

LA GRANDE VIRTUAL LEARNING ACADEMY



K-8 HANDBOOK



La Grande
SCHOOL DISTRICT

LA GRANDE SCHOOL DISTRICT MISSION STATEMENT

Empower La Grande's learners to learn,
staff to thrive and our community to prosper.

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LA GRANDE VIRTUAL LEARNING ACADEMY

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La Grande School District

INTRODUCTION

LVLA Philosophy

LVLA recognizes, in some cases, the traditional classroom may not be the best learning environment for students and their families. As part of our pledge to develop opportunities for all students, we are offering students the opportunity to do coursework online. Students may enroll in some online classes or a full-time schedule, and will remain students of the traditional brick and mortar school in their neighborhood.

ONLINE CLASSROOM

The online classroom is open 8-12 Monday through Friday.
LVLA follows the LGSD school calendar and closure dates.

ACADEMIC ENGAGEMENT

It is important for parents and students to understand that failure to meet attendance requirements or meet weekly progress goals may result in a change of placement. We rely on parents and students to work with us to make learning a priority and to cultivate an environment where learning is successful.

Program Location

La Grande School District wants the best outcome for all students. We have found that most students need structured time, expectations, and boundaries to be successful. We will work with families to determine what learning environment might be best for your student.

1. LVLA Online Learning Lab: Located at the District Office at 1315 Willow St. in La Grande. This location allows your student to access computer technology in a structured environment. They will have the support of staff to answer questions without competing students and large class sizes.
2. Home: For some the best place to learn is home in a dedicated learning space. Some students are most successful when they have quiet time in a less formal environment.

Grade Scale

The following grade point scale is in use at LGSD.

Pass and NC are not included in GPA. A grade of Pass is given for the following:

1. A schedule aide position

2. The student has an Individualized Education Plan (IEP) and Pass/Fail grading is stated in the student’s plan

3. Credits from an accredited foreign exchange program

4. Students with extenuating circumstances who receive administrative approval

5. Extenuating circumstances do not include protection of GPA, dissatisfaction with current grade in class, or class format (online/in-person)

| | |
|--------|---|
| 90-100 | A |
| 80-89 | B |
| 70-79 | C |
| 60-69 | D |
| 0-59 | F |

ATTENDANCE

It is a requirement of Oregon School Law (ORS 330.010) that children between the ages of 7-18 regularly attend school. Research shows that excessive absences have a negative effect on grades and learning.

Absences

A student absence at LVLA is defined as any time a student fails to meet adequate academic progress as defined on the Academic Calendar AND fails to communicate daily either online, face to face, or on the phone, with their advisory teacher (teacher of record).

How is Adequate Academic Progress defined?

Adequate academic progress is defined as completing the percentage of a course equal to or greater than the minimum percentage outlined on the Academic Calendar to ensure the course is completed by the semester deadlines.

How is Attendance measured?

A student at LVLA must meet weekly attendance requirements set forth by school administration in order to maintain enrollment. Student attendance is measured in two specific ways; 1) making adequate academic progress, and 2) communicating synchronously with their advisor and teachers. A student is considered absent if they do not make adequate academic progress as defined on the Academic Calendar. A student is also considered absent if they do not connect daily either face to face or on the phone with their teachers to be counted in full attendance. Students that fail to meet weekly attendance requirements for ten consecutive days must be dropped. Students who are failing to meet attendance requirements, and who have reached the mandatory 10-day drop policy will be required to meet with administration and will be placed on a Student Support Plan which outlines specific academic progress and attendance requirements.

Ten (10) day drop policy

If a student has ten consecutive absences, that student must be dropped from our rolls per Oregon Department of Education rules.

Lack of adequate academic progress

In the event that the teacher feels a student's adequate academic progress is being hindered by excessive absences or poor work habits, the teacher will initiate a referral to the OSST (Online Student Support Team) and make contact with the home. A parent conference, student contract or course load adjustment may result. A student will be placed on a Student Support Plan.

Student Support Plans

Students in grades 7-12 who are behind in 50% or more of their classes may be placed on a Student Support Plan. The goal of a student support plan is to address barriers to learning and provide accountability. The Student Support Plan team will consist of the parent (s), student, teacher, and administrator. There are three levels of student support plans. Once a student reaches the third level, the team may establish a case that the online program is not working out for the student. Failure of the plan goals may result in exit from online classes. We will discuss alternative placement options at that time.

