



Course Syllabus Report

SS1110 Social Studies 1 M.Anderson (SS1110)

DISTRICT APPROVED CURRICULA: Teacher Created

STATE COURSE CODE: MISC0007 (Elementary Curriculum)

GRADE LEVELS: 1st Grade

CREDITS: NA

PREREQUISITES: Kindergarten

COURSE GRADING SCALE:

All summative assessments will be graded according to the corresponding rubric or teacher directions. Only summative assessment scores will calculate towards a student's final grade. Each summative assessment is linked to an FWPS Priority Standard (PS).

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

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

DEFAULT CERTIFICATED TEACHER: Mariah Anderson

DESCRIPTION First Grade Social Studies:

The first-grade social studies curriculum focuses on helping young students develop the ability to understand the difference between wants and needs, reporting on and sharing positions from current events, the origins of national holidays and symbols, and the value of jobs and money. They also explore cultural differences in the community and demonstrate their geographic skills by comparing and contrasting locations.

ESSENTIAL LEARNINGS: In this course, students will:

?understand that people make choices among products and services that have costs and benefits

?understand that people affect the environment as they meet their needs and wants

?understand that there are multiple points of view on issues in a community

?learn about current events in the world and see that there are multiple viewpoints on issues in a community

?read a map that includes information about neighborhoods or local communities

?construct a map of a neighborhood or local community that includes basic mapping elements such as symbols, compass rose, labels, and a map key

?understand how the past is connected to the present.

?understand that certain things are for the common good for the community

?understand different jobs and respect the service community helpers provide

?understand that people in communities affect the environment as they meet their needs and wants

?understand and create a family timeline to show events in a sequential manner

SYLLABUS See Learning Plan contract:

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

Standards Covered:

PS 1.2: Understand that when individuals and families make choices about meeting their needs and wants, something is gained and something is given up.

OBJECTIVES In this course, students will:

Understand that people make choices among products and services that have costs and benefits

Understand that people affect the environment as they meet their needs and wants

Understand that there are multiple points of view on issues in a community

Learn about current events in the world and see that there are multiple viewpoints on issues in a community

Read a map that includes information about neighborhoods or local communities

Construct a map of a neighborhood or local community that includes basic mapping elements such as symbols, compass rose, labels, and a map key

Understand how the past is connected to the present.

Understand that certain things are done for the common good for the community

Understand different jobs and respect the service community helpers provide

Understand that people in communities affect the environment as they meet their needs and wants

Understand and create a family timeline to show events in a sequential manner

STANDARDS

PS 1.2: Understand that when individuals and families make choices about meeting their needs and wants, something is gained and something is given up.

PS 1.3: Understand and use maps and globes to identify major bodies of water and continental land masses.

PS 1.4: Understand that the way families live is shaped by the environment.

PS 1.5: Understand and create family timelines to show events in a sequential manner.

PS 1.6: Understand how questions are used to find out information.

PS 1.7: Engages in discussions to learn about how families live around the world.

PS 1.8: Describes how people live using a graphic organizer.

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

The first-grade social studies curriculum focuses on helping young students develop the ability to understand the difference between wants and needs, reporting on and sharing positions from current events, the origins of national holidays and symbols, and the value of jobs and money. They also explore cultural differences in the community and demonstrate their geographic skills by comparing and contrasting locations.

Projects., Activities., 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.

Observation of work., Written Responses., Projects., Completion of Daily Assignments., Standardized Testing.

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.