

TEXAS ONLINE PREPARATORY SCHOOL

Master Syllabi for Grade 5 Courses

COURSE SYLLABUS

ELA Grade 5

Instructor Name:

Kmail:

Phone Number:

Skype IM Name/Provider:

Office Hours:

Study Hall Schedule:

Class Connect Time:

Study Hall Link:

[Welcome!](#)

[Why you need to read the rest of this syllabus...](#)

You should consider this syllabus as a contract between you (the student) and me (the teacher). It includes all of the policies and procedures you need to know to successfully take this course, as well as the behavior that I expect of all of my students. For my part, I will honor all of the specifications laid out in this document. No changes will be made without notice being given in the course announcements area. Students with documented IEPs or 504 plans will be given accommodations appropriate for their individual plans. Contact the school's Special Education department for more information.

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[Contacting the Teacher](#)

It is your responsibility to contact me with any questions you may have. Don't wait until the last minute—when a question arises, ask it early. When you have questions about course content or assignments, post them in the Raise Your Hand area. If you have private questions for me—for example, regarding a grade you received on an assignment—either submit those to me by email or through your journal. Alternately, you can also visit me during Study Hall Hours, IM, or call my office phone—see the top of the syllabus for this information.

If technical difficulties prevent you from contacting me online, please call my office phone (listed above). If my number is long distance for you, leave me a message and I will call you back as soon as possible so I can pay for the call.

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[A Little about the Course](#)

Welcome to English and Language Arts

This course provides structured lessons on composition, vocabulary, grammar, usage, and mechanics. Through emphasis on spelling, students learn relationships between sounds and spellings in words and affixes. Lessons are designed to develop comprehension, build vocabulary, and help students become more independent and thoughtful readers.

LANGUAGE SKILLS

- Composition -- Students practice writing, from planning to proofreading, as they write a memoir, an editorial, a research paper, a business letter, and more
- Grammar, Usage, and Mechanics -- Students learn about parts of speech, punctuation, and research skills. They continue sentence analysis and diagramming
- Vocabulary -- The Vocabulary Workshop helps students enrich their vocabulary, develop word analysis skills, and prepare for standardized tests
- Spelling -- Students learn sound-symbol relationships and spelling patterns, identify affixes and how they affect the meaning of words, and recognize base words and roots in related words

LITERATURE

Students analyze, compare, and creatively respond to a variety of works. The emphasis is on classic works, including tales of Robin Hood and St. George; selections from Don Quixote and Shakespeare's *The Tempest* and *A Midsummer Night's Dream*; "Rip Van Winkle" and "The Legend of Sleepy Hollow"; and Sherlock Holmes mysteries. Students read works of nonfiction, as well as four novels (selected from a long list of such classics as *Pippi Longstocking*, *Call It Courage*, and *The Lion, the Witch, and the Wardrobe*).

Course length: Two Semesters

Materials: Standard Curriculum Items

- Kit Box B (box in which materials are packed)
- White Dry-Erase Board
- Classics for Young Readers, Vol 5B
- Classics for Young Readers, Vol 5A
- American Tall Tales

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- Paddle to the Sea
- Exercises in English, Grade 5 (Level E)
- Bard of Avon: The Story of Shakespeare
- Curious Creatures
- Vocabulary Workshop - Gr. 5 (Blue)
- I Didn't Know That
- Writing in Action, Volume E
- Writing in Action, Volume F
- Don Quixote
- American Lives & Legends
- Keyboarding CD
- Word Processing Book
- Test Ready Longer Passages Book 5
- Test Ready Lang Arts, Book 5

Title and Author

Lexile Level

<i>A Lion to Guard Us</i> , by Clyde Robert Bulla	360
<i>Stone Fox</i> , by John Reynolds Gardiner	550
<i>Sarah, Plain and Tall</i> , by Patricia MacLachlan	560
<i>Henry Huggins</i> , by Beverly Cleary	670
<i>Charlotte's Web</i> , by E.B. White	680
<i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i> , by E.L. Konigsburg	700
<i>Li Lun, Lad of Courage</i> , by Carolyn Treffinger	720
<i>In the Year of the Boar and Jackie Robinson</i> , by Bette Bao Lord	730
<i>A Wrinkle in Time</i> , by Madeleine L'Engle	740
<i>The Bronze Bow</i> , by Elizabeth George Speare	760
<i>Little House on the Prairie</i> , by Laura Ingalls Wilder	760
<i>The Book of Three</i> , by Lloyd Alexander	770
<i>Tuck Everlasting</i> , by Natalie Babbitt	770
<i>The Sign of the Beaver</i> , by Elizabeth George Speare	770
<i>Walk Two Moons</i> , by Sharon Creech	770
<i>War Comes to Willie Freeman</i> , by Christopher and Lincoln Collier	770
<i>The Cricket in Times Square</i> , by George Selden	780
<i>Mrs. Frisby and the Rats of NIMH</i> , by Robert C. O'Brien	790
<i>My Side of the Mountain</i> , by Jean Craighead George	810
<i>Call It Courage</i> , by Armstrong Sperry	830
<i>Johnny Tremain</i> , by Esther Forbes	840
<i>Ramona Quimby, Age 8</i> , by Beverly Cleary	860
<i>The Fellowship of the Ring</i> , by J.R.R. Tolkein	860
<i>Pippi Longstocking</i> , by Astrid Lindgren	870
<i>The Hundred Dresses</i> , by Eleanor Estes	870
<i>Dragonwings</i> , by Laurence Yep	870

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<i>Shiloh</i> , by Phyllis Reynolds Naylor	890
<i>Caddie Woodlawn</i> , by Carol Ryrie Brink	890
<i>Old Yeller</i> , by Fred Gipson	910
<i>Roll of Thunder, Hear My Cry</i> , by Mildred D. Taylor	920
<i>The Dark Is Rising</i> , by Susan Cooper	920
<i>The Lion, the Witch, and the Wardrobe</i> , by C.S. Lewis	940
<i>Bud, Not Buddy</i> , by Christopher Paul Curtis	950
<i>White Fang</i> , by Jack London	970
<i>Anne of Green Gables</i> , by Lucy Maud Montgomery	990
<i>The Door in the Wall</i> , by Marguerite de Angeli	990
<i>Island of the Blue Dolphins</i> , by Scott O'Dell	1000
<i>Ben and Me</i> , by Robert Lawson	1010
<i>20,000 Leagues Under the Sea</i> , by Jules Verne	1030
<i>Hound of the Baskervilles</i> , by Arthur Conan Doyle	1090
<i>Swiss Family Robinson</i> , by Johann Wyss	1260
<i>The Incredible Journey</i> , by Sheila Burnford	1320

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Course Activities

Course activities may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Reading online text and transcripts • Viewing moving and static images and streaming video • Listening to audio recordings and pronunciations • Watching linear and interactive animations and simulations • Completing hands-on and virtual activities | <ul style="list-style-type: none"> • Participating in threaded discussions with teachers and fellow students in a section, cohort, or group • Teacher announcements • Completing online self-check exercises • Reading and completing teacher-created instructional materials |
|---|---|

Graded assignments may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Online or paper-based worksheets and practice sets • Quizzes • Exams (unit, semester and final) • Blog posts | <ul style="list-style-type: none"> • Work samples • Threaded discussions • Essays, research papers, and other writing assignments • Presentations |
|---|---|

All graded assignments are either automatically scored by the K12 Learning Management System, teacher evaluated survey, teacher evaluated Blog survey, and Study Island assignments (teacher score evaluation or teacher graded within the site).

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Course Policies

Attendance and Activity

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Students are expected to log into this course daily. While the length of time that students spend working on assignments may vary, the expectation is that you will spend approximately 60 to 75 minutes on coursework each day.

- **Daily Student Responsibilities**

Every time you enter the course and before completing any class work:

- **Read any announcements** I posted since the last time you entered the course.
- **Review the Calendar** to see what lessons and assignments you are to complete that day.
- **Look at the Course Checklist** at the bottom of the Course Home page to review where you left off in the course content since you last logged in.
- **Complete all lessons and assignments** (both graded and nongraded) as indicated on your course calendar before the end of the day.
- **Submit assignments to me through the Kmail** tool, unless they are scored by the computer.

Before you log out of the course:

- **Make sure you have completed all of the work** for the day, including the nongraded lesson work.

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Getting Help with Class Work

This is going to be a challenging course. When you encounter difficulty with course content:

- **First:** Visit the Raise Your Hand area in the class blog. Check to see whether another student has asked the same question and whether I've already answered it. If not, then post your question and check back later. I will answer questions posted here at least twice daily throughout the day.
- **Next:** Visit me in Office Hours/ Study Hall Hours, held daily (See my schedule at the top of the syllabus).
- **If it is urgent or private:** Send me a k-mail or contact me using the phone number or online screen name (IM) at the top of this syllabus.

For technical questions (You can always ask the teacher first.), troubleshooting, or online assistance:

<http://help.k12.com/>

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Communication with Teacher and Classmates

Although you won't be able to send k-mail to other students, you will be communicating with other students through the community area outside of the course, the class blog and through threaded discussions within the blog. In addition, students often form friendships while in the course together. When this happens, students often share email addresses or instant message names. You will need to have your parent/guardian approval to share this information.

Some things to keep in mind when communicating with other students:

- Respect the privacy and wishes of your fellow students.
- Flaming, spamming, bullying or other unwanted contact including inappropriate message content or attachments will be considered a breach of this policy. Infractions may result in disciplinary action by the school administration.

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Netiquette: <http://www.k12.com/terms-of-use>

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Due Dates

The course calendar and my weekly announcements will list which lessons and assignments you need to complete each day. You'll also find assignment due dates in "The Trailblazer" sent in kmail. It is important that you stick to the course schedule indicated on the calendar and in the announcements as well as the due dates for each assignment. Staying on schedule allows you to learn along with your classmates. This is especially important as we all learn together through the threaded discussions in the course.

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Academic Integrity (Cheating and Plagiarism)

Students who submit work as their own, when it is not wholly and completely their own, are guilty of cheating and/or plagiarism and will receive a grade of zero on the entire assignment.

Assisting other students in cheating or plagiarism is also considered academic dishonesty and students who do this will receive a grade of zero on their assignment submission as well.

The first time a student fails to cite the source of information in an essay or research paper, he/she will be advised of proper citation methods. Further infractions will result in the student receiving a grade of zero on the item or assignment.

Students who are found guilty of cheating or plagiarism more than once will be referred to the school administration for breach of the school's Behavior Code.

I may use a technology that helps to prevent cheating for some tests. Before these tests, you will be prompted to install a small piece of software on your computer. You will be required to install this piece of software before taking the assessment. Once you access the test, you will be unable to copy, paste or open new browser windows or programs during the assessment. If you experience any difficulty, contact K¹² Customer Care for assistance. Contact me immediately if Customer Care cannot resolve your issue.

K12 Privacy Policy

<http://www.k12.com/privacy-policy>

K12 Copyright Policy

<http://www.k12.com/copyright-policy>

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Attendance

Regular and daily attendance is required:

- You must log into the course and complete the scheduled work every school day.
- Unless otherwise specified, course log in is required even when assignments occur offline as you are expected to review any updated announcements, What's New items and threaded discussion responses daily.

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- You should expect to spend 30 to 75 minutes each day reading, responding, and completing other activities both online and offline.
- If you know you will not be able to log into the course on any given day, please contact me immediately by k-mail. If you encounter technical difficulties, contact me by phone. If you do not contact me before missing an activity, you can expect to hear directly from me.
- Students who continually fail to enter the course and show progress will be referred to the school administration.

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Teacher Availability and Communications

After the first two weeks of school, you'll have a lot more freedom in your daily schedule. This goes for teachers as well! This means that, although we're both working in the course every day, we may be working at very different times of the day. When you and I happen to be online and working at the same time, I might not be immediately available. Most of my day is spent responding to student questions in the Raise Your Hand area, grading work samples and returning assignments, and answering k-mails and phone messages. Feel free to contact me when needed, but please understand that I might be in the middle of one of these tasks, or helping another student at the time. You may need to leave me a message if you call, or wait for a short time to receive answers online. Of course, I am always available during my office hours/ study hall hours, which are listed at the top of this syllabus.

I will read and respond to questions in the Raise Your Hand areas of the course several times throughout the day. You can expect an answer to a question posted in this area in less than one school day. Email questions and phone messages will be returned no later than one school day.

If you would like to schedule time for a private conference, please request these at least three to five days before the day you are available. The more notice you provide me, the more likely I can be available at a time that is best for you and/or your parent/mentor.

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Submitting Assignments and File Types

Names of files you submit Files you submit to me through kmail should have a filename that indicates which assignment it is, followed by your first initial and last name. You may wish to use "U" and "L" to indicate which unit and lesson it is, or simply shorten the actual title of the assignment. Some examples include "U4L3RSmith" (unit 4 lesson 3 for Robert Smith) or "PersuaEssyRSmith" for Robert Smith's Persuasive Essay.

Always use kmail I will only accept teacher-graded assignments submitted through kmail. If for some reason you are unable to submit assignments through kmail, or assignments you submit are not being returned to you, contact me immediately. We will make alternate arrangements for you to get the assignments to me for grading.

File type and size At all times, attempt to keep the size of files you submit less than 3 MB.

Unless otherwise indicated in the assignment directions, the only file types you should submit to me are .doc, .txt, and .tif. Assignments in other formats will be returned for resubmission.

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Class Blog There is an area we will use as a class for collaboration and sharing. I will occasionally upload documents to this area for you to download for use in class. Students can also upload files to this area. Please refrain from uploading files there unless you have asked my permission first. Students who upload files without permission will be referred to the administration for breaking the school's Acceptable Use Policy.

Study Island Study Island assignments will be scored by the computer or teacher scored. When submitting a teacher scored assignment such as a final draft writing assignment, you must officially turn the piece in for grading in order for it to be scored.

Surveys Surveys will be evaluated by the teacher. Make sure you complete any surveys that you are assigned

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Expectations of Difficulty, Participation and Time Commitment

Students often find that going to school online takes longer and is more difficult than going to school in a traditional setting. Be prepared for this course and online schooling in general to be a little more difficult than you might expect. If you are not spending at least 60 minutes on this course each day, you're probably not doing enough to pass the class. If this is happening, make an appointment to meet with me or visit me in Office Hours so we can review what you are doing each day. If you need help in working out a personal schedule, staying motivated or creating an effective home learning environment, contact your advisor. This person is an expert at helping students with these concerns!

