SC131O-Third Grade Science

Course Basics			
Course Code:	**Grade Level:**	**CEDARS Code:**	**NCAA Approved:**
SC131O	3rd		N/A
Prerequisites:	**Course Length:**	**Course Time:**	**FWPS Standards (link)**
NA	36 Academic Weeks (Yearlong Course)	67 Minutes per day OR 5 hours 33 minutes each week	Federal Way Public Schools Priority Standards
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**
Remind App Code: Found on Welcome Page	**Virtual Sessions: TBD**

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	● Formative Assessments: All work in the online textbook 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 as 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 = 59%-0%

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 students use 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 to 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)***	State regulations require students 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. Students 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. *WAC Policy- If a student consistently fails to meet WAC requirements after 20 consecutive days they will be withdrawn and their neighborhood school will be notified to enroll them there.* *To re-enroll with IA you must have a meeting with an administrator.* *Above is the policy through December 31st,2020.* Beginning in January 2021, in accordance with new state law the iA Weekly Academic Contact policies are changing. To ensure the success of all iA students, Weekly Academic Contact is required to remain enrolled at iA. 1st week missed WAC= Notification of missed WAC that informs students and parents of the

	consequences of additional missed WAC. (Step 1) 2nd consecutive or 3rd cumulative week of missed WAC= The student 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)
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 a 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 students cannot maintain constant and consistent access to needed technology, they will be withdrawn from iA.
Professional Discretion	Teachers reserve the right to make adjustments to the course, content, pacing, and expectations at any time. Students and parents will be notified via email of any changes made after the course has started.