SC131O-Third Grade Science

Course Basics			
District Course Code:	**Grade Level:**	**Credit Value:**	**NCAA Approved:**
SC131O	3rd	.5 or N/A	YES or N/A
State Course Code:	**Course Length:**	**Course Time:**	**FWPS Standards (link)**
WA0007	36 Academic Weeks (Yearlong Course)	67 Minutes per day OR 5 hours 33 minutes each week	Federal Way Public Schools Priority Standards
Prerequisites:			
Required Materials: 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)-Please also see the Material lists for 1st and 2nd Semester in the WSLP Module.			
Course Description: Third graders will embark on an exciting science adventure. Topics for the year will include Objects and Motion, Electric and Magnetic Forces, Life Cycles, Social and Group Behavior, Inheritance and Variation of Traits, Environmental Traits, Plant and Animal Extinction, Fossils, Survival of the Fittest, Adaptations, Environmental Changes and Effects, and Weather and Climate, and Processes and Impacts of Natural Hazards. 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!			

Instructor Information	
Name: Valerie Munoz	**Email: vmunoz@fwps.org**
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Expected Learning Outcomes	
In this course, students will	• to plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. • to make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. • to define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. • to plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

	● to ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. ● to define a simple design problem that can be solved by applying scientific ideas about magnets. ● to develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. ● to construct an argument that some animals form groups that help members survive. ● to analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. ● to generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. ● to use evidence to support the explanation that traits can be influenced by the environment. ● to analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. ● to use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. ● to plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. ● to construct an argument with evidence that in a particular habitat some organisms can survive well, some do not survive as well, and some cannot survive at all. ● to make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. ● to represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. ● to obtain and combine information to describe climates in different regions of the world. ● to make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
Standards Alignment	See Course Learning Plan Contract (LPC)
Assessment Methods	● Class Success Assessments: quizzes and discussions that help students show their knowledge of class routines, completion of work in the online textbook, and allow for interaction between classmates ● Formative Assessments: All work in the online textbook (Odyssey) is formative. One or more of the activities in the unit in iA Campus will be formative and will not count towards the final grade, though necessary for the learning process. ● Summative Assessments: quizzes to assess higher level applications of math concepts such a story problems and performance tasks. Students will be asked to show their work in writing, pictures, or videos.

Grading Methods	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 a FWPS Priority Standard (PS).
Grading Scale	Excelling – EX - 100%-90% Meeting – ME - 89%-70% Approaching - AP- 69%-60% Beginning – BE - 0%-59%

Student Expectations	
Weekly Work Completion	Students will submit original work in all classes each week.
Original Work Submissions	Students will only submit their original work. If a student uses outside sources in the creation of their original work, citations *must* be present in the format requested by their teacher.
Weekly Communication	Students will communicate weekly with their teachers regarding their academic progress.
Functioning Technology/ Required Materials	Students will always have constant and consistent access the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

iA Policies Required for Enrollment	
Academic Integrity	Academic integrity is essential to learning. Students are expected to complete their own work. Copying, plagiarizing, cheating, or other methods of intentional deception are prohibited and could result in the student's removal from the class or iA entirely. IA Policy- 1st Offense: The student will be contacted by the teacher via phone call, the student 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 student and parents will be contacted by the teacher directly and the student will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware. 3rd Offense: The student will be withdrawn from the course or iA depending on the severity and/or frequency of the plagiarism.
WAC *(Weekly Academic Contact)*	Washington State law requires students make Weekly Academic Contact (WAC). WAC is any type of contact or communication students have with teachers that is academic in nature. Students have a variety of ways to meet this requirement. They include: replying to iA Connect teacher's contact request (email/quiz); submitting an assignment; emailing teachers about class in iA Campus or Synergy; attending a

	virtual session or teacher's online office hours; sending your teacher a school related text message (if available); meeting a teacher or administrator on campus, in person. Students must contact iA connect teachers each week with an attendance check-in. Additionally, class teachers expect weekly assessment submissions. Withdrawal for lack of Weekly Academic Contact (WAC) for 20 consecutive school days: After 10-15 days without WAC, iA Connect teacher checks with class teachers to see whether WAC has been made in at least one class. If WAC has been made, 'clock' resets. If no WAC has been made, iA Connect teacher will send student and family a warning email and will call home. If no WAC by 20 days, iA Connect teacher checks to see one last time with class teachers. If there's been nothing, Admin will withdraw student; student may not re-enroll until the following school year.
MAP ***(Monthly Academic Progress)***	State law also requires enrolled students to maintain monthly forward progress toward completing classes with success. Students 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 student will be considered on pace (OP). If the assigned work is not submitted and/or is not at standard, the student will be considered behind pace (BP). An overall Monthly Academic Progress (MAP) score will be emailed to every student and family once a month by the iA Connect teacher to communicate overall progress towards mastery and passing of the courses; law requires BP students to reply with confirmation of the MAP report and iA teachers to document that reply. If students don't immediately reply, teachers are obligated to keep trying for a reply through additional emails or phone calls. Replies must be from the student; parent replies are not sufficient. Students are either On Pace (OP) or Behind Pace (BP). If a student is considered OP (by the individual teachers in individual courses) in 50% or more of their courses, they will be considered OP overall. If a student is considered behind pace (by the individual teachers in individual courses) in more than 50% of their courses they will be considered BP overall. If a student is determined to be BP for consecutive months, the iA Connect teacher will send escalating intervention plans each month by email. BP1 means one month behind pace; intervention typically is new work pace plan. BP2 means two months behind pace; intervention is typically a new work pace plan and directed teacher contact. BP3 means three months behind pace; course reduction or withdrawal from iA (see below for greater detail). BP4 means complete withdrawal from iA (see below for greater detail). Students withdrawn from iA at BP4 may not re-enroll until the following school year.
Email/Software Agreements	Students agree to maintain constant and consistent access to the technology and software needed to complete their iA courses. If the student cannot maintain constant and consistent access to needed technology they will be withdrawn from iA.
Professional	Teachers reserve the right to make adjustments to the course, content, pacing, and

Discretion	expectations at any time. Students and parents will be notified via email of any changes made after the course has started.