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Grading Policy

Each week I will ask you to submit a work sample from non-computer graded work, the additional activities located under unit resources, teacher evaluated survey, teacher evaluated Blog survey, and Study Island assignments (teacher score evaluation or teacher graded within the site). These work samples are critical for my understanding your skills and areas of strengths and weaknesses. Some work samples may be audio or video recordings, essays, examples of discussion posts and you will know the required submission by Tuesday of each week. You will notice that some types of assignments are worth more points, overall, than others. For example, it is very possible to take only computer-scored quizzes in this course and get an A on each one, but still fail the course. This would happen because computer-scored quizzes make up a small percentage of the total points in the course.

When an assignment is to be submitted to me as an electronic file, I will accept these through kmail, survey, or Study Island. If you have technical difficulties using kmail, contact me immediately to make other arrangements.

I will grade and return all teacher-scored assignments within five school days and sooner whenever possible. When these assignments are returned, you are expected to open them and read the feedback I provide directly in the files. Use this feedback to improve your work on future assignments.

Threaded Discussions on the Class Blog

Grades are based on quality and timeliness. Responses should be well-written (Use the spell check tool.) and clearly address the issue being discussed. Stay on topic.

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Threaded discussions usually last about three days. You are expected to respond to the original question or prompt on the first day, then read and respond to others' postings on the second day. On the third day, you should respond to others' responses to your original post.

CATEGORY					
Initial Response to Prompt	Responded to the instructor's topic on time.	Responded to the instructor's topic one day late.	Responded to the instructor's topic two days late.	Responded to the instructor's topic more than two days late.	Did not respond to the instructor's topic.
Reply to Peers – 1st Round	Responded to two peer postings on time (within two days).	Responded to two peer postings one day late (within three days).	Responded to one peer posting on time (within two days).	Responded to one peer posting one day late (within three days).	Did not respond to any peer postings.
Additional Reply to Peers – 2nd Round	Responded to at least one more peer on time.	Responded to one more peer one day late.	Responded to one more peer two days late.	Responded to one more peer more than two days late.	Responded to none of the peers who have posted comments to you.
Content	High-quality content that reflects good conceptual understanding and completion of assigned coursework.	Coherent content that reflects basic understanding of most content introduced in the course.	Acceptable understanding of content with some minor misconceptions related to course content.	Marginal understanding of content with obvious misconceptions related to course content.	Content does not demonstrate understanding of course content.
Quality Post Appropriate Length = 30–75 words of well-written text	Student's comments add significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student also substantiates any comments made with reasoning or source citation.	Student's comments add moderately to the discussion by suggesting solutions, pointing out problems, or even respectfully disagreeing. Student does not substantiate any comments made with reasoning or source citation.	Student's comments add minimally to the discussion. Student does not substantiate any comments made with reasoning or source citation.	Student's comments do not add to the discussion. Posting is simple: "I agree" or "Yes" or "No."	Student did not participate at all in the threaded discussion.

Grade Reporting

Your gradebook will always display points earned vs. point's possible as well as percentage grades. I will also provide letter grades that correspond to the percentage grades.

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Assignments will be graded and (in most cases) returned to you in five school days. Grades will appear in your online gradebook, and feedback to your work will most often be included directly inside the files that I return to you.

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Course Content Guidelines

LITERATURE

Comprehension Strategies

- Ask questions and support answers by connecting prior knowledge with information found in, and inferred from, the text
- Make connections to personal experiences
- Recall major points in the text and make and modify predictions
- Summarize readings

Comprehension Skills

- Recognize the author's purpose
- Identify the speaker or narrator in a selection
- Identify and explain cause and effect in literary selections
- Compare and contrast across selections and genres
- Draw conclusions using evidence from the text
- Make and explain inferences, using evidence from the text
- Identify problems faced by characters in stories, and their solutions
- Distinguish between fact and opinion
- Identify the main idea and supporting details of a paragraph or selection
- Recognize story elements: character, setting, plot (conflict and resolution), theme

Informational Materials

- Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text
- Follow multiple-step written instructions (e.g., how to use computer commands)
- Locate information in charts, diagrams, maps, captions, illustrations, and photos

Literary Response

- Recognize different genres: biography, drama, legends, historical fiction, fiction, nonfiction, and poetry
- Describe characters, using examples from the text
- Describe how a character changes over the course of a story
- Compare and contrast tales from different cultures

Poetry

- Identify line, stanza, and rhyme
- Identify and use metaphors and similes

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- Identify and analyze how a poet uses language to appeal to the senses, create imagery, and set tone
- Recognize literary techniques such as personification, hyperbole, alliteration, and onomatopoeia

Listening and Speaking Strategies

- Retell, paraphrase, and explain what a speaker has said
- Read prose and poetry aloud with fluency, rhythm, and expression
- Connect and relate prior experiences, insights, and ideas to those of a speaker

LANGUAGE SKILLS

Grammar, Usage, and Mechanics

Sentences

- Identify and form four kinds of sentences: declarative, interrogative, imperative, and exclamatory
- Use the appropriate end punctuation mark for each kind of sentence
- Identify the subject and predicate of a sentence
- Identify compound subjects and predicates
- Identify direct objects
- Analyze and diagram simple sentences

Punctuation and Capitalization

- Use periods after initials and some abbreviations
- Use postal abbreviations for states, without a period
- Use commas in direct address
- Use commas with *yes* or *no*
- Use commas separating words in a series
- Use commas in direct quotations
- Use apostrophe to show possession
- Use apostrophes in contractions
- Use quotation marks for direct quotation
- Capitalize first word in a sentence, proper nouns, and names of months, days of the week, and holidays
- Capitalize the first word in a direct quotation
- Capitalize abbreviations of proper nouns, initials, and important words in titles

Nouns

- Identify proper and common nouns
- Identify singular and plural nouns, regular and irregular
- Form singular and plural possessive nouns
- Identify nouns used as subjects and direct objects

Pronouns

- Identify and understand usage of personal pronouns
- Identify and use singular and plural pronouns

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- Use pronouns as subjects and direct objects
- Distinguish correct usage of *I* and *me*, and *we* and *us*
- Identify and use possessive pronouns

Adjectives

- Identify adjectives and their functions (describe a noun, tell what kind, tell how many)
- Identify and use possessive adjectives
- Use the correct form of an adjective to compare two nouns, or to compare three or more nouns
- Use comparative forms of *good* and *bad* (*better* and *best*, *worse* and *worst*)
- Identify and use demonstrative adjectives (*this*, *that*, *these*, *those*)
- Identify *a*, *an*, and *the* as articles

Verbs

- Identify verbs in a sentence
- Identify and use action verbs, being verbs, and linking verbs
- Identify helping and main verbs in sentences
- Identify and use regular and irregular verbs
- Identify and form principal parts of verbs (present, present participle, past, past participle)
- Use correct forms of:
 - *begin, beginning, began, begun*
 - *break, breaking, broke, broken*
 - *choose, choosing, chose, chosen*
 - *do, doing, did, done*
- Identify and use simple tenses: present, past, future
- Identify and form the present progressive tense
- Identify and form the past progressive tense
- Understand that a subject and verb must agree in number (singular or plural)
- Correctly use:
 - *is, am, are, was, were*
 - *do* and *does*
 - *there is* and *there are*

Adverbs

- Identify adverbs and understand their functions (modifies a verb, adjective, or another adverb)
- Identify and use adverbs of time, place, and manner
- Use correct forms of adverbs to make comparisons
- Use correct forms of *good* and *well*; *no*, *not*, and *never*

Letter Writing

- Identify and correctly write the parts of a social (friendly) letter
- Address an envelope

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Word Study Skills

- Understand how to locate words in a dictionary and use dictionary entries
- Replace words with synonyms
- Identify antonyms to given words
- Use a thesaurus to find synonyms and antonyms
- Use the following homophones correctly:
- *to, too, two*
- *their, there, and they're*

Vocabulary and Word Study

- Understand and apply the definitions of given words
- Write sentences to answer questions on a reading selection that uses the words in context
- Write original sentences that use words correctly in context
- Make connections between words and ideas
- Identify synonyms and antonyms of given words

HANDWRITING

Hold pencil correctly

- Write lowercase and uppercase cursive letters correctly on standard-ruled paper
- Space letters, words, and sentences properly
- Copy short passages legibly and accurately

LISTENING AND SPEAKING

- Recite a poem from memory, read an original composition, and read aloud a brief passage from a favorite book
- Use techniques for effective oral presentations (e.g., stand straight and tall, keep your hands at your sides, speak with expression in a loud, clear voice, use complete sentences and proper grammar)
- Maintain purposeful discussion (agree and disagree constructively, state ideas clearly and fully using complete sentences and proper grammar, synthesize and build on others' ideas, explain and defend ideas)
- Give precise directions and instructions

COMPOSITION

Writing as a Process

- Understand and practice writing as a process (prewriting, drafting, revising, proofreading, publishing)

Writing Guided Journal Entries

- Distinguish diaries from journals
- Use a journal to list possibilities for topics to write about
- Describe a place or object in a journal entry
- Respond in the journal to a cartoon or other clipping
- Find and record expressions and quotations in the journal

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- Identify four kinds of paragraphs: factual, descriptive, persuasive, narrative
- Develop paragraphs with a topic sentence and supporting details that relate to the topic
- Plan and write a short essay based on a journal entry

Writing a Report

- Choose and narrow a topic for a report
- Find sources for a report
- Gather information using library and Internet sources
- Compile a bibliography
- Organize facts into an outline
- Write an effective introduction and conclusion
- Revise the report to improve content, organization, clarity, and word choices
- Proofread and publish the report

Writing a Book Review

- Analyze a sample book review
- Summarize the book to be reviewed
- Gather information about the author
- Evaluate the plot, characters, and setting
- Prepare an outline for the book review
- Write, revise, and proofread the review

Writing to a Prompt

- Examine different kinds of writing prompts to determine what kind of writing to do
- Use the writing process--planning, writing a first draft, revising, and proofreading—to write to a prompt
- Practice writing in response to narrative, expository, persuasive, and descriptive prompts
- Write to a prompt in a simulated test situation

Writing Poetry

- Practice poetic techniques to make any writing more active, imaginative, and vivid
- Identify and use imagery, rhythm, alliteration, onomatopoeia, and refrains
- Write and revise poems in prescribed forms
- Write and revise poems in free verse and in rhyme

Writing a Persuasive Paper

- Distinguish fact from opinion
- Support arguments with facts, experiences, and reasoning
- Anticipate and respond to opposing arguments
- Find and use sources to support opinions
- Write, revise, proofread, and publish a persuasive paper

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Writing a News Articles

- Identify the who, what, why, where, when and how in a news article
- Distinguish between fact and opinion in news stories and editorials
- Use research and interviews to gather facts for a news article
- Write a lead for a news article
- Use and correctly punctuate quotations
- Plan and organize a news article
- Write, revise, and proofread a news article

Writing a Play (Optional)

- Write dialogue and stage directions
- Turn a story into a play

SPELLING

- Short Vowels, Prefix *re-*, and Base Word *magnet*
- Vowel Suffixes, Prefix *un-*, and Base Word *create*
- Suffixes *-s* and *-es*, Prefix *dis-*, and Base Word *act*
- Ways to Spell Long *a*, Prefix *pre-*, and Base Word *port*
- Less Common Ways to Spell Long *a*, Prefix *sub-*, and Base Word *flex*
- Common Spellings of Long *e*, Prefix *dis-*, and Root *struct*
- Long *e* Spelled *ey*; *i* Before *e*; Suffix *-en*, and Root *scrib*
- Ways to Spell Long *i*, Prefix *mis-*, and Root *spec*
- Long *o* Spelled *oa*, *ow*, *oe*; Prefix *in-*; and Root *val*
- Long *o* Spelled *o*, *o-e*; Prefix *bi-*; and Root *rupt*
- Ways to Spell Long *u*, Prefix *semi-*, and Root *dict*
- Ways to Spell *oo*, Prefix *mid-*, and Root *tract*
- Words with *r*-controlled Vowels, Suffix *-fore*, and Root *fer*
- Ways to Spell */k/*, Prefix *under-*, and Root *vis*
- Words with */kw/* Spelled *qu* and */shul/* Spelled *cial*, Prefix *de-*, and Root *cur*
- Words with the Long *e* Sound Spelled *i*, Suffix *-able*, and Root *vent*
- Words with *c* Pronounced */s/*, Suffix *-ly*, and Root *scrip*
- Adding Vowel and Consonant Suffixes, Suffix *-tion*, and Root *cap*
- Adding Vowel Suffixes, Suffix *-ist*, and Root *cred*
- Adding Vowel Suffixes, Suffix *-or*, and Root *sens*
- */f/* Spelled *ph* and */g/* Spelled *gu*, Suffix *-ness*, and Root *aud*
- */oi/* Spelled *oy*, Suffix *-ous*, and Base Word *form*
- */ou/* Spelled *ou* or *ow*, Suffix *-ous*, and Root *pend*
- */us/* Spelled *ice* and *ace*, Suffix *-ous*, and Root *ten*
- Contractions, Suffix *-ship*, and Root *lect*
- Spelling Review 5
- Compound Words, Suffix *-ology*, and Root *vita*
- Homophones, Suffix *-ive*, and Root *cent*

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- Homophones, Suffix *-ment*, and Root *circ*
- Homophones, Suffix *-ful*, and Root *divi*
- Homophones, Suffix *-ic*, and Root *imag*

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COURSE SYLLABUS

Math Grade 5

Instructor Name:
Kmail:
Phone Number:
Skype IM Name/Provider:
Office Hours:
Study Hall Schedule:
Class Connect Time:
Study Hall Link:

[Welcome!](#)

Click the links below to jump to the section of the related section of the syllabus. Click the “<Back to top>” links to return to this list.

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[Course Activities](#)

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[Submitting Assignments and File Types](#)

[Expectations of Difficulty, Participation and Time Commitment](#)

[Grading Policy](#)

[Course Content Guidelines](#)

[Contacting the Teacher](#)

It is your responsibility to contact me with any questions you may have. Don't wait until the last minute—when a question arises, ask it early. When you have questions about course content or assignments, post them in the Raise Your Hand area. If you have private questions for me—for example, regarding a grade you received on an assignment—either submit those to me by email or through your journal. Alternately, you can also visit me during Study Hall Hours, IM, or call my office phone—see the top of the syllabus for this information.