Other Pre-Arranged Absences

La Grande School District requests that families schedule vacations or special programs so as not to conflict with school. In the case of a planned absence, the student must consult with his/her teacher ahead of time. Your student coordinator will need advanced notification of family plans that will cause a student to miss days to work on academics so that arrangements can be made by the teacher to help keep the student in good academic standing.

Excused Absences

The following are legal reasons for an absence to be excused according to ORS 339.065:

1. Student illness
2. Illness in the student's immediate family if it prevents the student from completing work
3. A medical or family emergency
4. Dentist or doctor appointment
5. Other reasons where satisfactory arrangements have been made in advance (see Pre-Arranged Absences)
6. In the event of an absence which has not been pre-arranged, the parent is responsible to notify the teacher within two consecutive school days following the student's return to school. Notice may be in writing, email or by telephone. Please include the student's first and last name on all notes or messages. The spelling of the last name on messages is also helpful.

Unexcused Absence Policy

Any absence that is not communicated with the teacher or does not apply to the list above will be considered an unexcused absence. Parents will have two school days after an absence to excuse the absence of a student.

School-Sponsored Events

Students at all school sponsored events are governed by La Grande School District rules and regulations and are subject to the authority of La Grande School District officials wherever the event. Students are also reminded that they are subject to discipline for conduct while traveling to and from activities.

STUDENT BEHAVIOR EXPECTATIONS

The LVLA rules include all those listed in this handbook and any changes posted on the LHS website or distributed to students and their parents and any other roles clearly communicated to students by the LVLA staff. Students and parents are invited to suggest changes. Following the LVLA rules is necessary to help create a supportive environment for student success.

Student to Teacher Communication

With any and all communication between and student and teacher it is expected that a student will abstain from any form of vulgarity, slang or jargon, or inappropriate subjects. This includes all methods of communication such as electronic, verbal, or written.

Students may not use inappropriate language, discuss inappropriate topics or make disrespectful comments based on ethnicity, gender, creed, sexual orientation, race, disability, national origin, language spoken or marital status toward any La Grande School District student or in the presence of La Grande School District staff.

Threats and intimidation are in violation of La Grande School District expectations and will not be tolerated. Please immediately alert your teacher or another staff member if you become aware of inappropriate behavior by a LVLA student toward another student or a staff member. Violation of this expectation is grounds for disciplinary action.

Plagiarism

LVLA students are expected to do their own work and cite the work of others as appropriate. Plagiarism is the willful presentation of some else's previously written, published, or copyrighted material as one's own. Such material may include work that appears in print, on-line, or in audio or video formats. Copying work from another student may be regarded as plagiarism if done without consent and if credit is not given to the original writer. Penalties for plagiarism may include failing the assignment in question, failing the course or project, failing the trimester, or being subject to a dismissal hearing. LVLA may choose at its discretion, to employ plagiarism-detecting software.

Cheating

LVLA expects any student's individual work to be solely the result of his/her own effort. The penalty for cheating may include failing the assignment, project or exam in question, failing the course, or doing alternative assignments to earn credit for that assignment.

Overview of Discipline Consequences

The purpose of disciplinary action at La Grande School District is to ensure that both the individual students and the La Grande School District community stay focused on growth and learning. Depending on the nature of the infraction and the student's past performance, any or all of the following consequences may be instituted:

- ❖ Student Warning Oral or Written: Warning given directly to the student either verbally or written. Immediate resolution of the problem or issue is expected.
- ❖ Parent Notification: Parents are notified via phone, email or meeting of problem areas and prompt resolution of the problem or issue is expected. Parent phone-calls or conferences may result in the student signing a written commitment to improve behavior and/or performance.
- ❖ Academic Consequence: Infractions that are primarily academic in nature, such as non-participation in school work, may result in students receiving a lower grade and/or a student contract designed to help the student improve.
- ❖ Goal Setting Meeting: Teachers, Parents, and Students will meet to develop focused goals to address problem areas as a team.
- ❖ Student/Parent Meeting: Discipline meeting with parents, students, administrator and teacher to discuss problem areas, potential consequences and future plans for the student.
- ❖ Confiscation of Equipment: Gross neglect, abuse, or theft of school issued equipment may result in temporary confiscation or loss of privileges as appropriate. May result in alternative technology use being established
- ❖ Behavior Contract: Occasionally, a student contract will be written to design a course of action to determine goals and expectations for improvement. The contract will be mutually agreed upon by the student, parent, teacher, and administrator.
- ❖ Suspension: Students will be excluded from any and all school related activities and school grounds for up to 10 days. A student parent meeting must take place.
- ❖ Dismissal: We recognize that our school model may not be appropriate for all students. If a student is not successful, then a change in placement may be necessary. In such cases a team decision will be made between school staff and the family to work towards a more suitable educational option.

