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%

Objectives

Ale Course Objectives:

• Read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies.
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• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
• Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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• Write and give a speech.

Ale Course Standards:

Course is aligned with current Federal Way Public Schools Priority Standards and Washington state standards.

Literature 4.RL
Key Ideas and Details

4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Craft and Structure
4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Integration of Knowledge and Ideas
4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.Craft and Structure
4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Integration of Knowledge and Ideas
4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.
4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Writing 4.W
Text Types and Purposes
4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Production and Distribution of Writing
4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Vocabulary Acquisition and Use
4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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Speaking and Listening 4.SL
Comprehension and Collaboration
4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
Presentation of Knowledge and Ideas
4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
file:///C:/Users/dabennett/Downloads/4th_Grade_ELA_Priority_Standards_2017.pdf

Ale Course 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)

Ale Course Academic Goals:

The skills and knowledge captured in the ELA/ literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.

Grade Level:

Standard Selections:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Activities

Ale Course Learning Activities:

Fourth grade students learn through rigorous and interesting textual analysis of literature, drama, informational text, poetry and other text to improve reading skills and develop an understanding of other perspectives and cultures. Fourth graders write paragraphs and short essays to explore an array of relevant topics and advance writing skills. The lessons at this level have been written and organized to meet and exceed district priority standards. Lessons are delivered in a variety of ways to meet individual learning styles.

Activity Selections

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

Evaluation

Ale Course Evaluation Methods:

Monthly Progress Review (MPR)

Each month teachers decide whether a scholar is making Satisfactory or Unsatisfactory progress in each course. Then the homeroom/advisory teacher will determine if scholar is overall Satisfactory or Unsatisfactory for the month.

To be SATISFACTORY, a scholar must score at least 70% or above with 75% assignment submission in 4 core classes (ELA, SCI, SS, Math) If a scholar has Unsatisfactory Progress for the month the advisor or homeroom teacher will create an intervention plan communicated in the ALE App.

Three consecutive months of Unsatisfactory Progress will result in a course reduction - which may affect graduation for high school scholars.

Four consecutive months of Unsatisfactory progress will result in complete withdrawal from iA. Scholars withdrawn from iA for Unsatisfactory progress may not re-enroll until the following school year.

Timelines:

September Timeline:

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

October Timeline:

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

November Timeline:

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

December Timeline:

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

January Timeline:

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

February Timeline:

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

March Timeline:

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

April Timeline:

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

May Timeline:

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

June Timeline:

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