If technical difficulties prevent you from contacting me online, please call my office phone (listed above). If my number is long distance for you, leave me a message and I will call you back as soon as possible so I can pay for the call.

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[A Little about the Course](#)

Welcome to Math

Fifth grade Math students explore complex mathematical operations and apply concepts to real-world problems. Students will:

- Continue to develop computational skills using larger numbers up to millions
- Estimate sums and differences before finding exact solutions
- Expand understanding of and facility with basic arithmetic operations applied to fractions
- Explore and connect the concepts of ratio, proportion, and percent to fractions
- Develop computational skills using decimals
- Through a proprietary, research-based series of lessons, develop abilities to analyze and solve word problems involving basic arithmetic operations and various number systems (fractions, decimals, ratios, percents)
- Identify and apply characteristics of polygons and circles
- Relate English and metric units of measure to length, capacity, weight, and temperature
- Expand understanding of statistics, probability, and graphical representations of data

Course length: Two Semesters

Materials:

Math Textbook, Grade 5

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Course Activities

Course activities may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Reading online text and transcripts • Viewing moving and static images and streaming video • Listening to audio recordings and pronunciations • Watching linear and interactive animations and simulations • Completing hands-on and virtual activities | <ul style="list-style-type: none"> • Participating in threaded discussions with teachers and fellow students in a section, cohort, or group • Teacher announcements • Completing online self-check exercises • Reading and completing teacher-created instructional materials |
|---|---|

Graded assignments may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Online or paper-based worksheets and practice sets • Quizzes • Exams (unit, semester and final) • Blog posts | <ul style="list-style-type: none"> • Work samples • Threaded discussions • Essays, research papers, and other writing assignments • Presentations |
|---|---|

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All graded assignments are either automatically scored by the K12 Learning Management System, teacher evaluated survey, teacher evaluated Blog survey, and Study Island assignments (teacher score evaluation or teacher graded within the site).

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Course Policies

- **Attendance and Activity**

Students are expected to log into this course daily. While the length of time that students spend working on assignments may vary, the expectation is that you will spend approximately 60 to 75 minutes on coursework each day.

- **Daily Student Responsibilities**

Every time you enter the course and before completing any class work:

- **Read any announcements** I posted since the last time you entered the course.
- **Review the Calendar** to see what lessons and assignments you are to complete that day.
- **Look at the Course Checklist** at the bottom of the Course Home page to review where you left off in the course content since you last logged in.
- **Complete all lessons and assignments** (both graded and nongraded) as indicated on your course calendar before the end of the day.
- **Submit assignments to me through the Kmail** tool, unless they are scored by the computer.

Before you log out of the course:

- **Make sure you have completed all of the work** for the day, including the nongraded lesson work.

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Getting Help with Class Work

This is going to be a challenging course. When you encounter difficulty with course content:

- **First:** Visit the Raise Your Hand area in the class blog. Check to see whether another student has asked the same question and whether I've already answered it. If not, then post your question and check back later. I will answer questions posted here at least twice daily throughout the day.
- **Next:** Visit me in Office Hours/ Study Hall Hours, held daily (See my schedule at the top of the syllabus).
- **If it is urgent or private:** Send me a k-mail or contact me using the phone number or online screen name (IM) at the top of this syllabus.

For technical questions (You can always ask the teacher first.), troubleshooting, or online assistance:

<http://help.k12.com/>

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Communication with Teacher and Classmates

Although you won't be able to send k-mail to other students, you will be communicating with other students through the community area outside of the course, the class blog and through threaded discussions within the blog. In addition, students often form friendships while in the course together. When this happens, students often share email addresses or instant message names. You will need to have your parent/guardian approval to share this information.

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Some things to keep in mind when communicating with other students:

- Respect the privacy and wishes of your fellow students.
- Flaming, spamming, bullying or other unwanted contact including inappropriate message content or attachments will be considered a breach of this policy. Infractions may result in disciplinary action by the school administration.

Netiquette: <http://www.k12.com/terms-of-use>

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Due Dates

The course calendar and my weekly announcements will list which lessons and assignments you need to complete each day. You'll also find assignment due dates in "The Trailblazer" sent in kmail. It is important that you stick to the course schedule indicated on the calendar and in the announcements as well as the due dates for each assignment. Staying on schedule allows you to learn along with your classmates. This is especially important as we all learn together through the threaded discussions in the course.

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Academic Integrity (Cheating and Plagiarism)

Students who submit work as their own, when it is not wholly and completely their own, are guilty of cheating and/or plagiarism and will receive a grade of zero on the entire assignment.

Assisting other students in cheating or plagiarism is also considered academic dishonesty and students who do this will receive a grade of zero on their assignment submission as well.

The first time a student fails to cite the source of information in an essay or research paper, he/she will be advised of proper citation methods. Further infractions will result in the student receiving a grade of zero on the item or assignment.

Students who are found guilty of cheating or plagiarism more than once will be referred to the school administration for breach of the school's Behavior Code.

I may use a technology that helps to prevent cheating for some tests. Before these tests, you will be prompted to install a small piece of software on your computer. You will be required to install this piece of software before taking the assessment. Once you access the test, you will be unable to copy, paste or open new browser windows or programs during the assessment. If you experience any difficulty, contact K¹² Customer Care for assistance. Contact me immediately if Customer Care cannot resolve your issue.

K12 Privacy Policy

<http://www.k12.com/privacy-policy>

K12 Copyright Policy

<http://www.k12.com/copyright-policy>

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Attendance

Regular and daily attendance is required:

- You must log into the course and complete the scheduled work every school day.
- Unless otherwise specified, course log in is required even when assignments occur offline as you are expected to review any updated announcements, What's New items and threaded discussion responses daily.
- You should expect to spend 30 to 75 minutes each day reading, responding, and completing other activities both online and offline.
- If you know you will not be able to log into the course on any given day, please contact me immediately by k-mail. If you encounter technical difficulties, contact me by phone. If you do not contact me before missing an activity, you can expect to hear directly from me.
- Students who continually fail to enter the course and show progress will be referred to the school administration.

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Teacher Availability and Communications

After the first two weeks of school, you'll have a lot more freedom in your daily schedule. This goes for teachers as well! This means that, although we're both working in the course every day, we may be working at very different times of the day. When you and I happen to be online and working at the same time, I might not be immediately available. Most of my day is spent responding to student questions in the Raise Your Hand area, grading work samples and returning assignments, and answering k-mails and phone messages. Feel free to contact me when needed, but please understand that I might be in the middle of one of these tasks, or helping another student at the time. You may need to leave me a message if you call, or wait for a short time to receive answers online. Of course, I am always available during my office hours/ study hall hours, which are listed at the top of this syllabus.

I will read and respond to questions in the Raise Your Hand areas of the course several times throughout the day. You can expect an answer to a question posted in this area in less than one school day. Email questions and phone messages will be returned no later than one school day.

If you would like to schedule time for a private conference, please request these at least three to five days before the day you are available. The more notice you provide me, the more likely I can be available at a time that is best for you and/or your parent/mentor.

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Submitting Assignments and File Types

Names of files you submit Files you submit to me through kmail should have a filename that indicates which assignment it is, followed by your first initial and last name. You may wish to use "U" and "L" to indicate which unit and lesson it is, or simply shorten the actual title of the assignment. Some examples include "U4L3RSmith" (unit 4 lesson 3 for Robert Smith) or "PersuaEssyRSmith" for Robert Smith's Persuasive Essay.

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Always use kmail I will only accept teacher-graded assignments submitted through kmail. If for some reason you are unable to submit assignments through kmail, or assignments you submit are not being returned to you, contact me immediately. We will make alternate arrangements for you to get the assignments to me for grading.

File type and size At all times, attempt to keep the size of files you submit less than 3 MB. Unless otherwise indicated in the assignment directions, the only file types you should submit to me are .doc, .txt, and .tif. Assignments in other formats will be returned for resubmission.

Class Blog There is an area we will use as a class for collaboration and sharing. I will occasionally upload documents to this area for you to download for use in class. Students can also upload files to this area. Please refrain from uploading files there unless you have asked my permission first. Students who upload files without permission will be referred to the administration for breaking the school's Acceptable Use Policy.

Study Island Study Island assignments will be scored by the computer or teacher scored. When submitting a teacher scored assignment such as a final draft writing assignment, you must officially turn the piece in for grading in order for it to be scored.

Surveys Surveys will be evaluated by the teacher. Make sure you complete any surveys that you are assigned

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Expectations of Difficulty, Participation and Time Commitment

Students often find that going to school online takes longer and is more difficult than going to school in a traditional setting. Be prepared for this course and online schooling in general to be a little more difficult than you might expect. If you are not spending at least 60 minutes on this course each day, you're probably not doing enough to pass the class. If this is happening, make an appointment to meet with me or visit me in Office Hours so we can review what you are doing each day. If you need help in working out a personal schedule, staying motivated or creating an effective home learning environment, contact your advisor. This person is an expert at helping students with these concerns!

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Grading Policy

Each week I will ask you to submit a work sample from non-computer graded work, the additional activities located under unit resources, teacher evaluated survey, teacher evaluated Blog survey, and Study Island assignments (teacher score evaluation or teacher graded within the site). These work samples are critical for my understanding your skills and areas of strengths and weaknesses. Some work samples may be audio or video recordings, essays, examples of discussion posts and you will know the required submission by Tuesday of each week. You will notice that some types of assignments are worth more points, overall, than others. For example, it is very possible to take only computer-scored quizzes in this course and get an A on each one, but still fail the course. This would happen because computer-scored quizzes make up a small percentage of the total points in the course.

When an assignment is to be submitted to me as an electronic file, I will accept these through kmail, survey, or Study Island. If you have technical difficulties using kmail, contact me immediately to make other arrangements.

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I will grade and return all teacher-scored assignments within five school days and sooner whenever possible. When these assignments are returned, you are expected to open them and read the feedback I provide directly in the files. Use this feedback to improve your work on future assignments.

Threaded Discussions on the Class Blog

Grades are based on quality and timeliness. Responses should be well-written (Use the spell check tool.) and clearly address the issue being discussed. Stay on topic.

Threaded discussions usually last about three days. You are expected to respond to the original question or prompt on the first day, then read and respond to others' postings on the second day. On the third day, you should respond to others' responses to your original post.

CATEGORY					
Initial Response to Prompt	Responded to the instructor's topic on time.	Responded to the instructor's topic one day late.	Responded to the instructor's topic two days late.	Responded to the instructor's topic more than two days late.	Did not respond to the instructor's topic.
Reply to Peers – 1st Round	Responded to two peer postings on time (within two days).	Responded to two peer postings one day late (within three days).	Responded to one peer posting on time (within two days).	Responded to one peer posting one day late (within three days).	Did not respond to any peer postings.
Additional Reply to Peers – 2nd Round	Responded to at least one more peer on time.	Responded to one more peer one day late.	Responded to one more peer two days late.	Responded to one more peer more than two days late.	Responded to none of the peers who have posted comments to you.
Content	High-quality content that reflects good conceptual understanding and completion of assigned coursework.	Coherent content that reflects basic understanding of most content introduced in the course.	Acceptable understanding of content with some minor misconceptions related to course content.	Marginal understanding of content with obvious misconceptions related to course content.	Content does not demonstrate understanding of course content.
Quality Post Appropriate Length = 30–75 words of well-written text	Student's comments add significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student also substantiates any	Student's comments add moderately to the discussion by suggesting solutions, pointing out problems, or even respectfully disagreeing. Student does not substantiate any comments made	Student's comments add minimally to the discussion. Student does not substantiate any comments made with reasoning or source citation.	Student's comments do not add to the discussion. Posting is simple: "I agree" or "Yes" or "No."	Student did not participate at all in the threaded discussion.

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	comments made with reasoning or source citation.	with reasoning or source citation.			
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Grade Reporting

Your gradebook will always display points earned vs. point's possible as well as percentage grades. I will also provide letter grades that correspond to the percentage grades.

Assignments will be graded and (in most cases) returned to you in five school days. Grades will appear in your online gradebook, and feedback to your work will most often be included directly inside the files that I return to you.

