

Course Syllabus



ENGLISH 1A

Intending to set the tone for the topics and expectations of courses of study followed in **Cyber High** curriculum, this syllabus serves as a student and teacher guide to communicate expectations, instructional design, student assessment, and support. PRIOR TO beginning this course, students are strongly encouraged to identify the multiple resources and supplemental materials that are available and/or required for successful completion of this course.

A. COURSE TITLE AND DESCRIPTION

English 1A (9th Grade 1st Semester) UC Approved A-G, College Prep

Aligned with the *California State Common Core and Content Standards and the English-Language Arts Framework for California Public Schools*, grade level appropriate coursework and expectations are followed in this introduction to various English/Language Arts concepts. With rigor, depth, and breadth of content and assignments and through directed reading and writing assignments, students focus on the mechanics of language and essay assignments. Students will gain experience with fiction, nonfiction, short stories, folklore/fairy tales, technical and informational texts, literary devices, grammar and critical thinking and are asked to read and demonstrate their understanding of literary works, such as *Sunrise Over Fallujah* by Walter Dean Myers.

B. ORGANIZATION, PLATFORM, AND CREDIT HOURS

This Course accommodates multiple school calendar schedules. Students may earn up to five (5) credits per course; partial credit is possible on a per unit basis. Each open entry/open exit unit of study earns one (1) high school credit. Successful completion of this course is determined and documented through multiple measures of assessment.

C. COURSE PREREQUISITES

This course is open to students with 9th grade academic standing. Students must be able to access help pages and tutorial videos, utilize a text editor, and understand basic internet navigation. This course may require tech-based activities, consisting of chat, blogs, discussion forums, email, journaling, blogging, wikis, and/or web posting.

D. COURSE OVERVIEW

English 1A presents strategies that will help students learn how to become successful readers and how to use English language conventions effectively. Information about reading, fluency, vocabulary, and language is presented in every Unit so that students can continue to work on their fluency and build upon their existing reading and writing skills as they progress through the course. Providing rich media in multiple formats for ease of use and to address diverse student needs, this course reflects a bias-free and multi-culturally sensitive environment.

Several types of instruction are featured in this course:

- *Understanding reading strategies and vocabulary:* Reading and analyzing functions within sentences provides a basis for the study of the English language.
- *Development of rhetorical reading and writing:* Independent reading is critical to fostering foundational writing skills because reading correct writing can help a person to technically write better. As part of this course, students are asked to designate a time for silent reading with their Cyber High teacher.
- *Review of grammar and mechanics:* Written and verbal communications with others in order to understand the authentic functions, structures, and processes of choosing words and their combinations in both speaking and writing make it easier to gain full control of proper language and writing.
- *Reading and analyzing informational components:* Information about words, parts of speech, and sentences assists in demonstrating background comprehension of material.
- *Fluency development:* Because research shows that students who read less than 250 words per minute have a more difficult time completing school assignments and generally do not do well on required testing, this course provides students with practice exercises to build reading speed through Fluency Checks.

This Course covers the following topics:

Unit 1: Grammar and Mechanics Review. This Unit focuses on a review of grammar/parts of speech, language mechanics, and sentence structure, including:

- Reading and Vocabulary Strategies – reviews and defines independent reading and discusses the importance of reading fluency, vocabulary development, and critical thinking.
- Understanding Words – reviews literal and figurative words, multiple word meanings, prefixes/suffixes, and commonly confused words.
- Parts of Speech – reviews nouns, verbs, pronouns, modifiers, and conjunctions.
- Sentences – reviews sentence structure, punctuation, and mechanics.

Unit 2: Fiction and Nonfiction. This Unit begins with a review of reading, language, and vocabulary strategies and focuses on both fiction and nonfiction literature, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading, discusses the importance and implication of reading fluency and continuous practice including vocabulary development and words with multiple meanings.
- Fiction – explains the characteristics of fiction and promotes vocabulary and fluency in the reading of a literary selection, Poe's "Cask of Amontillado".
- Nonfiction – explains features of informational texts and promotes vocabulary and fluency in the reading of a literary selection, "Apollo 13".

Unit 3: Dance Hall of the Dead. The focus of this Unit is *Dance Hall of the Dead*, by Tony Hillerman. Reading and analyzing this novel promotes improved reading and writing skills, reading fluency, and provides a basis for the study of the English language and literature.

- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency, continuous vocabulary practice with words having multiple meanings, etc.
- *Dance Hall of the Dead* – promotes a focus on the characteristics of fiction, vocabulary, mechanics, fluency practice, and a Response to Literature essay.

Unit 4: Informational Texts. This Unit focuses on informational texts – promotional materials, functional documents, and technical directions, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency and continuous practice including vocabulary development and words with multiple meanings.
- Promotional Materials – teaches about promotional materials in a rhetorical framework of analyzing the written word; continues with vocabulary, mechanics, and fluency practice.

- Functional Informational Documents – presents graphs, business letters, credit card applications, technical directions; continues with vocabulary, mechanics, and fluency.

Unit 5: *Sunrise Over Fallujah*. This focus of this Unit is *Sunrise Over Fallujah*, by Walter Dean Myers, including:

- Reading, Fluency, and Language Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency and continuous practice including vocabulary development and words with multiple meanings.
- Introduction to *Sunrise Over Fallujah* -- promotes a focus on the characteristics of fiction, the author, historical and contemporary social context and reading tips for reading about characters, plot, and structure, and promotes vocabulary and fluency practice.
- *Sunrise Over Fallujah* – continues chunking the novel and demonstrating comprehension through various activities, such as journal summaries, written reflections, fluency and vocabulary activity practice, and an essay assignment.

E. COURSE GOALS AND OBJECTIVES BY UNIT

In addition to successfully completing the Activities and Final Exams for each Unit, 95% of all enrolled students when requested by the teacher will demonstrate and/or articulate the following as evidenced by written exams, oral and written course work, and/or assignments:

Unit 1: Grammar and Mechanics Review

Goals: By completing this Unit, students will:

- know how language functions in different contexts, including literal and figurative word meanings.
- analyze how claims in promotional and functional texts are introduced and developed.
- determine the meaning of words and phrases as they are used in a text, including figurative and technical meanings.
- understand the purpose, meaning, and structure of texts, analyze the rhetoric used in them, and cite evidence from the texts to support their assertions.
- demonstrate command of the conventions of English grammar and usage.
- improve fluency, vocabulary, and comprehension skills.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least “Proficient” on the final essay assignment. By the end of this Unit, the student will:

- identify and use figures of speech (idioms, oxymorons, slang, etc.).
- practice using words with multiple meanings. correctly use commonly confused words.
- understand prefixes and suffixes.
- identify parts of speech and explain how they function within sentences.
- understand clauses and how they function within sentences.
- identify the four sentence structures and imitate various sentence patterns.
- review and correctly utilize punctuation and mechanics.
- utilize critical thinking skills when necessary.
- practice vocabulary through various activities.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.

Unit 2: Fiction and Nonfiction

Goals: By completing this Unit, students will:

- know how language functions in different contexts, including literal and figurative word meanings.
- analyze how claims in promotional and functional texts are introduced and developed.
- determine the meaning of words and phrases as they are used in a text, including figurative and technical meanings.
- understand the purpose, meaning, and structure of texts, analyze the rhetoric used in them, and cite evidence from the texts to support their assertions.
- demonstrate command of the conventions of English grammar and usage.
- improve fluency, vocabulary, and comprehension skills.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least “Proficient” on the final essay assignment. By the end of this Unit, the student will:

- identify and use figures of speech (idioms, oxymorons, slang, etc.).
- practice using words with multiple meanings.
- correctly use commonly confused words.
- understand prefixes and suffixes.
- identify parts of speech and explain how they function within sentences.
- understand clauses and how they function within sentences.
- identify the four sentence structures and imitate various sentence patterns.
- review and correctly utilize punctuation and mechanics.
- utilize critical thinking skills when necessary.

- practice vocabulary through various activities.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.

