

Course Syllabus Report



SC141O Science 4

Meets Graduation Requirements: No

Details

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. 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!

Ale Course 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.

Default Ale Certificated Teacher: Jodie Davis

Ale Course is Active: 1

Ale Course is Parent Template: 0

District Approved Curriculum Name: Mystery Science

State Course Codes: MISC0007 (Elementary Curriculum)

Ale Course Type: NCAA n/a

State Subject Area: Life and Physical Sciences

SIS Course Code: SC1410

Ale Course Grading Scale: Excelling – EX - 3.50-4.00 Meeting – ME - 2.75-3.49 Approaching - AP- 2.00-2.74 Beginning – BE - 1.99 or below

Ale Course Available Credits:

Ale Course Prerequisites:

Ale Course Texts:

Ale Course Additional Resources:

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, binder, filler paper, tabs, pencil, crayons, scissors, glue, small whiteboard with eraser and markers, camera (cell phone is fine)

Average Number Of Hours Of Study Per Week: 2.50

Syllabus

Ale Course Syllabus:

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.

Formative assessments do not count toward the final grade but are necessary for the learning process, teacher feedback, and providing practice for the skills taught.

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

Objectives

Ale Course 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.

Ale Course Standards:

Course is aligned with current Federal Way Public Schools Priority Standards and Washington state 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.]

Ale Course 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)

Ale Course 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.

Grade Level:

Standard Selections:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
-

Activities

Ale Course Learning Activities:

Activity Selections

- Projects.
 - Text Books and/or Work Books.
 - Activities.
 - Experiments.
 - Hands-on Projects.
 - Discussion.
 - Field Trips.
 - Journaling.
 - Read-alouds.
 - Internet Research.
 - Supplemental Materials.
 - Read grade level books from the approved book list.
 - Mobile Device Applications
-

Evaluation

Ale Course Evaluation Methods:

Monthly Progress Review (MPR)

Each month teachers decide whether a scholar is making Satisfactory or Unsatisfactory progress in each course. Then the homeroom/advisory teacher will determine if scholar is overall Satisfactory or Unsatisfactory for the month.

Secondary (6-12) - to be overall SATISFACTORY for the month, a scholar must be passing half or more of their courses with a 70% or better grade (9-12 letter grade of A, B or C; 6-8 grade of EX or ME)

Elementary - to be SATISFACTORY, a scholar must score at least 70% or above with 75% assignment submission in 4 core classes (ELA, SCI, SS, Math)
If a scholar has Unsatisfactory Progress for the month the advisor or homeroom teacher will create an intervention plan communicated in the ALE App.

Three consecutive months of Unsatisfactory Progress will result in a course reduction - which may affect graduation for high school scholars.

Four consecutive months of Unsatisfactory progress will result in complete withdrawal from iA. Scholars withdrawn from iA for Unsatisfactory progress may not re-enroll until the following school year.

Timelines:

September Timeline:

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

October Timeline:

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

November Timeline:

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

December Timeline:

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

January Timeline:

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

February Timeline:

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

March Timeline:

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

April Timeline:

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

May Timeline:

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

June Timeline:

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