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Course Content Guidelines

Operations

- Expanded Form
- Thousandths
- Addition Properties/Subtraction Rules
- Roman Numerals
- Properties of Multiplication
- Zeros in the Multiplicand
- Multiplying Three Digits
- Zeros in the Multiplier
- Multiplication with Money
- Three-Digit Quotients and Larger Quotients
- Zeros in the Quotient
- Short Division
- Estimation: Compatible Numbers
- Two-Digit Divisors
- Dividing Larger Numbers
- Order of Operations

Number Theory and Fractions

- Exploring Prime and Composite Numbers
- Factors, Primes, and Composites
- Greatest Common Factor
- Fraction Sense: Closer to 0, $\frac{1}{2}$, 1
- Fractions in Lowest Terms
- Fractions in Higher Terms
- Multiples: LCM and LCD
- Mixed Numbers
- Improper Fractions
- Comparing and Ordering Fractions

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Fractions: Addition and Subtraction

- Renaming Fraction Sums: Like Denominators
- Adding Fractions: Unlike Denominators
- Adding Three Fractions
- Adding Mixed Numbers
- Renaming Mixed Number Sums
- Renaming Differences: Like Denominators
- Subtracting: Unlike Denominators
- More Subtraction of Fractions
- Subtracting Mixed Numbers
- Subtraction with Renaming
- More Renaming in Subtraction
- Estimate to Compute

Fractions: Multiplication and Division

- Multiplying Fractions
- Multiplying Fractions by Fractions
- Multiplying Fractions and Whole Numbers
- Multiplying Using Cancellation
- Mixed Numbers to Improper Fractions
- Multiplying Fractions and Mixed Numbers
- Multiplying Mixed Numbers
- Division of Fractions
- Reciprocals
- Dividing Whole Numbers by Fractions
- Dividing Fractions by Fractions
- Dividing Fractions by Whole Numbers
- Dividing Mixed Numbers by Fractions
- Dividing Mixed Numbers
- Estimating with Mixed Numbers

Probability and Statistics

- Probability
- Tree Diagrams
- Independent and Dependent Events
- Finding Averages
- Collecting and Organizing Data
- Working with Data
- Line Plots
- Working with Graphs
- Making Line Graphs
- Interpreting Circle Graphs

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Decimals: Addition and Subtraction

- Decimal Sense
- Decimals and Place Value
- Adding Decimals
- Estimate Decimal Sums
- More Adding Decimals
- Subtracting Decimals
- Estimate Decimal Differences
- More Subtracting Decimals

Decimals: Multiplication and Division

- Multiplying by 10, 100, and 1,000
- Estimating Decimal Products
- Multiplying Decimals by Whole Numbers
- Multiplying Decimals by Decimals
- Zeros in the Product
- Dividing by 10, 100, and 1,000
- Dividing Decimals by Whole Numbers
- Zeros in Division
- Estimating Decimal Quotients
- Estimating Money

Ratio, Proportion, and Percent

- Ratios as Fractions
- Proportions
- Scale and Maps
- Relating Fractions to Percents
- Relating Percents to Decimals
- Finding the Percent of a Number
- Using Percent

Geometry

- Measuring and Drawing Angles
- Identifying Angles
- Polygons
- Congruent Figures
- Triangles
- Quadrilaterals
- Perimeter of a Polygon
- Perimeter of a Rectangle
- Circles
- Estimating Circumference

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- Lines of Symmetry
- Transformations

Measurement Topics

- Relating Customary Units of Length
- Relating Customary Units of Capacity
- Relating Customary Units of Weight
- Temperature
- Units of Time
- Time Zones
- Computing Customary Units

Metric Measurement, Area, and Volume

- Metric Measurement
- Renaming Metric Units
- Relating Metric Units of Length
- Relating Metric Units of Capacity
- Relating Metric Units of Mass
- Square Measure
- Areas of Rectangles and Squares
- Areas of Parallelograms and Triangles
- Space Figures
- Cubic Measure
- Volume
- Estimating Volume

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COURSE SYLLABUS

Science Grade 5

Instructor Name:
Kmail:
Phone Number:
Skype IM Name/Provider:
Office Hours:
Study Hall Schedule:
Class Connect Time:
Study Hall Link:

[Welcome!](#)

Click the links below to jump to the section of the related section of the syllabus. Click the “<Back to top>” links to return to this list.

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[A Little about the Course](#)

Welcome to Science

Students develop scientific reasoning and perform hands on experiments in Earth, Life, and Physical Sciences. They construct an electromagnet, identify minerals according to their properties, use chromatography to separate liquids, and assemble food webs. Students will explore topics such as:

- **The Interdependence of Life**—producers, consumers, and decomposers; food webs
- **Animal and Plant Interactions**—populations; competition; predators and prey; symbiosis; animal behavior
- **Invertebrates**—sponges; worms; mollusks; arthropods; echinoderms
- **Chemistry**—mixtures vs. solutions; distillation, evaporation, and chromatography
- **Forces and Fluids**—pressure; forces in flight; density; buoyancy
- **Human Body**—nervous system (senses, reflexes, nerves, and brain); endocrine system (hormones, glands, growth, and digestion)
- **Electricity and Magnetism**—charges; magnets; static electricity; currents and circuits; electromagnetism
- **Rocks and Minerals**—the earth's interior; crystals; minerals; rock cycle; plate tectonics; volcanoes, earthquakes
- **The Fossil Record and the History of Life**—types of fossils; the Paleozoic, Mesozoic, and Cenozoic eras

Course length: Two Semesters

Materials:

Standard Curriculum Items

- Graduated Cylinder, 100 mL
- Bar Magnet (Pair)
- Safety Glasses
- Magnifying Glass
- The Fossil Record and the History of Life
- Animals without Backbones: Invertebrates
- Lamp Bulbs (Set of 4)
- Lamp Bulb Receptacles (Set of 2)
- Advanced Thermometer
- Intermediate Rock & Mineral Kit

Additional Curriculum Materials

Some lessons require additional resources, including common household items, and books that are readily available online or in your local library:

- Bar Magnet (Pair)
- Clay, 4 colors
- Coarse Sand (3 cups)
- Coarse Gravel (2 cups)
- Tubing, 25" (plastic aquarium)
- Tile - White

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- Seashell
- Adding Machine Tape Paper
- Copper Wire (bare)
- Pipe Cleaners

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- | | |
|---|---|
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Although you won't be able to send k-mail to other students, you will be communicating with other students through the community area outside of the course, the class blog and through threaded discussions within the blog. In addition, students often form friendships while in the course together. When this happens, students often share email addresses or instant message names. You will need to have your parent/guardian approval to share this information.

Some things to keep in mind when communicating with other students:

- Respect the privacy and wishes of your fellow students.
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Academic Integrity (Cheating and Plagiarism)

Students who submit work as their own, when it is not wholly and completely their own, are guilty of cheating and/or plagiarism and will receive a grade of zero on the entire assignment.

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- Unless otherwise specified, course log in is required even when assignments occur offline as you are expected to review any updated announcements, What's New items and threaded discussion responses daily.
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- If you know you will not be able to log into the course on any given day, please contact me immediately by k-mail. If you encounter technical difficulties, contact me by phone. If you do not contact me before missing an activity, you can expect to hear directly from me.
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After the first two weeks of school, you'll have a lot more freedom in your daily schedule. This goes for teachers as well! This means that, although we're both working in the course every day, we may be working at very different times of the

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day. When you and I happen to be online and working at the same time, I might not be immediately available. Most of my day is spent responding to student questions in the Raise Your Hand area, grading work samples and returning assignments, and answering k-mails and phone messages. Feel free to contact me when needed, but please understand that I might be in the middle of one of these tasks, or helping another student at the time. You may need to leave me a message if you call, or wait for a short time to receive answers online. Of course, I am always available during my office hours/ study hall hours, which are listed at the top of this syllabus.

I will read and respond to questions in the Raise Your Hand areas of the course several times throughout the day. You can expect an answer to a question posted in this area in less than one school day. Email questions and phone messages will be returned no later than one school day.

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Names of files you submit Files you submit to me through kmail should have a filename that indicates which assignment it is, followed by your first initial and last name. You may wish to use “U” and “L” to indicate which unit and lesson it is, or simply shorten the actual title of the assignment. Some examples include “U4L3RSmith” (unit 4 lesson 3 for Robert Smith) or “PersuaEssyRSmith” for Robert Smith’s Persuasive Essay.

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File type and size At all times, attempt to keep the size of files you submit less than 3 MB.

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Surveys Surveys will be evaluated by the teacher. Make sure you complete any surveys that you are assigned

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Expectations of Difficulty, Participation and Time Commitment

Students often find that going to school online takes longer and is more difficult than going to school in a traditional setting. Be prepared for this course and online schooling in general to be a little more difficult than you might expect. If you are not spending at least 60 minutes on this course each day, you're probably not doing enough to pass the class. If this is happening, make an appointment to meet with me or visit me in Office Hours so we can review what you are doing each day. If you need help in working out a personal schedule, staying motivated or creating an effective home learning environment, contact your advisor. This person is an expert at helping students with these concerns!

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Grading Policy

Each week I will ask you to submit a work sample from non-computer graded work, the additional activities located under unit resources, teacher evaluated survey, teacher evaluated Blog survey, and Study Island assignments (teacher score evaluation or teacher graded within the site). These work samples are critical for my understanding your skills and areas of strengths and weaknesses. Some work samples may be audio or video recordings, essays, examples of discussion posts and you will know the required submission by Tuesday of each week. You will notice that some types of assignments are worth more points, overall, than others. For example, it is very possible to take only computer-scored quizzes in this course and get an A on each one, but still fail the course. This would happen because computer-scored quizzes make up a small percentage of the total points in the course.

When an assignment is to be submitted to me as an electronic file, I will accept these through kmail, survey, or Study Island. If you have technical difficulties using kmail, contact me immediately to make other arrangements.

I will grade and return all teacher-scored assignments within five school days and sooner whenever possible. When these assignments are returned, you are expected to open them and read the feedback I provide directly in the files. Use this feedback to improve your work on future assignments.

Threaded Discussions on the Class Blog

Grades are based on quality and timeliness. Responses should be well-written (Use the spell check tool.) and clearly address the issue being discussed. Stay on topic.

Threaded discussions usually last about three days. You are expected to respond to the original question or prompt on the first day, then read and respond to others' postings on the second day. On the third day, you should respond to others' responses to your original post.

CATEGORY					
Initial Response to Prompt	Responded to the instructor's topic on time.	Responded to the instructor's topic one day late.	Responded to the instructor's topic two days late.	Responded to the instructor's topic more than two days late.	Did not respond to the instructor's topic.
Reply to Peers – 1st Round	Responded to two peer postings on time (within two days).	Responded to two peer postings one day late (within three days).	Responded to one peer posting on time (within two days).	Responded to one peer posting one day late (within three days).	Did not respond to any peer postings.
Additional Reply to Peers – 2nd Round	Responded to at least one more peer on time.	Responded to one more peer one day late.	Responded to one more peer two days late.	Responded to one more peer more than two days late.	Responded to none of the peers who have posted

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					comments to you.
Content	High-quality content that reflects good conceptual understanding and completion of assigned coursework.	Coherent content that reflects basic understanding of most content introduced in the course.	Acceptable understanding of content with some minor misconceptions related to course content.	Marginal understanding of content with obvious misconceptions related to course content.	Content does not demonstrate understanding of course content.
Quality Post Appropriate Length = 30–75 words of well-written text	Student's comments add significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student also substantiates any comments made with reasoning or source citation.	Student's comments add moderately to the discussion by suggesting solutions, pointing out problems, or even respectfully disagreeing. Student does not substantiate any comments made with reasoning or source citation.	Student's comments add minimally to the discussion. Student does not substantiate any comments made with reasoning or source citation.	Student's comments do not add to the discussion. Posting is simple: "I agree" or "Yes" or "No."	Student did not participate at all in the threaded discussion.

Grade Reporting

Your gradebook will always display points earned vs. point's possible as well as percentage grades. I will also provide letter grades that correspond to the percentage grades.

Assignments will be graded and (in most cases) returned to you in five school days. Grades will appear in your online gradebook, and feedback to your work will most often be included directly inside the files that I return to you.

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Course Content Guidelines

Ecosystems: Interdependence of Life

- Explain that ecosystems are characterized by both their living and nonliving parts
- Explain that an *environment* is the nonliving part of an ecosystem
- Describe some ways in which organisms are dependent on each other for survival, including the need for food, pollination, and seed dispersal
- Recognize that all organisms need some source of energy to stay alive
- Explain that, in all environments, organisms are constantly growing, reproducing, dying, and decaying
- Explain that certain organisms, such as insects, fungi, and bacteria, depend on dead plants and animals for food

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- State that sunlight is the major source of energy for ecosystems, and describe how its energy is passed from organism to organism in food webs
- Explain how producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs in an ecosystem
- Recognize that cycles in nature provide organisms with the food, air, and water they need
- Recognize that conditions within an ecosystem are constantly changing, further recognize that some plants and animals survive because they either adapt to such changes or move to another location, while others die

Plant and Animal Interactions

- State that a *population* is a group of individuals of the same type living in a certain area
- Describe some factors that change the growth of a population
- Explain that living things cause changes in their ecosystems, some of which are detrimental to other organisms, while others are beneficial
- Recognize that organisms in an ecosystem can compete for resources such as food, shelter, and water
- Classify organisms as *predators* and *prey*
- Identify various symbiotic relationships between organisms as *mutualism*, *commensalism*, or *parasitism*
- Explain that an animal's behavior helps it survive
- Identify behaviors as either *inborn* or *learned*

Chemistry of Solutions

- Identify a *mixture* as a combination of two or more substances that are not chemically bound
- Identify a *solution* as a mixture in which two or more substances are evenly mixed and do not settle
- Identify a *solute* as a substance that is dissolved and a solvent as a substance that does the dissolving
- Recognize that solutions can be made from combinations of gases, liquids, or solids
- Identify different ways to separate solutions such as chromatography, distillation, or evaporation
- Identify some ways to change the rate at which solids dissolve in liquids, including grinding, stirring, and increasing the temperature
- Recognize that not all substances can dissolve in water in the same amounts
- Compare the concentrations of different solutions

Forces in Fluids

- Define *pressure* as the force exerted on a surface per unit area and recognize that pressure is measured in units called *pascals*
- Explain that atmospheric pressure decreases with height *above* sea level while water pressure increases with depth *below* sea level
- Describe the forces present in flight, including lift, weight, thrust, and drag
- Measure the density of a solid and compare its mass with its volume displacement in water to predict whether it will sink or float
- Recognize that an object denser than water will sink unless it is shaped such that the weight of the water it displaces is greater than the weight of the object itself

The Human Body

- Explain that the various systems of the human body function because the cells, tissues, and organs all work together
- Explain that the brain gets information about the rest of the body, and the outside world, through nerves, and likewise use nerves to direct actions in other parts of the body
- Define *senses*, *reflexes*, *voluntary nervous system*, and *involuntary nervous system*
- Identify various parts of the nervous system (such as the brain, spinal cord, nerves, nerve cells, and neurotransmitters) along with their structures and functions
- Explain that the *endocrine system* is composed of glands and chemical messengers called *hormones*, which function over a wide range of time scales
- Identify the locations of some major glands of the endocrine system (such as the adrenals, thyroid, pituitary, and pancreas)
- Describe how glands and their hormones affect major body processes, including growth, stress, digestion, and the sleep-wake cycle

Classification of Invertebrates

- Identify different groups of invertebrates, such as sponges, cnidarians, worms, mollusks, arthropods, and echinoderms, according to their common characteristics

Electricity and Magnetism

- Recognize that objects with the same electrical charges repel, while those with different electrical charges attract
- Demonstrate that magnets have two poles (north and south) and that like poles repel while unlike poles attract
- Describe the earth's magnetic field, and identify magnetic north and south
- Explain how to construct a temporary magnet
- Explain that friction can build up static electrical charge when two objects are rubbed together by transferring electrons from one surface to the other
- State that electric currents flow easily through materials that are conductors and do not flow easily through materials that are insulators
- Identify the parts of a circuit: battery, light, wire, and switch
- Differentiate between *series* and *parallel* circuits
- State that electric currents produce magnetic fields, and that an electromagnet can be made by wrapping a wire around a piece of iron and then running electricity through the wire
- Recognize that electromagnets are used in a variety of everyday devices, including electric motors, generators, doorbells, and earphones