Unit 3: *Dance Hall of the Dead*

Goals: By completing this Unit, students will:

- know how language functions in different contexts.
- determine the meaning of words and phrases as they are used in a text, including figurative meanings.
- understand the meaning and structure of fictional texts, analyzing elements like character, theme, plot, figurative language, etc.
- understand what a text says explicitly, make inferences when necessary, and be able to use evidence from the text to support assertions.
- read and comprehend literature in the 9-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- demonstrate command of the conventions of standard English grammar and usage, producing clear and coherent writing for a variety of tasks and purposes.
- determine or clarify the meaning of unknown and multiple meaning words and phrases choosing from a wide range of strategies independently and proficiently.
- improve fluency, vocabulary, and comprehension skills.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least “Proficient” on the final essay assignment. By the end of this Unit, the student will:

- understand literal and figurative word meanings.
- practice using context clues to determine the meaning of new vocabulary words.
- understand prefixes and suffixes, subject-verb agreement, colons, and parentheses.
- understand fiction as a genre, read *Dance Hall of the Dead*, and demonstrate their comprehension through various activities.
- utilize critical thinking skills when necessary.
- practice vocabulary through various activities.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.
- complete the Chapter and Final Review Quizzes and the Final Exam with at least 70% accuracy.

Unit 4: Informational Texts

Goals: By the end of this Unit, the student will:

- know how language functions in different contexts, including literal and figurative word meanings.
- analyze how claims in promotional and functional texts are introduced and developed.
- determine the meaning of words and phrases as they are used in a text, including figurative and technical meanings.
- understand the purpose, meaning, and structure of texts, analyze the rhetoric used in them, and cite evidence from the texts to support their assertions.
- demonstrate command of the conventions of English grammar and usage.
- improve fluency, vocabulary, and comprehension skills.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least “Proficient” on the final essay assignment. By the end of this Unit, the student will:

- understand literal and figurative word meanings, identify and use figures of speech, and understand that words have multiple meanings.
- practice using context clues to determine the meaning of new vocabulary words.
- understand prefixes and suffixes.
- understand informational materials and their purposes, particularly promotional materials, functional documents, and technical directions, and demonstrate their comprehension through various activities.
- understand the rhetorical framework and how to critically analyze informational documents.
- write business letters and technical directions. utilize critical thinking skills when necessary.
- practice vocabulary through various activities.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.
- complete the Chapter and Final Review Quizzes and the Final Exam with at least 70% accuracy.

Unit 5: *Sunrise Over Fallujah*

Goals: By completing this Unit, students will:

- know how language functions in different contexts and determine the meaning of words and phrases as they are used in a text.
- understand the meaning and structure of fictional texts, analyzing elements like character, theme, plot, figurative language, etc.
- understand what a text says explicitly, make inferences when necessary, and be able to use evidence from the text to support assertions.
- read and comprehend literature in the 9-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- demonstrate command of the conventions of standard English grammar and usage, producing clear and coherent writing for a variety of tasks and purposes.
- determine or clarify the meaning of unknown and multiple meaning words and phrases choosing from a wide range of strategies independently and proficiently.
- improve fluency, vocabulary, and comprehension skills.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least “Proficient” on the final essay assignment. By the end of this Unit, the student will:

- understand literal and figurative word meanings, figures of speech, etc.
- practice using context clues to determine the meanings of new vocabulary words.
- understand prefixes and suffixes.
- review the characteristics of literature, read *Sunrise Over Fallujah*, and demonstrate comprehension through various activities.
- utilize critical thinking skills when necessary.
- practice vocabulary through various activities.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.
- complete the Chapter and Final Review Quizzes and the Final Exam with at least 70% accuracy.

F. REQUIRED MATERIALS

Student Required:

- *Dance Hall of the Dead* by Tony Hillerman
- *Sunrise Over Fallujah* by Walter Dean Myers

Supplies:

- Dictionary, reading materials (i.e. dictionary, reading material, novels, magazines, newspapers)
- a timer or clock with second hand

G. RESOURCES, REFERENCES, AND TECHNICAL SUPPORT

This course offers a variety of technology tools, has a user-friendly interface, and is accessible for learners with special needs. Copyright, policies, and licensing status, including permission to share where applicable, are clearly stated and easily found in the policy link on the **Cyber High** login page.

