

Story Time

Syllabus (Kontis)

INSTRUCTOR INFORMATION

All this information can be accessed in Bright Spaces under course home

COURSE REQUIREMENTS

All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS

COURSE GOALS

This course covers the California content standards for Social Sciences found here:

[English Language Arts Content Standards/California](#)

Reading - to use literature as a bridge to understanding humanity and history as well as to develop reading comprehension skills. This includes the ability to identify elements of plot and analyze figurative language.

To identify and analyze theme in literature

To understand the basic elements of poetry

Writing - To develop a strong, clear writing style that show a knowledge of argument, evidence and traditional, formal English grammar

COURSE DESCRIPTION

This course uses stories to help students learn about figurative language, or words that create meaning and depth in literature. The courses also aims to help students develop thinking and writing skills. Each Block we will use a different story to learn about things like symbolism, metaphor, allegory, rhyme, rhythm and much, much more. In the end, students will be able to create a project that displays their learning.

REQUIRED TEXTS

All reading materials are available online, but will also be provided as links through the course website

[MLA Format](#)

Other selected readings for nonfiction available within the course

COURSE OUTLINE

Below is a summary of the topics of study covered in this course.

Block One: Attitude Gratitude

- **Read, Listen, Share:** Read and listen to "The Pout-Pout Fish" and take time to talk about the story with a family member, teacher or friend.
- **Dig In:** Talk about some of the new or unfamiliar words in the story. Have fun using them throughout the week! Learn about theme and how to find a theme in a story like "The Pout-Pout Fish."
- **Practice Makes Progress:** Practice working with theme while diving into "The Pout-Pout Fish."
- **Create!:** Take everything you've learned and put it all into a fun project.
- **Wrap it Up:** Catch up if you have more work to finish and review what you've learned so far. Reflect on what you've learned in a journal entry if you'd like. Post some of your thoughts and fun pictures of what you learned this block to the block discussion board.

Block Two: Write Your own Simile Poem

- **Read, Listen, Share:** Read and listen to *I Am Enough* by Grace Byers and take time to talk about the story with a family member, teacher or friend.
- **Dig In:** Learn about descriptive language and how to find a simile in a story like *I Am Enough*.
- **Practice Makes Progress:** Practice working with simile while diving into *I Am Enough*.
- **Create!:** Take everything you've learned and put it all into a fun project.
- **Wrap it Up:** Catch up if you have more work to finish and review what you've learned so far.

Block Three: Thunder Boy Jr/ Self Portrait

- **Read, Listen, Share:** Read and listen to "Thunder Boy Jr" by Sherman Alexie and take time to talk about the story with a family member, teacher or friend.
- **Dig In:** Learn a little bit about identity Native American culture.
- **Practice Makes Progress:** Practice critical thinking and writing skills inspired by "Thunder Boy Jr"
- **Create!:** Take everything you've learned and put it all into a fun project.
- **Wrap it Up:** Catch up if you have more work to finish and review what you've learned so far.

Block Four: Little i/ Your Journey

- **Read, Listen, Share:** Read and listen to "Little i" by Michael Hall and take time to talk about the story with a family member, teacher or friend.
- **Dig In:** Review some of the ideas we learned about last week, including THEME! Next, take some time to have fun with punctuation.
- **Practice Makes Progress:** Practice working with punctuation.
- **Create!:** Take everything you've learned and put it all into a fun project.
- **Wrap it Up:** Catch up if you have more work to finish and review what you've learned so far.

Block Five: The Word Collector/ Write a List Poem

- **Read, Listen, Share:** Read and listen to "The Word Collector" by Peter H Reynolds and take time to talk about the story with a family member, teacher or friend.
- **Dig In:** Learn about why words matter and practice playing with WONDEROUS ways to use them.
- **Practice Makes Progress:** Practice working with words while diving into "The Word Collector"
- **Create!:** Take everything you've learned and put it all into a fun project.
- **Wrap it Up:** Catch up if you have more work to finish and review what you've learned so far.