Rocks and Minerals

- Identify and describe the properties of the earth's layers: crust, mantle, outer core, and inner core
- Explain that rock is composed of different combinations of minerals
- Recognize that minerals have their own distinct crystal shape, determined by the arrangement of their atoms
- Identify common rock-forming minerals using their physical properties: color, streak, luster, and hardness

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- Recognize that ore is rock with a high metal content and that most metals come from minerals mined from the earth's crust
- Know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to both their properties and methods of formation
- Explain that the surface of the earth is made of rigid plates that are in constant motion, and that the motion of these plates against, over, and under each other causes earthquakes, volcanoes, and the formation of mountains
- Identify the various structures of volcanoes, describe the types of eruptions that form them, and explain how they change the landscape
- Describe what happens during an earthquake and how the landscape can change as a result

Weathering, Erosion, and Deposition

- Explain both the physical and the chemical weathering of rocks
- Describe a soil profile and explain how new soil forms as a result of many years of weathering
- Explain that soil is a mixture of weathered rock, humus, air, and water
- Describe how gravity, moving water, wind, and glaciers reshape the surface of the land by weathering, eroding, and transporting sediment from one location to another

Fossils and Geologic Time

- Describe the conditions under which fossils may form and distinguish among the different types, such as *petrified*, *molds*, *casts* and *trace fossils*
- Explain that fossils provide information about organisms that lived long ago and that they help scientists reconstruct the history of life on Earth
- State that fossils provide evidence that many types of organisms that once lived on Earth are now extinct
- Recognize that scientists divide geologic time into four eras (Precambrian, Paleozoic, Mesozoic, and Cenozoic) and that each era covers one major stage in Earth's history
- Name one major event that occurred in each of the four geologic eras: Precambrian, Paleozoic, Mesozoic, and Cenozoic

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COURSE SYLLABUS

Social Studies Grade 5

Instructor Name:
Kmail:
Phone Number:
Skype IM Name/Provider:
Office Hours:
Study Hall Schedule:
Class Connect Time:
Study Hall Link:

[Welcome!](#)

Click the links below to jump to the section of the related section of the syllabus. Click the “<Back to top>” links to return to this list.

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[A Little about the Course](#)

[Course Activities](#)

[Course Policies](#)

[Getting Help with Class Work](#)

[Communication with Teacher and Classmates](#)

[Due Dates](#)

[Academic Integrity \(Cheating and Plagiarism\)](#)

[Attendance](#)

[Teacher Availability and Communications](#)

[Submitting Assignments and File Types](#)

[Expectations of Difficulty, Participation and Time Commitment](#)

[Grading Policy](#)

[Course Content Guidelines](#)

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It is your responsibility to contact me with any questions you may have. Don't wait until the last minute—when a question arises, ask it early. When you have questions about course content or assignments, post them in the Raise Your Hand area. If you have private questions for me—for example, regarding a grade you received on an assignment—either submit those to me by email or through your journal. Alternately, you can also visit me during Study Hall Hours, IM, or call my office phone—see the top of the syllabus for this information.

If technical difficulties prevent you from contacting me online, please call my office phone (listed above). If my number is long distance for you, leave me a message and I will call you back as soon as possible so I can pay for the call.

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Master Syllabi for Grade 5 Courses

[A Little about the Course](#)

Welcome to Social Studies

In this program, students undertake the first course in a two-year detailed survey of the history of the United States. Building on the award-winning series from Oxford University Press, *A History of US*, K¹²'s online lessons and assessments guide students through critical episodes in the story of America. Students will study:

- 1: The Land and Early People
- 2: Worlds Collide
- 3: The English Colonies
- 4: The American Revolution
- 5: A New Nation
- 6: Civil War Times
- 7: Moving Toward a New Century
- 8: Difficult Times
- 9: Modern Times
- 10: Bringing It All Together

Course length: Two Semesters

Materials:

Standard Curriculum Items

- *Harcourt Horizons: United States History*
- *Harcourt Horizons: United States History - Activity Book*
- *A History of US: The First Americans*, Vol. 1 by Joy Hakim (Oxford University Press, 1999)
- *A History of US: Making Thirteen Colonies*, Vol. 2 by Joy Hakim (Oxford University Press, 1999)
- *A History of US: From Colonies to Country*, Vol. 3 by Joy Hakim (Oxford University Press, 1999)
- *A History of US: The New Nation*, Vol. 4 by Joy Hakim (Oxford University Press, 1999)
- *A History of US: Liberty for All*, Vol. 5 by Joy Hakim (Oxford University Press, 1999)
- *A History of US: War, Terrible War*, Vol. 6 by Joy Hakim (Oxford University Press, 1999)
- *Understanding Geography—Map Skills and Our World (Level 5)*
- Inflatable Globe (Grades 3-6)
- U.S./World Map (Grades 3-5)

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Course Activities

Course activities may include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Reading online text and transcripts • Viewing moving and static images and streaming video • Listening to audio recordings and pronunciations | <ul style="list-style-type: none"> • Watching linear and interactive animations and simulations • Completing hands-on and virtual activities • Participating in threaded discussions with teachers and fellow students in a section, cohort, or group |
|---|--|

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- Teacher announcements
- Completing online self-check exercises

- Reading and completing teacher-created instructional materials

Graded assignments may include:

- Online or paper-based worksheets and practice sets
- Quizzes
- Exams (unit, semester and final)
- Blog posts

- Work samples
- Threaded discussions
- Essays, research papers, and other writing assignments
- Presentations

All graded assignments are either automatically scored by the K12 Learning Management System, teacher evaluated survey, teacher evaluated Blog survey, and Study Island assignments (teacher score evaluation or teacher graded within the site).

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Course Policies

- **Attendance and Activity**

Students are expected to log into this course daily. While the length of time that students spend working on assignments may vary, the expectation is that you will spend approximately 60 to 75 minutes on coursework each day.

- **Daily Student Responsibilities**

Every time you enter the course and before completing any class work:

- **Read any announcements** I posted since the last time you entered the course.
- **Review the Calendar** to see what lessons and assignments you are to complete that day.
- **Look at the Course Checklist** at the bottom of the Course Home page to review where you left off in the course content since you last logged in.
- **Complete all lessons and assignments** (both graded and nongraded) as indicated on your course calendar before the end of the day.
- **Submit assignments to me through the Kmail** tool, unless they are scored by the computer.

Before you log out of the course:

- **Make sure you have completed all of the work** for the day, including the nongraded lesson work.

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Getting Help with Class Work

This is going to be a challenging course. When you encounter difficulty with course content:

- **First:** Visit the Raise Your Hand area in the class blog. Check to see whether another student has asked the same question and whether I've already answered it. If not, then post your question and check back later. I will answer questions posted here at least twice daily throughout the day.
- **Next:** Visit me in Office Hours/ Study Hall Hours, held daily (See my schedule at the top of the syllabus).
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After the first two weeks of school, you'll have a lot more freedom in your daily schedule. This goes for teachers as well! This means that, although we're both working in the course every day, we may be working at very different times of the day. When you and I happen to be online and working at the same time, I might not be immediately available. Most of my day is spent responding to student questions in the Raise Your Hand area, grading work samples and returning assignments, and answering k-mails and phone messages. Feel free to contact me when needed, but please understand that I might be in the middle of one of these tasks, or helping another student at the time. You may need to leave me a message if you call, or wait for a short time to receive answers online. Of course, I am always available during my office hours/ study hall hours, which are listed at the top of this syllabus.

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Class Blog There is an area we will use as a class for collaboration and sharing. I will occasionally upload documents to this area for you to download for use in class. Students can also upload files to this area. Please refrain from uploading files there unless you have asked my permission first. Students who upload files without permission will be referred to the administration for breaking the school’s Acceptable Use Policy.

Study Island Study Island assignments will be scored by the computer or teacher scored. When submitting a teacher scored assignment such as a final draft writing assignment, you must officially turn the piece in for grading in order for it to be scored.

Surveys Surveys will be evaluated by the teacher. Make sure you complete any surveys that you are assigned

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Expectations of Difficulty, Participation and Time Commitment

Students often find that going to school online takes longer and is more difficult than going to school in a traditional setting. Be prepared for this course and online schooling in general to be a little more difficult than you might expect. If you are not spending at least 60 minutes on this course each day, you’re probably not doing enough to pass the class. If this is happening, make an appointment to meet with me or visit me in Office Hours so we can review what you are doing each day. If you need help in working out a personal schedule, staying motivated or creating an effective home learning environment, contact your advisor. This person is an expert at helping students with these concerns!

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Grading Policy

Each week I will ask you to submit a work sample from non-computer graded work, the additional activities located under unit resources, teacher evaluated survey, teacher evaluated Blog survey, and Study Island assignments (teacher score evaluation or teacher graded within the site). These work samples are critical for my understanding your skills and areas of strengths and weaknesses. Some work samples may be audio or video recordings, essays, examples of discussion posts and you will know the required submission by Tuesday of each week. You will notice that some types of assignments are worth more points, overall, than others. For example, it is very possible to take only computer-scored quizzes in this course and get an A on each one, but still fail the course. This would happen because computer-scored quizzes make up a small percentage of the total points in the course.

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When an assignment is to be submitted to me as an electronic file, I will accept these through kmail, survey, or Study Island. If you have technical difficulties using kmail, contact me immediately to make other arrangements.

I will grade and return all teacher-scored assignments within five school days and sooner whenever possible. When these assignments are returned, you are expected to open them and read the feedback I provide directly in the files. Use this feedback to improve your work on future assignments.

Threaded Discussions on the Class Blog

Grades are based on quality and timeliness. Responses should be well-written (Use the spell check tool.) and clearly address the issue being discussed. Stay on topic.

Threaded discussions usually last about three days. You are expected to respond to the original question or prompt on the first day, then read and respond to others' postings on the second day. On the third day, you should respond to others' responses to your original post.

CATEGORY					
Initial Response to Prompt	Responded to the instructor's topic on time.	Responded to the instructor's topic one day late.	Responded to the instructor's topic two days late.	Responded to the instructor's topic more than two days late.	Did not respond to the instructor's topic.
Reply to Peers – 1st Round	Responded to two peer postings on time (within two days).	Responded to two peer postings one day late (within three days).	Responded to one peer posting on time (within two days).	Responded to one peer posting one day late (within three days).	Did not respond to any peer postings.
Additional Reply to Peers – 2nd Round	Responded to at least one more peer on time.	Responded to one more peer one day late.	Responded to one more peer two days late.	Responded to one more peer more than two days late.	Responded to none of the peers who have posted comments to you.
Content	High-quality content that reflects good conceptual understanding and completion of assigned coursework.	Coherent content that reflects basic understanding of most content introduced in the course.	Acceptable understanding of content with some minor misconceptions related to course content.	Marginal understanding of content with obvious misconceptions related to course content.	Content does not demonstrate understanding of course content.
Quality Post Appropriate Length = 30–75 words of well-written text	Student's comments add significantly to the discussion by suggesting other solutions, pointing out problems, or	Student's comments add moderately to the discussion by suggesting solutions, pointing out problems, or even respectfully	Student's comments add minimally to the discussion. Student does not substantiate any comments made with reasoning or	Student's comments do not add to the discussion. Posting is simple: "I agree" or "Yes" or "No."	Student did not participate at all in the threaded discussion.

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	even respectfully disagreeing. Student also substantiates any comments made with reasoning or source citation.	disagreeing. Student does not substantiate any comments made with reasoning or source citation.	source citation.		
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Grade Reporting

Your gradebook will always display points earned vs. point's possible as well as percentage grades. I will also provide letter grades that correspond to the percentage grades.

Assignments will be graded and (in most cases) returned to you in five school days. Grades will appear in your online gradebook, and feedback to your work will most often be included directly inside the files that I return to you.

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Course Content Guidelines

Unit 1:

Lesson 1: Land and Regions

Describe landform regions in the United States.

Locate and describe the relative location of geographic regions in North America.

Lesson 2: Bodies of Water

Identify and locate the major rivers and lakes of the United States.

Give reasons for the growth of cities near rivers and lakes.

Explain the differences between oceans, lakes, and rivers.

Lesson 3: Climate and Vegetation Regions

Describe climate and vegetation regions in the United States.

Give examples of the ways in which climate and natural vegetation affect how people live.

Lesson 4: Using the Land

Identify and describe patterns of land use in the United States.

Give reasons why people have modified the environment.

Give examples of the consequences of human modification of the environment in the United States.

Lesson 5: Where People Live and Work

Describe political, cultural, economic, and population regions in the United States.

Identify and describe clusters of settlements in the United States and explain their distribution.

Analyze the location of selected major cities in the United States.

Lesson 6: Review and Practice

Review information presented in previous lessons.

Lesson 7: The First Americans

Explain major geographic factors that influenced the migration of people from Asia to North America.

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Give examples of ways in which the first Americans used natural resources to meet their needs.

Lesson 8: Early Cultures of North America

Describe the ways in which early Americans adapted to their environments.

Compare the ways in which early Americans used natural resources to meet their needs.

Identify the regions in which different groups of early Americans lived.

Lesson 9: Comparing Cultures

Describe the ways in which early Americans adapted to their environments.

Compare the ways in which early Americans used natural resources to meet their needs.

Identify the regions in which different groups of early Americans lived.

Lesson 10: Writing

Compare ways in which early Americans used natural resources to meet their needs.

Lesson 11: Review

Review information learned in previous lessons.

Lesson 12: Assessment

Describe regions in the United States as defined by physical characteristics, including landform, climate, and vegetation.

Describe regions in the United States as defined by patterns of human activity, including political, population, economic, and cultural.

Identify and describe types of settlement and patterns of land use in the United States.

Explain geographic factors that influence patterns of settlement.

Describe ways early Americans adapted to and used their environments.

Explain the economic patterns of various early Native-American groups in the United States.

Compare and contrast ways of life in various early Native-American culture regions.

Unit 2:**Lesson 1: Emerging Curiosity**

Describe major cultural features of medieval Europe.

Explain that Christian monks preserved learning in Europe during the Middle Ages.

Identify Islam as a religion that valued learning and preserved classical works during the Middle Ages.

Recognize that by the late Middle Ages, European thinkers were rediscovering ancient Greek works.

Lesson 2: The Renaissance Begins

Recognize that the Renaissance was a period of new interest in the classics that started in Italy in the 1300s.

