



Course Syllabus Report

SC101O Science K (SC101O)

DISTRICT APPROVED CURRICULA: Mystery Science

STATE COURSE CODE: MISC0007 (Elementary Curriculum)

GRADE LEVELS: Kindergarten

CREDITS:

PREREQUISITES:

COURSE GRADING SCALE:

All summative assessments will be graded according to the corresponding rubric or teacher directions. Only summative assessment scores will be calculated 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%

INSTRUCTIONAL MATERIALS NEEDED: Computer

Printer/Paper/Ink

Headphones with microphone

child-appropriate scissors

paper

pencils

erasers

crayons

assorted experiment supplies

DEFAULT CERTIFICATED TEACHER: Tiffani Schoeler

DESCRIPTION This kindergarten course delves into the exciting world of science. Aimed to ignite curiosity this course builds upon introductory science skills. Topics for the year will include: Plant & Animal Secrets, Wild Weather, Circle of Seasons, Sunny Skies and Force Olympics. We will be working with many new terms and concepts that will expand your world and make science a part of your everyday experience. Science study skills in this class are designed to be transferred to your studies in science in the years ahead.

Kindergarteners learn about science through engaging, interactive, online lessons. These lessons consist of

grade appropriate web links, video clips, and audio clips that appeal to the young learner. In addition,

students are given hands-on activities to do off the computer to support what they are learning and to meet a variety of learning styles. Students feel as though they are playing while in reality they are learning!

students formulate answers to questions such as:

“What happens if you push or pull an object harder? Where do animals live and why do they live there?

What is the weather like today and how is it different from yesterday?” Students are expected to

develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather. Students are able to apply an understanding

of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution. Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live.

ESSENTIAL LEARNINGS: In this course scholars will be able:

plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

? analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

make observations to determine the effect of sunlight on Earth’s surface.

use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

use observations to describe patterns of what plants and animals (including humans) need to survive.

? use and share observations of local weather conditions to describe patterns over time.

? ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

SYLLABUS

OBJECTIVES In this course scholars will be able:

plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

? analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

? analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

? make observations to determine the effect of sunlight on Earth's surface.

? use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

? ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

? use observations to describe patterns of what plants and animals (including humans) need to survive.

? use and share observations of local weather conditions to describe patterns over time.

? ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

? construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

? communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

? develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

? use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

STANDARDS

<https://www.fwps.org/cms/lib/WA01919399/Centricity/domain/796/preschool-5th%20grade/Kindergarten-Science-Spring-2015-Final.pdf>

LEARNING REQUIREMENTS

Weekly Work Completion: Scholars will submit original work in all classes each week.

Original Work Submissions: Scholars will only submit their original work. If a scholar uses outside sources in the creation of their original work, citations must be present in the format requested by their teacher.

Weekly Communication: Scholars will communicate weekly with their teachers regarding their academic progress.

Functioning Technology/Required Materials: Scholars will always have constant and consistent access to the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

Academic Integrity: Academic integrity is essential to learning. Scholars are expected to complete their own work. Copying, plagiarizing, cheating, or other methods of intentional deception are prohibited and could result in the scholar's removal from the class or iA entirely.

IA Policy 1st Offense: The scholar will be contacted by the teacher via phone call, the scholar will be made aware of the plagiarism and examples of how this can be avoided will be discussed. Direct instruction on plagiarism will be delivered by the teacher. iA Administration and other teachers will be made aware of the plagiarism. The work must be redone without plagiarism.

2nd Offense: The scholar and parents will be contacted by the teacher directly and the scholar will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware.

3rd Offense: The scholar will be withdrawn from the course or iA depending on the severity and/or frequency of the plagiarism.

WAC (Weekly Academic Contact): State regulations require scholars in online programs to have weekly academic contact with each teacher. This occurs by engaging with the curriculum and online instruction, submitting assignments to make progress in learning, and successfully completing courses. Scholars have multiple opportunities and methods to achieve weekly academic contact and receive teacher assistance and feedback: email, message, live online sessions, assignments, phone, and/or face-to-face meetings by appointment when applicable and in accordance with social distancing guidelines. In accordance with new state law the iA Weekly Academic Contact policies are changing. To ensure the success of all iA scholars, Weekly Academic Contact is required to remain enrolled at iA.

1st week missed WAC= Notification of missed WAC that informs scholars and parents of the consequences of additional missed WAC.

(Step 1)

2nd consecutive or 3rd cumulative week of missed WAC= The scholar and parent must conference with a designee to discuss the missed contact, administer a “screener”, and develop a data-based interventions plan. (Step 2)

5th consecutive OR 6 cumulative of missed WAC= BECCA petition will be filed. (Step 3)

ACADEMIC GOALS

LEARNING ACTIVITIES

Interactive Mystery instructional videos lesson and hands-on experiments.

interactive gamified lessons on Legends of Learning.

Observe different animal behaviors.

Explore and observe nature

Investigate what plants need to grow by growing a plant from a seed

Observe and describe the weather

make a simple tool to see how windy it is

Draw weather patterns

Observe the seasons and changing weather

Sort weather into seasons

Make a replica of a birds nest

Design a shade structure

Experiment with different types of materials to figure out how to reflect light

Solve a mystery: What made the marshmallow melt

Discover force through pushes and pulls

Experiment with force: Activity Don't Crush That House

Experiment with force using a balloon and a paddle

Investigate how pushes and pulls can change the speed and direction of a falling object

Invent a machine for doing chores

Activities., Experiments., Hands-on Projects., Discussion.

EVALUATIONS

Monthly Progress Review: State law also requires enrolled scholars to maintain monthly forward progress toward completing classes with success. Scholars are expected to complete one monthly module of at-standard work or have completed the teacher-prescribed plan as assigned by the certificated teacher of that course. If the assigned at-standard work is submitted, the scholar will be considered having made Satisfactory Progress. If the assigned work is not submitted and/or is not at standard, the scholar will be considered having made Unsatisfactory Progress.

An overall Monthly Progress Review (MPR) score will be

prepared in the ALE App and notification that they are ready to be viewed will be emailed to every family once a month by the Advisory/Homeroom teacher to communicate overall progress towards mastery and passing of the courses.

Scholars are either making Satisfactory Progress or Unsatisfactory Progress. If a scholar is considered having made Satisfactory progress (by the individual teachers in individual courses) in 50% or more of their courses, they will be considered having made Satisfactory progress overall. If a scholar is considered having made Unsatisfactory progress (by the individual teachers in individual courses) in more than 50% of their courses they will be considered having made Unsatisfactory Progress overall. If a scholar is determined to have made Unsatisfactory Progress for consecutive months, the Advisory/Homeroom teacher will include escalating intervention plans each month in the Monthly Progress Review. If a scholar reaches 3 months of Unsatisfactory Progress they may be withdrawn by the administration.

TIMELINES

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

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

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

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

FEBRUARY Complete all lessons and assignments in the February module

on your "modules" page in Canvas.

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

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

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

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