TECHNOLOGY USE

Student Responsibilities for School Technology

We have made a strong commitment to the use of computers to aid in the educational process. We expect all persons to use school computers, available software, computer networks, and the computer peripherals in the proper manner. These uses must be obviously and unquestionably legal, ethical and educational. Failure to adhere to this policy will result in revocation of computer privileges, disciplinary action, suspension/expulsion, and/or legal action. Receiving a computer from LVLA has inherent responsibilities as laid out in the following.

Acceptable Use is defined in this manner:

Responsible users may use LVLA computers to:

- ❖ Research assigned classroom projects
- ❖ Send/receive education related e-mail using school student email account
- ❖ Work on homework/schoolwork assignments.

Unacceptable Use is generally defined as, but not limited to, any action that:

- ❖ Disrupts the proper and orderly operation of the computer
- ❖ Threatens the usefulness of the computer
- ❖ Violates other's' rights
- ❖ Is socially inappropriate
- ❖ Is illegal

Unacceptable use is specifically defined, but not limited to, as inappropriate use of the computer in the following ways:

- ❖ Acting in a way that may reasonably be interpreted to threaten any person, group of persons, building or property with harm, regardless of whether the user intends to carry out such threats
- ❖ Disclosing personal addresses, telephone numbers, or other personal identifying information of other persons
- ❖ Using or disseminating material that constitutes or furthers fraud (including academic fraud), libel, slander, plagiarism, forgery, or a violation of copyright or other intellectual property right
- ❖ Using the computer for commercial, private or personal financial gain, including gambling

- ❖ Deliberately accessing, creating, displaying, transmitting, or otherwise possessing or disseminating material that contains pornography, obscenity, sexually explicit, or indecent/inappropriate language, text, sounds, or pictures
- ❖ Disabling any antivirus or other security feature maintained on the computer
- ❖ Using or accessing another user's computer network account or password, with or without consent from that user
- ❖ Disclosing any computer password (including your own) to any other individuals (s) or sites
- ❖ Deliberately downloading or installing programs or executable files to the computer without prior permission of the staff
- ❖ Creating or deliberately downloading, uploading, or forwarding any computer virus or otherwise attempting to modify, destroy, or corrupt computer files maintained by any individual on any computer
- ❖ Using the computer in any way that violates federal, state or local law
- ❖ Disabling or bypassing Internet filtering/blocking software
- ❖ Playing games of any kind on school computers that are not specifically enabled by LVLA Staff
- ❖ Accessing Non-LVLA Instant Messaging
- ❖ Accessing Non-LVLA Chat Rooms

Administrator's Access to Files: Students should assume that their use of La Grande School District Internet Access and computer file storage will not be private. All files and records may be examined by administrators for educational and administrative purposes, ensuring that safe practices are followed. A list of visited sites as well as times can be monitored by the system administrator. Students should understand that administrators will cooperate with law enforcement authorities by providing access to email, files, and records as necessary.

Web Filtering/Security: All school supplied computers come with pre-installed security and content filtering software/programs. Alterations and or methods to change/bypass security settings is a direct violation of Student use of Technology and may result in disciplinary actions. The content filter is designed to keep students safe and focused on their education. Should parents request or desire further access or have questions about filter mechanism please contact our technology support.

You may NOT share any of your passwords or e-mail account information. Students are expected to check their student e-mail at least once a day.

Printing to school printers is for school-related purposes only. Students are welcome to bring their own personal laptop computers and access the wireless network at the LVLA Learning Center. However, all the above-mentioned rules, which apply to school computers, apply to personal laptops used by students while at regional drop in centers. Laptops may be confiscated for violation of above rules and returned to a parent/guardian from a school administrator. La Grande School District is not responsible for a student's personal laptop if it is damaged or stolen while here at school.