Describe characteristics of Renaissance thinking.

Identify trade as key to the growth and prosperity of Italian city-states.

Identify Italy on a map of Europe and Europe on a world map.

Lesson 3: Innovations, Inventions, and Ideas

Identify Johannes Gutenberg as the inventor of the printing press.

Discuss the significance of the printing press in spreading learning and new ideas during the Renaissance.

Describe the Renaissance as an Age of Exploration.

Identify Prince Henry the Navigator and his accomplishments.

Describe advances in technology that made exploration possible.

Lesson 4: Exploring a "New World"

Identify Bartolomeu Dias as the Portuguese explorer who sailed around the southern tip of Africa.

Explain why Europeans wanted to find sea routes to Asia.

Define the Indies as the lands of India, China, and Japan.

Identify Christopher Columbus and the reason for and importance of his voyage.

Describe the origins and significance of Columbus Day.

Lesson 5: The Aztecs

Locate the Aztec Empire on a map.

Describe the origins of the Mexican flag.

Identify the Aztecs and what they are known for.

Lesson 6: The Incas

Locate the Inca Empire on a map.

Identify the Incas and what they are known for.

Lesson 7: The Spanish Arrive

Describe the Spanish motivations for exploring, conquering, and claiming the Americas.

Identify Hernán Cortés and what he is known for.

Explain why the Spanish were able to conquer the Aztecs.

Lesson 8: The Conquerors

Identify Spanish conquistadors and analyze why they explored America.

Analyze how Spain came to claim large areas of the southwestern United States.

Lesson 9: Search for the Northwest Passage

Describe Verrazano's first expedition to the Americas.

Describe Cartier's and Hudson's attempts to find a Northwest Passage.

Explain why explorers wanted to find a Northwest Passage.

Lesson 10: New Spain

Explain when, where, and why the Spanish colonized the Americas.

Describe the ways the Spanish controlled their territories.

Describe the introduction of slavery into the Americas.

Lesson 11: New France

Explain when, where, and why the French settled in North America.

Lesson 12: The English Arrive

Identify Walter Raleigh and what he is known for.

Identify Roanoke as the Lost Colony.

Recognize that Spain and Portugal were England's major rivals during the Renaissance.

Identify Francis Drake and what he is known for.

Lesson 13: Review

Review information presented in previous lessons.

Lesson 14: Assessment

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Describe the reasons for European interest in exploration in the 1400s, including the influence of the Renaissance on European thought.

Identify Prince Henry the Navigator and the advances in technology that made exploration possible.

Identify major European explorers and what they are known for.

Locate and describe the Aztec and Inca Empires.

Describe the Spanish motivations for exploring, conquering, and claiming territories in the Americas.

Describe early French exploration of North America.

Describe early English exploration of North America.

Unit 3:**Lesson 1: The Story of Jamestown**

Identify Jamestown as the first permanent English settlement in North America.

Explain that the English hoped to find gold in Jamestown but did not.

Identify John Smith and what he is known for.

Describe the colonists' hardships in Jamestown and the way they adapted to and changed the environment.

Describe the origins of the House of Burgesses and its significance to representative government in the United States.

Lesson 2: The Plymouth Colony

Explain why English settlers came to Plymouth.

Identify the Mayflower as the ship on which the Pilgrims sailed.

Identify the Mayflower Compact and its significance to representative government in the United States.

Describe the relationship between the Plymouth colonists and American Indians.

Explore the origins of Thanksgiving Day as a national holiday.

Lesson 3: The Massachusetts Bay Colony

Describe the accomplishments of John Winthrop.

Describe the physical and economic organization of a typical New England town.

Explain the Puritans' emphasis on education.

Lesson 4: New Ideas, New Colonies

Chart the settlement of the New England colonies.

Locate and label the New England colonies on a map.

Recognize the accomplishments of colonial leaders including Roger Williams, Anne Hutchinson, Thomas Hooker, and David Thomson.

Identify the Fundamental Orders of Connecticut and their significance.

Lesson 5: New England's Economy

Identify major industries in colonial New England.

Describe the political and economic relationship between the colonies and Great Britain.

Trace the routes of the triangular trade.

Recognize that the slave trade was part of the colonial economy.

Analyze information from graphs.

Lesson 6: Colonies in the Mid-Atlantic

Locate and label the middle colonies on a map.

Describe the way in which New Netherland became New York.

Identify Quakers and their reasons for settling in the colonies.

Identify William Penn and describe her accomplishments.

Recognize that people of many different cultures and religions settled in the middle colonies.

Describe the Great Awakening.

Lesson 7: Colonial Philadelphia

Describe the physical features that helped Philadelphia become a major port.

List ways in which immigrants aided Philadelphia's growth and prosperity.

Identify the contributions Benjamin Franklin made to Philadelphia.

Lesson 8: The Southern Colonies

Locate and label the southern colonies on a map.

Explain that Maryland was founded for religious freedom for Catholics.

Explain that Georgia was founded as a haven for debtors.

Identify George Calvert and James Oglethorpe and their accomplishments.

Lesson 9: Southern Plantations

Explain the geographic factors that influenced the development of plantations in the southern colonies.

Explain the economic patterns of early European settlers and the plantation system of the Carolinas.

Lesson 10: Thirteen Colonies

Use graphs and maps to compare and contrast the three colonial regions.

Lesson 11: Review

Review information presented in previous lessons.

Lesson 12: Assessment

Explain the different reasons for English settlement of the various colonies.

Identify significant early colonial leaders and what they are known for.

Describe examples of representative government in the American colonies.

Recognize the major economic, political, religious, and social institutions that developed during the colonial era.

Identify geographic factors in the economic development of the colonies.

Describe the nature of and reasons for slavery in the colonies.

Locate and label the 13 colonies on a map.

Unit 4:

Lesson 1: Britain Wins North America

Identify major causes and results of the French and Indian War.

Describe George Washington's contributions during the French and Indian War.

Analyze maps to assess changes over time in European claims to North America.

Identify the Proclamation of 1763, the role of Pontiac's Rebellion in issuing the Proclamation, and the colonial reaction to it.

Lesson 2: Proud to Be English

Recognize that England had a long tradition of individual rights.

Explain why most colonists were proud to be part of the British Empire in 1763.

Recognize that the English colonies elected their own assemblies to make laws.

Lesson 3: Colonists Speak Out

Identify the Stamp Act and explain the colonists' reaction to it including boycotts and the Sons of Liberty.

Explain the phrase "no taxation without representation".

Describe the causes and effects of the Boston Massacre.

Lesson 4: The Road to War

Analyze the causes and effects of the Boston Tea Party and the Intolerable Acts.

Explain the significance of the First Continental Congress.

Explain the issue surrounding the battles at Lexington and Concord.

Lesson 5: The Second Continental Congress

Describe the role of the Second Continental Congress in governing the colonies during the Revolutionary War.

Explain the significance of the Battle of Bunker Hill.

Lesson 6: Declaring Independence

Identify Thomas Paine as the author of *Common Sense* and explain its significance.

Identify Thomas Jefferson as the primary author of the Declaration of Independence.

Describe the Declaration of Independence as the document that announced formal separation from England.

Identify July 4, 1776 as Independence Day for the United States.

Lesson 7: The Founders

Conduct research on key leaders of the Revolutionary era including Benjamin Franklin, Thomas Jefferson, John Adams, and George Washington.

Lesson 8: Americans and the Revolution

Analyze the reasons Americans took different sides during the Revolution.

Describe the roles of women during the Revolution.

Lesson 9: Fighting the War

Identify the contributions of significant individuals during the Revolutionary War.

Explain the significance of the Battle of Saratoga as a turning point.

Describe the contributions of other countries to the American cause during the Revolution.

Lesson 10: Victory at Yorktown

Analyze the causes and effects of the Battle of Yorktown.

Summarize the results of the American Revolution.

Lesson 11: Unit Review

Demonstrate mastery of important knowledge and skills in this unit.

Lesson 12: Assessment

Identify the contributions of significant leaders and others during the Revolutionary period.

Analyze the causes and effects of events leading to the Revolution.

Summarize the key points of the Declaration of Independence.

Describe major events of the American Revolution.

Summarize the results of the American Revolution.

Unit 5:**Lesson 1: The Confederation Period**

Summarize the events and issues that led to the drafting of the Constitution.

Describe a major role of government in the economy.

Identify the Northwest Ordinance and its significance.

Lesson 2: The Constitutional Convention

Describe the events leading to the Constitutional Convention.

Identify the contributions of those who helped write the U.S. Constitution.

Explain the Great Compromise and its importance in representative government.

Lesson 3: Three Branches of Government

Explain the main purposes of the Constitution as stated in the Preamble.

Identify the three branches of government and their functions.

Explain checks and balances.

Lesson 4: Approval and the Bill of Rights

Describe the arguments for and against ratification.

Explain how the Constitution was ratified.

Summarize the individual rights found in the Bill of Rights.

Lesson 5: The New Government Begins

Review information presented in previous lessons.

Describe President Washington's major decisions as the first president.

Identify members of the first cabinet and their contributions.

Describe the development of political parties in the United States.

Explain the significance of John Adam's election.

Lesson 6: The Nation's Capital

Identify Washington, D.C. as the nation's capital.

Locate Washington, D.C. on a map.

Describe the planning of the city and the people who contributed to it, including Benjamin Banneker.

Identify current leaders including the president, vice president, local senators, and representatives.

Lesson 7: The Louisiana Purchase

Trace the expansion of the United States beyond the Mississippi River.

Locate on a map the Mississippi River, Missouri River, Columbia River, and the lands included in the Louisiana Purchase.

Identify major explorers of the West and what they are known for.

Lesson 8: The War of 1812

Explain why many Americans wanted to go to war with Britain a second time.

Describe major events and people of the War of 1812.

Define *nationalism* and recognize that a spirit of nationalism swept the country after the war.

Explain the goal of the Monroe Doctrine.

Describe the origins of *The Star-Spangled Banner*.

Lesson 9: The Age of Jackson

Analyze the growth of democracy in the United States in the 1800s.

Describe the major events in Jackson's presidency.

Explain the purpose of the Indian Removal Act.

Describe the effect of the growth of the United States on Native Americans.

Lesson 10: Recording the Wilderness

Identify paintings made by John James Audubon.

Describe the frontier art of the early 1800s.

Lesson 11: From Ocean to Ocean

Describe the westward expansion of the United States and the methods used to acquire new land.

Summarize Texas's fight for independence.

Trace on a map the major routes used by settlers going west.

Explain reasons for people moving west.

Lesson 12: A Growing Nation

Locate on a map U.S. territorial acquisitions before 1870.

Identify the modern states in each acquisition.

Lesson 13: An Industrial Revolution

Describe changes in the United States brought about by the industrial revolution.

Explain how the transportation of goods changed during the nineteenth century.

Analyze the effect of mass production and interchangeable parts on the U.S. economy.

Lesson 14: Review

Demonstrate mastery of important knowledge and skills in this unit.

Lesson 15: Assessment

Summarize main events that led from the Articles of Confederation to the U.S. Constitution.

Identify the three branches of government and their functions.

Summarize major purposes of the Bill of Rights.

Identify key individuals of the early republic and what they are known for.

Describe the expansion of democracy in the United States in the early 1800s.

Locate on a map U.S. territorial acquisitions before 1860.

Explain why people went West and how they got there.

Describe nationalism in the United States in the early 1800s and the ways people expressed it.

Explain how geographic factors have influenced the way people live and earn a living.

Describe the effects of the industrial revolution on life and economics in the United States.

Unit 6:**Lesson 1: Regional Disagreements**

Analyze the events leading to the Civil War.

Describe legislative acts that attempted to address the issue of slavery.

Explain the reasons for conflict in Kansas.

Analyze the effects of the Dred Scott decision on the United States.

Lesson 2: Slavery and the Union

Recognize differing points of view on the issues of the 1800s.

Describe the slave economy and the laws that dealt with it.

Describe the Underground Railroad and how it worked.

Identify important abolitionists and what they are known for.

Lesson 3: The Union Breaks Apart

Describe Abraham Lincoln's political career.

Identify the states that made up the Confederate States of America.

Describe the election of 1860.

Explain why some Southern states left the Union.

Identify the crisis at Fort Sumter that marked the beginning of the Civil War.

Lesson 4: Civil War

Analyze early battles of the Civil War.

Describe Lincoln's actions as president during the war.

Compare the resources and strategies of the North and the South.

Identify the Emancipation Proclamation and its effects.

Give examples of ways in which different groups of Americans contributed to the war effort.

Lesson 5: The Road to Union Victory

Identify major battles of the Civil War.

Describe actions President Lincoln took during the war.

Analyze the Gettysburg Address and its effect on the war.

Describe the surrender of Lee to Grant at Appomattox.

Lesson 6: Remembering

Review information presented in previous lessons.

Describe the origins and purpose of Memorial Day as a national holiday.

Describe the events surrounding Lincoln's death.

Describe Abraham Lincoln's legacy to the United States.

Lesson 7: Reconstruction

Describe major problems faced by the United States after the Civil War.

Analyze plans for the reconstruction of the United States.

Describe the reactions of Southerners and Northerners to reconstruction efforts.

Identify problems with reconstruction governments.

Lesson 8: The South After the War

Identify major problems the South faced after the war.

Analyze Reconstruction efforts to help freed slaves.

Define the terms "carpetbagger" and "scalawag" and the role of the people so labeled.

Describe ways in which segregation affected the lives of African Americans.

Explain the origins and purpose of Juneteenth.

Lesson 9: Review

Demonstrate mastery of important knowledge and skills in this unit.

Lesson 10: Assessment

Describe the major causes, events, and results of the Civil War.

Identify ways the legislative and executive branches of government tried to address the problems the nation faced before and after the war.

Locate on a map the states that formed the Confederacy, and the border states.

Identify significant individuals of the Civil War era and what they are known for.

Describe the Union strategy for winning the war.

Recognize major economic and social changes in the South as a result of the war.

Recognize the origins of Memorial Day and Juneteenth.

Identify the 13th, 14th, and 15th amendments and their purposes.

Unit 7:**Lesson 1: Settling the Last Frontier**

Explain major reasons for settlement in the West.

Identify the Homestead Act and explain its effect on settlement in the West.

Describe the conflicts between Native Americans and settlers.

