



Course Syllabus Report

SC141O Science 4 Stroud (SC141O)

DISTRICT APPROVED CURRICULA: Mystery Science

STATE COURSE CODE: MISC0007 (Elementary Curriculum)

GRADE LEVELS: 4th Grade

CREDITS:

PREREQUISITES:

COURSE GRADING SCALE:

Excelling - EX = 100%-90%

Meeting - ME = 89%-70%

Approaching - AP = 69%-60%

Beginning - BE = 59%-0%

INSTRUCTIONAL MATERIALS NEEDED: Internet access, computer, printer, printer paper and ink, modern OS/software/webbrowser, webcam, headphones with microphone- if not built into computer, binder, filler paper, tabs, pencil, crayons, scissors, glue, small whiteboard with eraser and markers, camera (cell phone is fine)

DEFAULT CERTIFICATED TEACHER: Mindy Stroud

DESCRIPTION Fourth graders will embark on an exciting science adventure. Topics for the year include, Energy and Speed, Transfer of Energy in Collision, Energy and Electric Currents, Energy and Collision, Chemical Processes, Motion of Waves, Wavelength and Amplitude, Light Reflection, Information Technologies, Plants and Animal Parts, Sense Receptors, Rock Patterns, Changing Land, Plants' Effect on Regions, Plate Tectonics, Renewable and Non-Renewable Resources, and Natural Processes. Students will use the STEMscopes online curriculum to complete interactive lessons in order to fulfill science standards. Lessons consist of grade appropriate web links, video clips, and audio clips that appeal to diverse learners. 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!

ESSENTIAL LEARNINGS: From September until November, in this course, students will develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. Students will also generate and compare multiple solutions that use patterns to transfer information. From December until February, students will use evidence to construct an explanation relating the speed of an object to the energy of that object. From March until April, students will describe how plant and animal structures support survival. From May until June, students will identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

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OBJECTIVES From September until November, in this course, students will develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. Students will also generate and compare multiple solutions that use patterns to transfer information. From December until February, students will use evidence to construct an explanation relating the speed of an object to the energy of that object. From March until April, students will describe how plant and animal structures support survival. From May until June, students will identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

STANDARDS

Ask questions and predict outcomes about the changes in energy that occur when objects collide. [Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.] [Assessment Boundary: Assessment does not include quantitative measurements of energy.]v

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

- Develop a deeper understanding of science beyond memorizing facts, and
- Experience similar scientific and engineering practices as those used by professionals in the field.

LEARNING ACTIVITIES

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.