- Students are provided an orientation document titled **Student Quick Start Guide** before starting the coursework that explains taking a **Cyber High** course. They are also offered material that describes the experience of learning online, what is needed to manage online challenges successfully, time commitments, software and hardware requirements.
- **Cyber High** courses are reviewed annually and updated periodically to assure currency, content accuracy, student engagement and correlation to California Content and Common Core State Standards.
- Ongoing course effectiveness is assessed through feedback from certificated curriculum developers, as well as students and teachers in the field, to ensure a continuous improvement cycle for the highest quality online curriculum. In addition, all users receive an online survey when enrolling a student or beginning a course.
- Course provider contact information:
 - Customer service and technical support can be accessed by students and teachers year round, Monday through Friday, 8:00 AM - 5:00 PM (excluding holidays and the last two weeks of December).
 - To request support, please contact us by phone at (559) 265-4008 or (800) 987-7277 or via email at support@cyberhigh.org.
 - Users can also submit problem reports via a link on every page in **Cyber High**.
 - A number of Professional Development and tutorial videos on a large number of topics are available to school staff in the "Resources" tab in the main menu and on every page in **Cyber High** courses.
- **Cyber High** was developed with universal design principles in mind and conforms to the U.S. Section 504 and Section 508 provisions for electronic and information technology, as well as the W3C's Web Content Accessibility Guidelines (WCAG 2.0) via audio and video transcripts embedded in the courses.
- Multiple format rich media resources are available in **Cyber High** courses. These resources include instructional and tutorial audio and video clips, and interactive, collaborative activities. Students also have access to an online calculator, dictionary, course-specific instructional videos, and a text editor for notes.
- Additional information about **Cyber High** courses and the rigorous standards addressed in them can be found at the following websites:
 - www.cyberhigh.org
 - www.cde.ca.gov/ci/rl/
 - www.cde.ca.gov/ci/cr/rl/
 - www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf

H. INSTRUCTIONAL ASSESSMENT STRATEGIES

Ongoing, varied, and frequent formative and summative assessments provide the student with many opportunities to assess progress and mastery. The student is continuously aware of progress and mastery via the Student Progress Report available for every student, for every course and the progress bar on the landing page of every course unit. Writing rubrics are also imbedded into courses and are available for teacher review in the Teacher Resources section.

I. GENERAL INFORMATION

All **Cyber High** policies, including exam and grading policies, are available on the **Cyber High** login screen and at cyberhigh.org. Student information remains confidential, as required by the *Family Educational Rights and Privacy Act* (FERPA).

- Students electronically acknowledge roles and expectations for purposeful student achievement and high academic integrity in the use of copyrighted materials, plagiarism, and netiquette via the Rules of Conduct.
- Review basic online communication rules of etiquette; private vs public correspondence.
- Easy to understand grading policy guidelines defining student participation, expectations, practices and privacy policy are posted; rules regarding Performance Based Learning activities, discussions, and email communications are clearly stated in the Rules of Conduct.
- Students can review grades and scores at any time via the Student Progress Report feature. Except in cases of actual programmatic error, final grades are permanent.
- Students are required to meet with their designated instructor of record and/or counselor at a scheduled and documented time prior to beginning the course (i.e., Unit 1 or applicable Unit) **AND** at least once during the first week of study. Additionally, it is strongly recommended that the site teacher and the student collaboratively develop a written PLAN FOR UNIT/COURSE COMPLETION and for regular subsequent face-to-face (F2F) meetings.
- It is the site teacher's responsibility to identify and remediate any factors that may contribute to a student's non-responsiveness.

J. SUGGESTIONS FOR SUCCESS

Consisting of student to student, student to instructor, and instructor to student, the following opportunities are strongly supported:

- Face-to-Face (F2F) explicit communication meetings are REQUIRED before and during the first week of the course to confirm student engagement and progress.
- Get/Give interaction opportunities for timely and frequent F2F and electronic techno-feedback (verbal and non-verbal cues) about student progress, including material mastery and application;

- Special student needs are nurtured through alternative studying and learning modalities; varying paths of engagement are identified/assessed early on and options for necessary accommodations and/or remediation are addressed.
- Multiple opportunities for active student engagement that includes authentic and collaborative experiences, activities, and group interaction in higher-order thinking and critical reasoning in increasingly complex ways are provided in the collaborate Performance Based Learning Activities.
- Review basic online communication rules of etiquette; private vs. public correspondence.

Important Note: This syllabus, along with course assignments, is subject to change. Any modifications will be clearly noted by the program coordinator and/or by local office staff.