Lesson 2: The West

Trace on a map the growth of railroads in the United States.

Locate on a map the major routes settlers used to go West.

Lesson 3: The Rise of New Industries

Analyze how new industries led to economic growth in the late 1800s.

Describe the contributions of entrepreneurs to the economy.

Analyze the effects of Thomas Edison's inventions on life in the United States.

Lesson 4: A Changing People

Describe major trends in population growth and change after the Civil War.

Compare new and old immigrant groups and the challenges they faced.

Explain how prejudice against immigrants led to immigration regulations.

Describe the Great Migration of African Americans to the North in the early twentieth century.

Lesson 5: Building an American Empire

Analyze the growth of the United States in the late 1800s and early 1900s.

Describe major reasons for the purchase of Alaska.

Explain how Hawaii became part of the United States.

Define *imperialism* and give two examples of U.S. imperialism.

Recognize major events of the Spanish-American War.

Summarize the most important reasons for building the Panama Canal.

Lesson 6: Progressives and Reform

Analyze social and political reforms of the early 1900s.

Identify and describe reform groups of the early 1900s.

Identify progressives and their contributions.

Recognize the origins and purpose of Labor Day.

Lesson 7: Making a Difference

Conduct research on one reformer of the Progressive Era.

Summarize the major events and accomplishments in the life of one reformer.

Lesson 8: Review

Demonstrate mastery of important knowledge and skills in this unit.

Lesson 9: Assessment

Identify major reasons for Western settlement.

Describe patterns of settlement in the West and the conflicts they caused.

Give examples of new industries and inventions of the late 1800s and their effects on American life.

Describe changes in U.S. population in the late 1800s as a result of immigration and migration.

Analyze the growth of U.S. territory in the late 1800s and early 1900s.

Analyze social and political reforms of the early 1900s.

Lesson 10: Cumulative Review Part I

Demonstrate mastery of important knowledge and skills in Units 1-3.

Lesson 11: Cumulative Review Part 2

Demonstrate mastery of important knowledge and skills in Units 4-7.

Unit 8:

Lesson 1: The Great War

Identify the causes of World War I and the countries that fought on each side.

Describe U.S. involvement in World War I.

Give examples of the ways in which World War I differed from earlier wars.

Identify economic and social changes in the United States during World War I.

Lesson 2: Aftermath of War

Describe the problems the world faced at the end of World War I.

Recognize the origins of Veterans' Day.

Identify Woodrow Wilson and his role in World War I and in forming the League of Nations.

Lesson 3: Women Get the Vote

Define *suffrage*.

Identify Alice Paul and what she is known for.

Explain that the Nineteenth Amendment to the U.S. Constitution gave women the right to vote.

Lesson 4: The Roaring Twenties

Explain what is meant by the "Roaring Twenties."

Give examples of innovations in fashion, technology, and entertainment in the 1920s.

Identify Charles Lindbergh and what he is known for.

Identify Alexander Fleming and what he is known for.

Lesson 5: Hard Times

Describe the stock market crash of 1929 and the economic changes that followed.

Identify the Great Depression as a time of economic hardship worldwide.

Identify Franklin Roosevelt and his role as president during the Great Depression.

Explain the goals of New Deal programs.

Demonstrate knowledge gained in previous lessons.

Lesson 6: World War II Begins

Describe the problems in Europe resulting from World War I and the Great Depression.

Identify Adolf Hitler and Benito Mussolini and describe how they came to power.

Describe the events leading to the beginning of World War II in Europe.

Lesson 7: War and Horror

Describe the early years of World War II in Europe.

Explain that much of Europe, including France, fell to Hitler during the German blitzkrieg.

Identify Winston Churchill and what he is known for.

Lesson 8: Holocaust

Identify the Holocaust and explain how it came about.

Identify Anne Frank and what she is known for.

Lesson 9: The Allies

Explain how and why the U.S. entered World War II.

Identify the major countries that formed the Allied Powers.

Lesson 10: The Home Front

Identify ways in which World War II affected the economy of the United States.

Describe the role of women during the war.

Analyze the treatment of Japanese Americans during World War II.

Lesson 11: The Road to Victory

Recognize that World War II was fought in both Europe and Asia.

Identify Dwight Eisenhower as the commander of Allied forces.

Describe the Allied plan for winning the war in Europe.

Identify Harry Truman as president of the United States at the end of World War II.

Identify the causes and effects of dropping the atomic bomb on Japan.

Lesson 12: Unit Review

Demonstrate mastery of important knowledge and skills presented in this unit.

Lesson 13: Unit Assessment

Identify the major causes, events, and results of World War I.

Describe the role of the United States in World War I.

Identify key roles and accomplishments of American leaders, including Woodrow Wilson, Franklin Roosevelt, and Harry Truman.

Describe the 19th Amendment and its origins.

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Recognize key events, innovations, and people of the 1920s.
Describe the Great Depression and the government response to it.
Identify major causes, events, and people of World War II.
Explain how the United States and the Allies were able to win World War II.

Unit 9:

Lesson 1: Rebuilding

Recognize major problems the world faced after World War II.
Identify the Marshall Plan and its results.
Identify the United Nations and the reasons for forming it.

Lesson 2: A Cold War

Analyze the term *Cold War*.
Describe the origins of the Cold War.
Describe major conflicts in the early Cold War period

Lesson 3: Continuing Tensions

Analyze the division of Korea into two nations.
Describe the arms race and space race.
Recognize the causes and results of the Cuban Missile Crisis.

Lesson 4: Working for Equal Rights

Identify the reasons for the civil rights movement.
Identify the achievements of individuals who contributed to the struggle for equal rights.
Describe the struggles of various groups to gain equal rights.

Lesson 5: Picturing the Civil Rights Movement

Illustrate a major event or leader of the civil rights movement.

Lesson 6: The Cold War Continues

Identify major causes and effects of U.S. involvement in Vietnam.
Identify Lyndon Johnson and describe his significance.
Summarize the Watergate scandal.

Lesson 7: A World of Change

Identify the U. S. presidents of the late twentieth century and their contributions.
Describe the change in international relations as a result of the end of the Cold War.

Lesson 8: A New Century

Identify the U.S. presidents of the late twentieth century and their contributions.
Describe the change in international relations as a result of the end of the Cold War.

Lesson 9: Americans All

Describe recent population trends in the United States.

Lesson 10: The American Economy

Identify major changes in the American economy in recent years.
Explain how the free enterprise system works in the United States.

Lesson 11: A Global Economy

Explain the role of international trade in the United States.

Lesson 12: Government and the People

Identify key roles of the federal government.

Compare and contrast the responsibilities of state and federal governments.

Describe the duties and responsibilities of citizens.

Lesson 13: About the Government

Identify key roles of the federal government.

Lesson 14: Unit Review

Demonstrate mastery of important knowledge and skills presented in this unit.

Lesson 15: Unit Assessment

Recognize major problems the world faced after World War II.

Describe major conflicts in the Cold War period.

Identify major reasons for the civil rights movement.

Identify key achievements of individuals who contributed to the struggle for equal rights.

Identify major causes and effects of U.S. involvement in Vietnam.

Identify the presidents of the late twentieth century and their contributions.

Describe the change in international relations as a result of the end of the Cold War.

Identify major changes in the American economy in recent years.

Explain how the free enterprise system works in the United States.

Compare and contrast the responsibilities of state and federal governments.

Describe major duties and responsibilities of American citizens.

Unit 10:**Lesson 1: Cumulative Review, Part 1**

Demonstrate mastery of important knowledge and skills learned in Units 1 and 2.

Lesson 2: Cumulative Review, Part 2

Demonstrate mastery of important knowledge and skills learned in Units 3 and 4.

Lesson 3: Cumulative Review, Part 3

Demonstrate mastery of important knowledge and skills learned in Units 5 and 6.

Lesson 4: Cumulative Review, Part 4

Demonstrate mastery of important knowledge and skills learned in Units 7-9.

Lesson 5: End-of-Year Assessment

Demonstrate mastery of knowledge and skills presented in this course.

TEXAS ONLINE PREPARATORY SCHOOL

Master Syllabi for Grade 5 Courses

Course Progress
▼ Unit List
>> 1: The Land and Early People
2: Worlds Collide
3: The English Colonies
4: The American Revolution
5: A New Nation
6: Civil War Times
7: Moving Toward a New Century
8: Difficult Times
9: Modern Times
10: Bringing It All Together

COURSE SYLLABUS

Health Grade 5

Instructor Name:
Kmail:
Phone Number:
Skype IM Name/Provider:
Office Hours:
Study Hall Schedule:
Class Connect Time:
Study Hall Link:

[Welcome!](#)

Click the links below to jump to the section of the related section of the syllabus. Click the “<Back to top>” links to return to this list.

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[Course Activities](#)

[Course Policies](#)

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[Communication with Teacher and Classmates](#)

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[Expectations of Difficulty, Participation and Time Commitment](#)

[Grading Policy](#)

[Course Content Guidelines](#)

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It is your responsibility to contact me with any questions you may have. Don't wait until the last minute—when a question arises, ask it early. When you have questions about course content or assignments, post them in the Raise Your Hand area. If you have private questions for me—for example, regarding a grade you received on an assignment—either submit those to me by email or through your journal. Alternately, you can also visit me during Study Hall Hours, IM, or call my office phone—see the top of the syllabus for this information.

If technical difficulties prevent you from contacting me online, please call my office phone (listed above). If my number is long distance for you, leave me a message and I will call you back as soon as possible so I can pay for the call.

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[A Little about the Course](#)

Welcome to Health

This course focuses on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

Course length: Two Semesters

Materials:

Standard Curriculum Items

Harcourt Horizons: Health and Fitness
Health Notebook

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Course Activities

Course activities may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Reading online text and transcripts • Viewing moving and static images and streaming video • Listening to audio recordings and pronunciations • Watching linear and interactive animations and simulations • Completing hands-on and virtual activities | <ul style="list-style-type: none"> • Participating in threaded discussions with teachers and fellow students in a section, cohort, or group • Teacher announcements • Completing online self-check exercises • Reading and completing teacher-created instructional materials |
|---|---|

Graded assignments may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Online or paper-based worksheets and practice sets • Quizzes • Exams (unit, semester and final) • Blog posts | <ul style="list-style-type: none"> • Work samples • Threaded discussions • Essays, research papers, and other writing assignments • Presentations |
|---|---|

All graded assignments are either automatically scored by the K12 Learning Management System, teacher evaluated survey, teacher evaluated Blog survey, and Study Island assignments (teacher score evaluation or teacher graded within the site).

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Course Policies

- **Attendance and Activity**

TEXAS ONLINE PREPARATORY SCHOOL

Master Syllabi for Grade 5 Courses

Students are expected to log into this course daily. While the length of time that students spend working on assignments may vary, the expectation is that you will spend approximately 60 to 75 minutes on coursework each day.

• **Daily Student Responsibilities**

Every time you enter the course and before completing any class work:

- **Read any announcements** I posted since the last time you entered the course.
- **Review the Calendar** to see what lessons and assignments you are to complete that day.
- **Look at the Course Checklist** at the bottom of the Course Home page to review where you left off in the course content since you last logged in.
- **Complete all lessons and assignments** (both graded and nongraded) as indicated on your course calendar before the end of the day.
- **Submit assignments to me through the Kmail** tool, unless they are scored by the computer.

Before you log out of the course:

- **Make sure you have completed all of the work** for the day, including the nongraded lesson work.

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Getting Help with Class Work

This is going to be a challenging course. When you encounter difficulty with course content:

- **First:** Visit the Raise Your Hand area in the class blog. Check to see whether another student has asked the same question and whether I've already answered it. If not, then post your question and check back later. I will answer questions posted here at least twice daily throughout the day.
- **Next:** Visit me in Office Hours/ Study Hall Hours, held daily (See my schedule at the top of the syllabus).
- **If it is urgent or private:** Send me a k-mail or contact me using the phone number or online screen name (IM) at the top of this syllabus.

For technical questions (You can always ask the teacher first.), troubleshooting, or online assistance:

<http://help.k12.com/>

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Communication with Teacher and Classmates

Although you won't be able to send k-mail to other students, you will be communicating with other students through the community area outside of the course, the class blog and through threaded discussions within the blog. In addition, students often form friendships while in the course together. When this happens, students often share email addresses or instant message names. You will need to have your parent/guardian approval to share this information.

Some things to keep in mind when communicating with other students:

- Respect the privacy and wishes of your fellow students.
- Flaming, spamming, bullying or other unwanted contact including inappropriate message content or attachments will be considered a breach of this policy. Infractions may result in disciplinary action by the school administration.

Netiquette: <http://www.k12.com/terms-of-use>

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Due Dates

The course calendar and my weekly announcements will list which lessons and assignments you need to complete each day. You'll also find assignment due dates in "The Trailblazer" sent in kmail. It is important that you stick to the course schedule indicated on the calendar and in the announcements as well as the due dates for each assignment. Staying on schedule allows you to learn along with your classmates. This is especially important as we all learn together through the threaded discussions in the course.

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Academic Integrity (Cheating and Plagiarism)

Students who submit work as their own, when it is not wholly and completely their own, are guilty of cheating and/or plagiarism and will receive a grade of zero on the entire assignment.

Assisting other students in cheating or plagiarism is also considered academic dishonesty and students who do this will receive a grade of zero on their assignment submission as well.

The first time a student fails to cite the source of information in an essay or research paper, he/she will be advised of proper citation methods. Further infractions will result in the student receiving a grade of zero on the item or assignment.

Students who are found guilty of cheating or plagiarism more than once will be referred to the school administration for breach of the school's Behavior Code.

I may use a technology that helps to prevent cheating for some tests. Before these tests, you will be prompted to install a small piece of software on your computer. You will be required to install this piece of software before taking the assessment. Once you access the test, you will be unable to copy, paste or open new browser windows or programs during the assessment. If you experience any difficulty, contact K¹² Customer Care for assistance. Contact me immediately if Customer Care cannot resolve your issue.

K12 Privacy Policy

<http://www.k12.com/privacy-policy>

K12 Copyright Policy

<http://www.k12.com/copyright-policy>

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Attendance

Regular and daily attendance is required:

- You must log into the course and complete the scheduled work every school day.
- Unless otherwise specified, course log in is required even when assignments occur offline as you are expected to review any updated announcements, What's New items and threaded discussion responses daily.