In accordance with ORS. 164.377, "Any person commits computer crime who knowingly accesses, attempts to access or uses, or attempts to use, any computer, computer system, computer network to defraud, commit theft, or interfere with information flow, and shall be considered a Class C felony."

We pride ourselves on the technology that is available to our students. ***The following responsibilities and liabilities apply when technology equipment is used:***

- ❖ Student accepts all responsibility for the equipment while it is in their possession.
- ❖ If equipment is damaged the student will be responsible for the repair/ replacement costs.
- ❖ If the student should lose equipment they will be responsible for the replacement cost.
- ❖ If the student fails to return any item after they have been dropped or withdrawn from the school, they will be charged for the full monetary value of all items checked out to them. Pursuant to ORS 339.260 a records hold will be placed, and law enforcement will be contacted.
- ❖ There will be a \$10 fee assessed if the student removes the white tag with the identifying computer number. At any time if the tag starts to peel or come off please notify our technology department immediately. Any computer missing its tag at the time of check in will be assumed to have been deliberately removed.

ACKNOWLEDGMENT AND UNDERSTANDING

I have read, understand, and acknowledge the technology acceptable use agreement.

Student Signature _____

Date _____

Parent Signature _____

Date _____

Coordinator Signature _____

Date _____

The following schedules can be used as a guideline in course selection. Students must take 6 classes to be considered full-time.

GRADE K SCHEDULE

| Subject | Semester One | Platform | Semester Two | Platform |
|----------------|------------------------------|----------|------------------------------|----------|
| ELA | Grade K English Lang Arts | ED/GC | Grade K English Lang Arts | ED/GC |
| Math | Grade K Math | ED/GC | Grade K Math | ED/GC |
| Science | Grade K Science | ED/GC | Grade K Science | ED/GC |
| Social Studies | Grade K Social Studies | ED/GC | Grade K Social Studies | ED/GC |
| PE | Elementary PE | ED/GC | Elementary PE | ED/GC |
| Elective | (Elective) | ED/GC | (Elective, cont'd) | ED/GC |

ELECTIVES: Arts and Crafts, Health

GRADE 1 SCHEDULE

| Subject | Semester One | Platform | Semester Two | Platform |
|----------------|------------------------------|----------|------------------------------|----------|
| ELA | Grade 1 English Lang Arts | ED/GC | Grade 1 English Lang Arts | ED/GC |
| Math | Grade 1 Math | ED/GC | Grade 1 Math | ED/GC |
| Science | Grade 1 Science | ED/GC | Grade 1 Science | ED/GC |
| Social Studies | Grade 1 Social Studies | ED/GC | Grade 1 Social Studies | ED/GC |
| PE | Elementary PE | ED/GC | Elementary PE | ED/GC |
| Elective | (Elective) | ED/GC | (Elective, cont'd) | ED/GC |

ELECTIVES: Arts and Crafts, Health, Keyboarding

GRADE 2 SCHEDULE

| Subject | Semester One | Platform | Semester Two | Platform |
|----------------|------------------------------|----------|------------------------------|----------|
| ELA | Grade 2 English Lang Arts | ED/GC | Grade 2 English Lang Arts | ED/GC |
| Math | Grade 2 Math | ED/GC | Grade 2 Math | ED/GC |
| Science | Grade 2 Science | ED/GC | Grade 2 Science | ED/GC |
| Social Studies | Grade 2 Social Studies | ED/GC | Grade 2 Social Studies | ED/GC |
| PE | Elementary PE | ED/GC | Elementary PE | ED/GC |
| Elective | (Elective) | ED/GC | (Elective, cont'd) | ED/GC |

ELECTIVES: Arts and Crafts, Health, Keyboarding, Art Development

ED = Edgenuity, GC = Google Classroom

GRADE 3 SCHEDULE

| Subject | Semester One | Platform | Semester Two | Platform |
|----------------|---------------------------|----------|---------------------------|----------|
| ELA | Grade 3 English Lang Arts | ED/GC | Grade 3 English Lang Arts | ED/GC |
| Math | Grade 3 Math | ED/GC | Grade 3 Math | ED/GC |
| Science | Grade 3 Science | ED/GC | Grade 3 Science | ED/GC |
| Social Studies | Grade 3 Social Studies | ED/GC | Grade 3 Social Studies | ED/GC |
| PE | Elementary PE | ED/GC | Elementary PE | ED/GC |
| Elective | (Elective) | ED/GC | (Elective, cont'd) | ED/GC |

