



Course Syllabus Report

SS1010 Social Studies K(SS1010)

DISTRICT APPROVED CURRICULA: Teacher Created

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: Internet access, computer, printer, printer paper and ink, modern OS/software/web browser, webcam, headphones with microphone- if not built into computer, notebook, pencil, crayons, scissors, glue, small whiteboard with eraser and markers, camera (cell phone is fine)

DEFAULT CERTIFICATED TEACHER: Tiffani Schoeler

DESCRIPTION The kinder social studies curriculum focuses on helping young students develop an understanding of the importance of rules and being a good citizen, the value of community helpers, and the difference between wants and needs. They also explore cultural differences in the community and demonstrate their geographic skills on maps and globes to help them locate and describe places on earth. Second Step curriculum is taught in homeroom and whole group meetings units on skills for learners, Empathy, Emotional Management and problem solving.

ESSENTIAL LEARNINGS: In this course scholars will be able to:

state why rules and laws are important.

? describe and show how to be a good citizen.

? identify important American symbols.

? recite the Pledge of Allegiance.

? define the characteristics of a community.

? state what a map is and how it is used.

? identify map features and how they are helpful.

? understand how humans interact with the environment, especially connected with maps.

? describe and identify stories and traditions from multiple cultures.

? state how other cultures are different from my culture.

? use information about other cultures to be more understanding.

? differentiate between wants and needs and describe how they are fulfilled.

? state the difference between wants and needs.

? describe how wants and needs are fulfilled.

? describe goods and services.

? identify ways to earn, use, and save money.

? understand that people have to make choices between wants and needs and evaluate the outcomes of those choices.

? retell and explain my personal history and my family's history.

? state my own viewpoints and listen to the viewpoints of others.

? understand how to ask questions.

SYLLABUS

OBJECTIVES state why rules and laws are important.

- ? describe and show how to be a good citizen.
- ? identify important American symbols.
- ? recite the Pledge of Allegiance.
- ? define the characteristics of a community.
- ? state what a map is and how it is used.
- ? identify map features and how they are helpful.
- ? understand how humans interact with the environment, especially connected with maps.
- ? describe and identify stories and traditions from multiple cultures.
- ? state how other cultures are different from my culture.
- ? use information about other cultures to be more understanding.
- ? differentiate between wants and needs and describe how they are fulfilled.
- ? state the difference between wants and needs.
- ? describe how wants and needs are fulfilled.
- ? describe goods and services.
- ? identify ways to earn, use, and save money.
- ? understand that people have to make choices between wants and needs and evaluate the outcomes of those choices.
- ? retell and explain my personal history and my family's history.
- ? state my own viewpoints and listen to the viewpoints of others.
- ? understand how to ask questions.

STANDARDS

<https://www.fwps.org/cms/lib/WA01919399/Centricity/domain/796/preschool-5th%20grade/Kindergarten-Social-Studies-PS.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

Activities include:

Taking turns to speak

listening to others view points

read aloud on topics: Being a good citizen, places around the world, diversity, bilingual text, economy

Sorting into categories

Listening to others views

Participating in discussions

writing and drawing owns opinion and thoughts

Asking and answering questions

Activities., Hands-on Projects., Read-alouds.

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.