Block Six: Your Most Magnificent Thing

- **Read, Listen, Share:** Read and listen to "The Most Magnificent Thing" by Ashley Spires and take time to talk about the story with a family member, teacher or friend.
- **Dig In:** Learn about why creativity and perseverance are SO important.
- **Practice Makes Progress:** Practice problem solving skills inspired by "The Most Magnificent Thing"
- **Create!:** Take everything you've learned and put it all into a fun project.
- **Wrap it Up:** Catch up if you have more work to finish and review what you've learned so far.

Block Seven: Climb a Waterfall/Imagery

Final Block: Project to Display Learning

- **Read, Listen, Share:** Read and listen to "To Climb a Waterfall" by Jean Craighead George and take time to talk about the story with a family member, teacher or friend.
- **Dig In:** Learn a little about imagery and how this story's descriptions can teach you about the world around you.
- **Practice Makes Progress:** Practice working with imagery and think more about the power of nature and your own mind.
- **Create!:** Take everything you've learned and put it all into a fun project.

- **Wrap it Up:** Catch up if you have more work to finish and review what you've learned so far.

METHODS OF INSTRUCTION

This is an online course. You are expected to work each day. Each day/Block there will be reading and/or writing assignments. Due dates will be clearly stated for each assignment and assignments are due at that time.

LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail exchanges (or other communication) with the facilitator, by reading the assigned readings, submitting assignments, completing and submitting original work.

Learners are expected to check their course and email account every day, complete work on time as assigned with designated dates and time.

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book. An overall grade is based on the following scale:

90%-100%	EG
70%-89%	MG
50%-69%	AG
Less than 50%	NY

SCORING RUBRIC

90-100	Mastery of written expression/ demonstration of concept Strong understanding of topic Insights are articulate, accurate and thought provoking Appropriate subject and complete
80-90	Good written expression/ demonstration of concept Interesting and above average understanding of topic

Insights explore and demonstrate critical thinking
Appropriate subject and complete

70-80 Mastery of concept needs improvement
Fair written expression/ demonstration of concept
Minimal critical thinking
Appropriate subject and complete

60-70 Poor evidence written expression/ demonstration of concept
Lack of creativity or originality
Did not follow instructions
Work is off topic and/or incomplete

SUBMITTING ASSIGNMENTS

All assignments for the Block are due Friday unless otherwise stated. The block schedule offers suggested pacing. Work may be turned in late and/or learners can work according to an alternate pacing schedule. Please contact your online facilitator AND your EF/COACH/GUIDE as soon as possible if you need to work according to an alternate schedule

NON-HARASSMENT

Learners are expected to treat fellow students, and their facilitators, with respect. No form of a "hostile environment" or "harassment" will be tolerated by any learner or facilitator.

For more information on good netiquette, please review [THIS RESOURCE](#)

HONESTY AND PLAGIARISM

Plagiarism of any sort is prohibited.

According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

Please review [THIS RESOURCE](#) for more information on plagiarism.

Any plagiarized work will be given a zero and referred to your EF/COACH/GUIDE for review.

PRIVACY POLICY

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. [FERPA Info](#)

LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work.

Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time.

Learners are expected to communicate with their instructor and each other in a respectful manner. Please follow the guidelines below:

1. **Make sure identification is clear in all communications.** If you are emailing or messaging your instructor or each other, please be sure they know who you are and what class you're in. That really helps with clear communication.
2. **Review what you wrote and try to interpret it objectively.** When we speak face to face and are misunderstood, we have an on-the-spot opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps ("I'M SHOUTING") and exclamation points ("Give me a break!!!") can be misinterpreted as intense anger or humor without the appropriate context.
3. **If you wouldn't say it face to face, don't say it online.** When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.
4. **Use emoticons when appropriate.** In casual chatroom settings, emoticons can help convey feelings that may otherwise get lost in translation, including humor, exasperation, exhaustion and even confusion. These aren't the best choice for formal assignments or projects though.
5. **Respect others' voices and be kind.** We all come from different backgrounds and have our own stories. Assume the best of each other and always be kind in your communication.

6. **Remember, if it's on the internet, it's everywhere.** Don't share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.
7. **Practice Patience:** All your facilitators are doing their best to grade work in a timely manner. We also want to give you meaningful feedback, which takes some time. If you feel like there has been an error or an assignment was missed, please reach out with your name and class and we will do our best to sort it out.