ELECTIVES: Health, Keyboarding, Scratch Coding, Art Development

GRADE 4 SCHEDULE

| Subject | Semester One | Platform | Semester Two | Platform |
|----------------|---------------------------|----------|---------------------------|----------|
| ELA | Grade 4 English Lang Arts | ED/GC | Grade 4 English Lang Arts | ED/GC |
| Math | Grade 4 Math | ED/GC | Grade 4 Math | ED/GC |
| Science | Grade 4 Science | ED/GC | Grade 4 Science | ED/GC |
| Social Studies | Grade 4 Social Studies | ED/GC | Grade 4 Social Studies | ED/GC |
| PE | Elementary PE | ED/GC | Elementary PE | ED/GC |
| Elective | (Elective) | ED/GC | (Elective, cont'd) | ED/GC |

ELECTIVES: Health, Keyboarding, Scratch Coding, Art Development

GRADE 5 SCHEDULE

| Subject | Semester One | Platform | Semester Two | Platform |
|----------------|---------------------------|----------|---------------------------|----------|
| ELA | Grade 5 English Lang Arts | ED/GC | Grade 5 English Lang Arts | ED/GC |
| Math | Grade 5 Math | ED/GC | Grade 5 Math | ED/GC |
| Science | Grade 5 Science | ED/GC | Grade 5 Science | ED/GC |
| Social Studies | Grade 5 Social Studies | ED/GC | Grade 5 Social Studies | ED/GC |
| PE | Elementary PE | ED/GC | Elementary PE | ED/GC |
| Elective | (Elective) | ED/GC | (Elective, cont'd) | ED/GC |

ELECTIVES: Health, Keyboarding, Scratch Coding, Art Development

ED = Edgenuity, GC = Google Classroom

GRADE 6 SCHEDULE

| Subject | Semester One | Platform | Semester Two | Platform |
|----------------|------------------------------|----------|------------------------------|----------|
| ELA | Grade 6 English Lang Arts | ED/GC | Grade 6 English Lang Arts | ED/GC |
| Math | Grade 6 Math | ED/GC | Grade 6 Math | ED/GC |
| Science | Grade 6 Science | ED/GC | Grade 6 Science | ED/GC |
| Social Studies | Grade 6 Social Studies | ED/GC | Grade 6 Social Studies | ED/GC |
| PE | Elementary PE | ED/GC | Elementary PE | ED/GC |
| Elective | (Elective) | ED/GC | (Elective, cont'd) | ED/GC |

ELECTIVES: Digital Art & Design, Exploring Music, Learning in a Digital World: Strategies for Success

GRADE 7 SCHEDULE

| Subject | Semester One | Platform | Semester Two | Platform |
|----------------|------------------------------|----------|------------------------------|----------|
| ELA | Grade 7 English Lang Arts | ED/GC | Grade 7 English Lang Arts | ED/GC |
| Math | Grade 7 Math | ED/GC | Grade 7 Math | ED/GC |
| Science | Grade 7 Science | ED/GC | Grade 7 Science | ED/GC |
| Social Studies | Grade 7 Social Studies | ED/GC | Grade 7 Social Studies | ED/GC |
| PE | Middle School PE | ED/GC | Middle School Health | ED/GC |
| Elective | (Elective) | ED/GC | (Elective, cont'd) | ED/GC |

ELECTIVES: Middle School Journalism - (ED only), Foods I - (GC only), Career Exploration - (ED & GC), 2d Studio Art - (ED Only), Techno Art - (GC only)

GRADE 8 SCHEDULE

| Subject | Semester One | Platform | Semester Two | Platform |
|----------------|------------------------------|----------|------------------------------|----------|
| ELA | Grade 8 English Lang Arts | ED/GC | Grade 8 English Lang Arts | ED/GC |
| Math | Grade 8 Math | ED/GC | Grade 8 Math | ED/GC |
| Science | Grade 8 Science | ED/GC | Grade 8 Science | ED/GC |
| Social Studies | Grade 8 Social Studies | ED/GC | Grade 8 Social Studies | ED/GC |
| PE | Middle School PE | ED/GC | Middle School Health | ED/GC |
| Elective | (Elective) | ED/GC | (Elective, cont'd) | ED/GC |

ELECTIVES: Middle School Journalism - (ED only), Foods I - (GC only), Career Exploration - (ED & GC), 2d Studio Art - (ED Only), Techno Art - (GC only)

ED = Edmentum, GC = Google Classroom

7TH-8TH GRADE ELA COURSE DESCRIPTIONS

English Language Arts 7 - Edmentum

Taught by Ali Kretschmer

English 7 integrates the study of writing and literature through examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays; as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.

