



Course Syllabus Report

SC1110 Science 1 M.Anderson (SC1110)

DISTRICT APPROVED CURRICULA: Teacher Created

STATE COURSE CODE: MISC0007 (Elementary Curriculum)

GRADE LEVELS: 1st Grade

CREDITS: NA

PREREQUISITES: Kindergarten

COURSE GRADING SCALE:

- EX = 90 – 100%
- ME = 70 – 89%
- AP = 60 – 69%
- BE = 0 – 59%

INSTRUCTIONAL MATERIALS NEEDED: Computer

Printer/Paper/Ink

Headphones with microphone

child-appropriate scissors

paper

pencils

erasers

crayons

assorted experiment supplies

DEFAULT CERTIFICATED TEACHER: Mariah Anderson

DESCRIPTION First Grade Science

ESSENTIAL LEARNINGS: In this course, students will:

?Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

?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.

?Make observations to construct an evidence-based account that objects can be seen only when illuminated.

?Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

?Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

?Develop a simple sketch, drawing, or physical model

?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.

?Read texts and use media to determine patterns in the behavior of parents and offspring that help offspring survive.

?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 construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

?Use observations of the sun, moon, and stars to describe patterns that can be predicted.

?Make observations at different times of year to relate the amount of daylight to the time of year.

SYLLABUS Learning Plan Contract/Unit Lessons:

<https://docs.google.com/document/d/1CNFfCtt-RJ5Xjlii0mUHarLbk-vbBHOCsBiCzYMAP-M/edit?usp=sharing>

Standards Covered:

1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.

1-

OBJECTIVES PS 1 1-ESS1-1: A Use observation of the sun, moon, and stars to describe patterns that can be predicted.

PS 2 1-ESS1-2: Make observations at different times of the year to relate the amount of daylight to the time of year.

PS 3 K-2-ETS1-3: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

PS 4 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

PS 5 1-PS4-2: Make observations to construct and evidence-based account that objects can only be seen when illuminated.

PS 6 1-PS4-3: Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

PS 7 1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

PS 8

K-2-ETS1-1: 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.

PS 9 K-1 APPD: Counting, classifying, and measuring can sometimes be helpful in solving a problem.

PS10 K-1 LS2B: A habitat supports the growth of many different plants and animals by meeting their basic needs of food, water, and shelter.

PS11 K-1 LS2C: Humans can change natural habitats in ways that can be helpful or harmful for the plants and animals that live there.

PS12 K-1 LS3C: External features of animals and plants are used to classify them into groups.

STANDARDS

PS 1 1-ESS1-1: A Use observation of the sun, moon, and stars to describe patterns that can be predicted.

PS 2 1-ESS1-2: Make observations at different times of the year to relate the amount of daylight to the time of year.

PS 3 K-2-ETS1-3: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

PS 4 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

PS 5 1-PS4-2: Make observations to construct an evidence-based account that objects can only be seen when illuminated.

PS 6 1-PS4-3: Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

PS 7 1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

PS 8

K-2-ETS1-1: 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.

PS 9 K-1 APPD: Counting, classifying, and measuring can sometimes be helpful in solving a

problem.

PS10 K-1 LS2B: A habitat supports the growth of many different plants and animals by meeting their basic needs of food, water, and shelter.

PS11 K-1 LS2C: Humans can change natural habitats in ways that can be helpful or harmful for the

plants and animals that live there.

PS12 K-1 LS3C: External features of animals and plants are used to classify them into groups.

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 Policy1st 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

Hands-on science experiments. Mystery Science videos will show you how to do the experiments.

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

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.

Testing., Check sheets., Oral Discussion., Written Responses., Projects., Presentations., Demonstrations., Section Summaries., Completion of Daily Assignments., Standardized Testing., Oral Reading.

TIMELINESeptember to June

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.