English Language Arts 7 - Google Classroom

Taught by Kristin Dunten

7th grade English Language Arts courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking , and listening. Beyond emphasizing different uses for language, these courses may also include using language (particularly written text) to construct meaning and connections.

English Language Arts 8 - Edmentum

Taught by Ali Kretschmer

English 8 extends the skills developed in English 7 through detailed study of parts of sentences and paragraphs to understand their importance to good writing. Students also acquire study skills such as time management and improved test-taking strategies. Other topics include punctuation, word choice, syntax, varying sentence structure, subordination and coordination, detail and elaboration, effective use of reference materials, and proofreading.

English Language Arts 8 - Google Classroom

Taught by Kristin Dunten

8th grade English Language Arts courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking , and listening. This course will use various genres of literature to improve reading skills, and will link writing exercises for different purposes to those reading selections.

7TH-8TH GRADE MATH COURSE DESCRIPTIONS

Math 7 - Edmentum

Taught by Elizabeth Shane

Math 7 builds upon previously learned skills, including fractions, decimals, and percentages. The course introduces students to concepts they will continue to use throughout their study of mathematics. Among these are surface area, volume, and probability. Real-world applications facilitate understanding, and students are provided multiple opportunities to master these skills through practice problems within lessons, homework drills, and grade assignments.

Math 7 - Google Classroom

Taught by Anne Hamann

7th grade math will emphasize proficiency in skills involving numbers and operations; measurement; patterns; functions; algebraic formulas; geometry; and concepts of data analysis; including statistics and probability. This course utilizes Khan Academy as a curriculum base.

Math 8 - Edmentum

Taught by Elizabeth Shane

This course is designed to enable all students at the middle school level to develop a deep understanding of math objectives and leaves students ready for algebra. The first semester covers objectives in transformations, linear equations, systems of equations, and functions. The second semester focuses on scientific notation, roots, the Pythagorean Theorem and volume, and statistics and probability.

Math 8 - Google Classroom

Taught by Elizabeth Shane

8th grade math emphasizes skills involving numbers and operations, measurement, patterns, simple functions, algebra, geometry, statistics, and probability. This course utilizes Khan Academy as a curriculum base.

7TH-8TH GRADE SCIENCE COURSE DESCRIPTIONS

Science 7 - Edmentum

Taught by Kelly Balnicky

In this course, students will learn about cells, the life cycle, nutrition, chemical reactions, force fields, and energy. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of the student time is devoted to true lab experiences.

Science 7 - Google Classroom

Taught by Kelly Balnicky

Seventh grade science is aligned with the Next Generation Science Standards which were adopted by the Oregon Department of Education. We will cover Physical, Life, and Earth Science as well as Engineering Design. More specifically, we will explore matter and its interactions, chemical reactions, natural resources, ecosystems, Earth's systems, as well as human impact on natural resources over time and our ability to forecast future catastrophic events. Finally, no science class would be complete without practicing scientific inquiry, collecting and analyzing data, developing scientific explanations, building models, constructing displays, and designing projects. So, we will be doing all those fun things too!

Science 8 - Edmentum

Taught by Kelly Balnicky

In this course, students will learn about genes and adaptations, evolution, energy and the Earth, the Earth's changing climate, waves, and technology and human impacts on Earth. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of the student time is devoted to true lab experiences.

Science 8 - Google Classroom

Taught by Kelly Balnicky

Eighth grade science is aligned with the Next Generation Science Standards which were adopted by the Oregon Department of Education. We will cover Physical, Life, and Earth Science as well as Engineering Design. More specifically, we will explore motion, forces, energy, waves, heredity, fossils, natural selection, as well as Earth's place in the universe and human impact on Earth's systems. Finally, no science class would be complete without practicing scientific inquiry, collecting and analyzing data, developing scientific explanations, building models, constructing displays, and designing projects. So, we will be doing all those fun things too!

7TH-8TH GRADE SOCIAL STUDIES COURSE DESCRIPTIONS

Social Studies 7: World History - Edmentum

Taught by Natalie Bingham

In the Middle School World history course, learners will study major historical events from early human societies through the present day. Multimedia tools including custom videos as well as videos from the BBC, custom maps, and interactive timelines will help engage learners as they complete this course. They will explore the development of early humans and early civilizations. They will be introduced to the origins of major world religions, such as Hinduism and Buddhism. Also, learners will study the medieval period. Historical thinking and geography skills will be taught and utilized throughout the course.

Social Studies 7 - Google Classroom

Taught by Anne Hamann

Social Studies grade 7 course provides continued development of understanding and skills in social studies disciplines: history, geography, civics and government, and economics.

Social Studies 8: US History - Edmentum

Taught by Natalie Bingham

In Middle School U.S. History, learners will explore historical American events with the help of innovative videos, timelines, and interactive maps and images. The course covers colonial America through the Reconstruction period. Learners will develop historical thinking and geography skills, which they will use throughout the course to heighten their understanding of the material. Specific topics of study included the U.S. Constitution, the administration of George Washington and John Adams, the War of 1812, and the Civil War.

Social Studies 8 - Google Classroom

Taught by Anne Hamann

This course will provide a basic history of the United States' social, political, and economic development from the pre-colonial period through Reconstruction.

7TH-8TH GRADE PE & HEALTH COURSE DESCRIPTIONS

Middle School Health Sciences - Edmentum

Taught by Samantha Sanders

In this course you will learn about the field of healthcare. You will explore the roles of health care workers. You will learn what it takes to keep you and patients safe by learning about the human body and basic first-aid.

Middle School Health - Google Classroom

Taught by Morgan Hernandez

Middle School Health will focus on understanding health and wellness concepts such as developing good hygiene, personal safety skills, and learning about the importance of nutrition, physical activity, and avoiding risky behaviors. Students will promote personal health through decision making, advocacy, accessing valid information, goal setting and individual practice.

Middle School PE - Fitness - Edmentum

Taught by Samantha Sanders

Are you physically fit? What does being fit mean to you? Physical fitness is a lot more than just a number on a scale, and that's exactly what you'll learn about in this course! Middle School Fitness helps you understand the basics of being physically fit and allows for a deeper understanding of your body's functions. You will learn about the complex science behind exercise and determine how you can test your current level of fitness. Explore what it means to be mindful and discover what inspires you.

Middle School PE - Google Classroom

Taught by Kevin Kretschmer

Middle School Physical Education course involves the acquisition of knowledge and skills that provide the foundation for sports, a physically active lifestyle, and social development through physical activity. Activities include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore relationships between physical activity and health.

7TH-8TH GRADE ELECTIVES COURSE DESCRIPTIONS

2D Art Studio Art - Edmentum

Taught by Tracie Oliver

Close your eyes and imagine you are standing in an art studio - the smell of paint, the heat of the kiln, and the infinite creative possibilities that linger in the air. This is where art is born, and in 2D Studio Art, you'll learn how to bring your art visions to life. Whatever medium you prefer - painting, drawing, photography - this course will teach you the design elements and principles needed to create a work of art, explore your artistic inspirations, travel back in time to look at art in different cultures, and gain insight about the art of critiquing. If you've ever dreamed about making a living as an artist, this course will give you the tools and background that you need to turn those dreams into a reality.

Middle School Art - Google Classroom

Taught by Ali Kretschmer

In Techno-Art students will review the 7 elements of art (line, shape, form, color, texture, value, and space) as well as complete weekly digital art projects utilizing a variety of online tools. Several projects will be created using the Google suite (slides, sheets and drawings). We will also do a few projects using a "light" version of photoshop on a website called Photopea. This will serve as an introduction to typical photoshop concepts, such as layers, the paintbrush and healing brush, the magic wand, and the quick select tool.

Be prepared to get creative and to share your digital art projects with your classmates, family, and friends! A digital art portfolio will be created at the end of the course.



7TH-8TH GRADE ELECTIVES COURSE DESCRIPTIONS

Career Exploration - Edmentum

Taught by Elizabeth Shane

How do you pick a career path when you're not sure what's even out there? This course allows you to begin exploring options in fields such as teaching, business, government, hospitality, health science, IT, and more! You'll align your interests, wants, and needs to career possibilities, including the required education for each.

Career Exploration - Google Classroom

Taught by Carly Lynch

This class gives a scope of careers and jobs to explore. We will review local companies, businesses and trades while expanding nationwide. Learning what a resume is, transcripts, scholarships, college, trade schools and entrepreneurship. It is always tough to think at this age, What do I want to be when I grow up? This class gives you a beginning idea of different positions and trades you can grow into.

Foods I - Google Classroom

Taught by Carly Lynch

This class explores the fundamental practices of cooking and baking in the kitchen. It is a hands-on class of learning how to use basic kitchen tools. We will explore easy snacks and meals and how to self prepare and cook them. As the year progresses we will learn complex meals and how to cook for several people. This is a fun interactive class where you learn a lot of practical skills.

Middle School Journalism: Tell Your Story - Edmentum

Taught by Ali Kretschmer

Are you someone who likes to get the story straight? Do you always want to know more? Who? What? When? Where? How? These are details that make for a great story. Knowing how to find these key facts and then write them up in a way that makes it easy for others to read about it is the skill of a true journalist. In Middle School Journalism: Tell Your Story, you'll learn how to ask the right questions, look for details, and find the story in any situation. You'll learn how to gather information effectively, organize ideas, format stories for media production, and edit your articles. Get ready to break the news!

STUDENT CONTRACT

The intent of this contract is to outline the standards and behaviors that are expected of students who choose to participate in one or more online courses. This contract also provides details as to how parents can support the online learning experience and what the student and parents can expect from the school district.

Student Expectations

- ❖ Adhere to the code of conduct of your school and behave with integrity and honesty while participating in an online class.
- ❖ Read and acknowledge the district **Acceptable Use Policy** regarding technology and the internet.
- ❖ Participate in each online course at least an hour per day per course, or more if needed, to maintain pace.
- ❖ Attend mandatory meetings at school as required.
- ❖ Complete coursework on time.
- ❖ Communicate with your online instructor and mentor in a professional and respectful manner.
- ❖ Ensure that you have the means to access the online courses on your own at all times.
- ❖ Acknowledge that the school district has full and complete access to the work submitted or the comments posted within the online course.
- ❖ Seek help from the online instructor or course provider as needed.

Parent Expectations

Parents, because you have formally offered your support of this online experience, we would like you to help us and your student by doing the following:

- ❖ Ensure that your student has the necessary equipment and internet access to participate in the online course.
- ❖ Provide your student with a safe and appropriate place to work while at home.
- ❖ Ensure that your student has sufficient time in his/her schedule to work each day on the course.
- ❖ Confirm with the school counselor or principal that the chosen course of study is consistent with your student's plan for graduation.
- ❖ Become familiar with the means by which you can receive progress reports and regularly check his/her course work and progress.
- ❖ Encourage your student to seek help when stuck or frustrated.

- ❖ Monitor that all tests and work is done by your student without the aid of others.
- ❖ Be aware of all course deadlines and pacing guides and monitor adherence.
- ❖ Communicate academic concerns with online instructors as needed.

District Expectations

Parents and students can expect the following from their district and its employees:

- ❖ A school counselor will meet and/or discuss with each parent and student with regard to their decision and determine if the course fits with the student's graduation plan.
- ❖ The school will translate the course score given by the course provider into a grade and include it on the student's transcript (secondary courses). This will include incompletes or failures.
- ❖ If the student has an active 504 Plan or IEP, the district will help determine if the accommodations and support can be delivered virtually or would have to be modified. The school will provide support to facilitate success during this online experience.
- ❖ Supply Computer or Chromebook if needed
- ❖ Provide an online classroom: Open 8:00 -12:00, Monday - Friday





LA GRANDE VIRTUAL LEARNING ACADEMY

Students and parents fully acknowledge that success is largely dependent upon the work and effort put forth by the students. Student who are not successful may fall off pace and may have to pursue other means to make up credits.

ACKNOWLEDGMENT AND UNDERSTANDING

I have read, understand, and acknowledge the expectations and policies set forth in the contract.

Student Signature _____

Date _____

Parent Signature _____

Date _____

Coordinator Signature _____

Date _____