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- You should expect to spend 30 to 75 minutes each day reading, responding, and completing other activities both online and offline.
- If you know you will not be able to log into the course on any given day, please contact me immediately by k-mail. If you encounter technical difficulties, contact me by phone. If you do not contact me before missing an activity, you can expect to hear directly from me.
- Students who continually fail to enter the course and show progress will be referred to the school administration.

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Teacher Availability and Communications

After the first two weeks of school, you'll have a lot more freedom in your daily schedule. This goes for teachers as well! This means that, although we're both working in the course every day, we may be working at very different times of the day. When you and I happen to be online and working at the same time, I might not be immediately available. Most of my day is spent responding to student questions in the Raise Your Hand area, grading work samples and returning assignments, and answering k-mails and phone messages. Feel free to contact me when needed, but please understand that I might be in the middle of one of these tasks, or helping another student at the time. You may need to leave me a message if you call, or wait for a short time to receive answers online. Of course, I am always available during my office hours/ study hall hours, which are listed at the top of this syllabus.

I will read and respond to questions in the Raise Your Hand areas of the course several times throughout the day. You can expect an answer to a question posted in this area in less than one school day. Email questions and phone messages will be returned no later than one school day.

If you would like to schedule time for a private conference, please request these at least three to five days before the day you are available. The more notice you provide me, the more likely I can be available at a time that is best for you and/or your parent/mentor.

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Submitting Assignments and File Types

Names of files you submit Files you submit to me through kmail should have a filename that indicates which assignment it is, followed by your first initial and last name. You may wish to use "U" and "L" to indicate which unit and lesson it is, or simply shorten the actual title of the assignment. Some examples include "U4L3RSmith" (unit 4 lesson 3 for Robert Smith) or "PersuaEssyRSmith" for Robert Smith's Persuasive Essay.

Always use kmail I will only accept teacher-graded assignments submitted through kmail. If for some reason you are unable to submit assignments through kmail, or assignments you submit are not being returned to you, contact me immediately. We will make alternate arrangements for you to get the assignments to me for grading.

File type and size At all times, attempt to keep the size of files you submit less than 3 MB.

Unless otherwise indicated in the assignment directions, the only file types you should submit to me are .doc, .txt, and .tif. Assignments in other formats will be returned for resubmission.

Class Blog There is an area we will use as a class for collaboration and sharing. I will occasionally upload documents to this area for you to download for use in class. Students can also upload files to this area. Please refrain from uploading

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files there unless you have asked my permission first. Students who upload files without permission will be referred to the administration for breaking the school's Acceptable Use Policy.

Study Island Study Island assignments will be scored by the computer or teacher scored. When submitting a teacher scored assignment such as a final draft writing assignment, you must officially turn the piece in for grading in order for it to be scored.

Surveys Surveys will be evaluated by the teacher. Make sure you complete any surveys that you are assigned

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Expectations of Difficulty, Participation and Time Commitment

Students often find that going to school online takes longer and is more difficult than going to school in a traditional setting. Be prepared for this course and online schooling in general to be a little more difficult than you might expect. If you are not spending at least 60 minutes on this course each day, you're probably not doing enough to pass the class. If this is happening, make an appointment to meet with me or visit me in Office Hours so we can review what you are doing each day. If you need help in working out a personal schedule, staying motivated or creating an effective home learning environment, contact your advisor. This person is an expert at helping students with these concerns!

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Grading Policy

Each week I will ask you to submit a work sample from non-computer graded work, the additional activities located under unit resources, teacher evaluated survey, teacher evaluated Blog survey, and Study Island assignments (teacher score evaluation or teacher graded within the site). These work samples are critical for my understanding your skills and areas of strengths and weaknesses. Some work samples may be audio or video recordings, essays, examples of discussion posts and you will know the required submission by Tuesday of each week. You will notice that some types of assignments are worth more points, overall, than others. For example, it is very possible to take only computer-scored quizzes in this course and get an A on each one, but still fail the course. This would happen because computer-scored quizzes make up a small percentage of the total points in the course.

When an assignment is to be submitted to me as an electronic file, I will accept these through kmail, survey, or Study Island. If you have technical difficulties using kmail, contact me immediately to make other arrangements.

I will grade and return all teacher-scored assignments within five school days and sooner whenever possible. When these assignments are returned, you are expected to open them and read the feedback I provide directly in the files. Use this feedback to improve your work on future assignments.

Threaded Discussions on the Class Blog

Grades are based on quality and timeliness. Responses should be well-written (Use the spell check tool.) and clearly address the issue being discussed. Stay on topic.

Threaded discussions usually last about three days. You are expected to respond to the original question or prompt on the first day, then read and respond to others' postings on the second day. On the third day, you should respond to others' responses to your original post.

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CATEGORY					
Initial Response to Prompt	Responded to the instructor's topic on time.	Responded to the instructor's topic one day late.	Responded to the instructor's topic two days late.	Responded to the instructor's topic more than two days late.	Did not respond to the instructor's topic.
Reply to Peers – 1st Round	Responded to two peer postings on time (within two days).	Responded to two peer postings one day late (within three days).	Responded to one peer posting on time (within two days).	Responded to one peer posting one day late (within three days).	Did not respond to any peer postings.
Additional Reply to Peers – 2nd Round	Responded to at least one more peer on time.	Responded to one more peer one day late.	Responded to one more peer two days late.	Responded to one more peer more than two days late.	Responded to none of the peers who have posted comments to you.
Content	High-quality content that reflects good conceptual understanding and completion of assigned coursework.	Coherent content that reflects basic understanding of most content introduced in the course.	Acceptable understanding of content with some minor misconceptions related to course content.	Marginal understanding of content with obvious misconceptions related to course content.	Content does not demonstrate understanding of course content.
Quality Post Appropriate Length = 30–75 words of well-written text	Student's comments add significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student also substantiates any comments made with reasoning or source citation.	Student's comments add moderately to the discussion by suggesting solutions, pointing out problems, or even respectfully disagreeing. Student does not substantiate any comments made with reasoning or source citation.	Student's comments add minimally to the discussion. Student does not substantiate any comments made with reasoning or source citation.	Student's comments do not add to the discussion. Posting is simple: "I agree" or "Yes" or "No."	Student did not participate at all in the threaded discussion.

Grade Reporting

Your gradebook will always display points earned vs. point's possible as well as percentage grades. I will also provide letter grades that correspond to the percentage grades.

Assignments will be graded and (in most cases) returned to you in five school days. Grades will appear in your online gradebook, and feedback to your work will most often be included directly inside the files that I return to you.

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Course Content Guidelines

Unit 1: Our Bodies Grow and Change

Lesson 1: Moving Materials Through the Body

Describe major structures and functions of the body's transport systems (circulatory, respiratory, digestive, and excretory systems).

Lesson 2: Systems for Movement

Describe major structures and functions of the body's coordination systems (skeletal, muscular, and nervous systems).

Recognize how body systems work together.

List ways to keep body systems healthy.

Lesson 3: Heredity, Environment, and the Body

Summarize how heredity and environment influence growth.

Describe environmental factors that are good for growth.

Describe how hormones from the endocrine system influence growth and bodily functions.

Lesson 4: How Does the Body Grow and Change?

List the growth stages of a human.

Discuss changes that occur during adolescence.

Lesson 5: What Happens During Adolescence?

Compare concrete thinking and abstract thinking.

Describe steps one can use to solve problems.

Give examples of healthy choices about diet, exercise, rest, and hygiene.

Lesson 6: Unit Review

Review topics from previous lessons.

Lesson 7: Unit Assessment

Demonstrate mastery of the skills and knowledge in this unit.

Unit 2: Personal Health and Hygiene**Lesson 1: Hair, Skin, and Nail Care**

List healthy practices for hair, skin, and nails.

Explain how hormonal changes increase the need for careful personal hygiene.

Lesson 2: How to Have a Healthy Smile

Explain good dental hygiene.

Describe common dental problems.

Lesson 3: Protecting Eyes and Ears

Identify parts of the eye.

Describe hearing.

Describe how to protect eyes and ears.

Lesson 4: Shopping Wisely for Health Products

Define a good health consumer.

Explain the value in reading and understanding product labels.

List tricks used in advertisements.

Lesson 5: Unit Review

Review topics from previous lessons.

Lesson 6: Unit Assessment

Demonstrate mastery of the skills and knowledge in this unit.

Unit 3: Nutrition

Lesson 1: Food as Fuel for a Healthy Body

Describe the steps in digestion.

List the basic nutrients.

Lesson 2: The USDA Food Guide Pyramid

Identify food groups on the Food Guide Pyramid.

Explain the criteria used to recommend the number of servings of food in the Food Guide Pyramid.

Lesson 3: Food: A Balancing Act

Explain the relationship between portion control and energy balance.

Lesson 4: Food Choices

State reasons people choose different kinds of food.

Lesson 5: Understanding Food Labels and Advertising

Explain the information included on food labels.

Explain how advertising influences the decisions people make concerning food.

Lesson 6: Food Safety

Describe proper ways to prepare, store, and handle food.

Lesson 7: Unit Review

Review topics from previous lessons.

Lesson 8: Unit Assessment

Demonstrate mastery of the skills and knowledge in this unit.

Unit 4: Getting in Shape and Staying Active**Lesson 1: Healthy Living**

Describe practices that contribute to healthy living.

Explain how the circulatory and respiratory systems benefit from exercise.

Lesson 2: The Benefits of Exercise

List two exercises that build strength, flexibility, or endurance.

Evaluate your own level of fitness.

Lesson 3: Unit Review

Review topics from previous lessons.

Lesson 4: Unit Assessment

Demonstrate mastery of the skills and knowledge in this unit.

Unit 5: Play It Safe**Lesson 1: Safety Awareness**

List common hazards that can cause injury.

Identify three steps you can take when responding to a serious injury.

Describe how to help someone who has a minor injury.

Lesson 2: Preventing Injury

List playground safety rules.

Recognize the importance of wearing the right safety equipment for the right activity.

List bicycle safety rules.

Lesson 3: Being Prepared for an Emergency

List fire safety rules for the home.

Describe actions to take in case of a fire.

Lesson 4: Unit Review

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Master Syllabi for Grade 5 Courses

Review topics from previous lessons.

Lesson 5: Unit Assessment

Demonstrate mastery of the skills and knowledge in this unit.

Unit 6: Disease and the Human Body

Lesson 1: Guarding Against Illness

Compare and contrast communicable and noncommunicable diseases.

Define pathogens and how they enter the body.

Lesson 2: The Body's Defenses

Explain the body's defenses against disease.

Describe how antibodies, vaccines, and antibiotics help resist disease.

Explain how immunizations help the body fight disease.

Lesson 3: Chronic Illness

Explain the causes of noncommunicable diseases.

Explain the difference between chronic and acute diseases.

Explain how making healthy choices can lower the risk of disease.

Lesson 4: Unit Review

Review topics from previous lessons.

Lesson 5: Unit Assessment

Demonstrate mastery of the skills and knowledge in this unit.

Unit 7: Drugs: Helpful or Harmful

Lesson 1: Drugs that Help

Define medicine.

Compare prescription medicines and over-the-counter medicines.

Explain how prescription medications can be misused and abused.

Lesson 2: Drugs that Harm

Explain how illegal drugs are harmful.

Describe how cocaine affects the body and explain the dangers of cocaine use.

Explain the effects of marijuana and inhalants on the body.

Lesson 3: Saying No! to Illegal Drugs

List reasons for refusing illegal drugs.

Explain strategies for refusing illegal drugs.

Lesson 4: Getting Help for Drug Users

List the warning signs of a drug user.

Explain where to get help if someone you know is using drugs.

Lesson 5: Unit Review

Review topics from previous lessons.

Lesson 6: Unit Assessment

Demonstrate mastery of the skills and knowledge in this unit.

Unit 8: More Harmful Substances: Tobacco and Alcohol**Lesson 1: Tobacco Harms the Body**

Describe the negative effects of tobacco use.

Explain the harmful substances in tobacco.

Lesson 2: Alcohol Is a Drug

Describe the negative effects of alcohol use.

Explain the connection between the short-term effects of using alcohol and blood alcohol level.

Define alcoholism.

Lesson 3: Saying "NO!" to Alcohol and Tobacco

List reasons not to use alcohol or tobacco.

List ways to say, "No!" to using alcohol and tobacco.

Identify ways to get help for someone who is using alcohol or tobacco.

Lesson 4: Unit Review

Review topics from previous lessons.

Lesson 5: Unit Assessment

Demonstrate mastery of the skills and knowledge in this unit.

Unit 9: Emotional Well-Being**Lesson 1: It's Great to Be Me**

Explain the benefits of a positive self-concept.

List steps for setting goals.

Lesson 2: The Other Side of Me

Explain the ways to have healthy friendships.

Describe strategies for managing stress.

Lesson 3: Conflicts and Feelings

List steps for resolving conflicts.

Describe respectful ways of communicating with others.

Explain strategies for coping with uncomfortable feelings.

Lesson 4: Unit Review

Review topics from previous lessons.

Lesson 5: Unit Assessment

Demonstrate mastery of the skills and knowledge in this unit.

Unit 10: Family: The Basic Unit of Society**Lesson 1: Healthy Families Grow and Change**

Describe the types of changes a family may experience.

Explain how children may take on more responsibility as they grow older.

Lesson 2: Families Can Communicate and Work Together

Explain the value of effective communication within a family.

Identify effective ways to resolve family conflict.

Identify types of abuse.

Explain why it's important to create a family health plan.

Lesson 3: Unit Review

Review topics from previous lessons.

Lesson 4: Unit Assessment

Demonstrate mastery of the skills and knowledge in this unit.

Unit 11: Community Health**Lesson 1: Organizations that Support Community Health**

Explain the roles of major federal, private, and international health organizations.

Explain the roles of local health agencies and health services.

Lesson 2: Responding to Community Emergencies

Explain the resources available for community disasters.

Lesson 3: Caring for the Environment and for Consumers

Explain how people can protect land, water, and air.

Describe how community health organizations protect consumers.

Lesson 4: Unit Review

Review topics from previous lessons.

Lesson 5: Unit Assessment

Demonstrate mastery of the skills and knowledge in this unit.

Unit 12: Dealing with Violence**Lesson 1: Violence in Our World**

Discuss gun safety.

Identify ways to avoid gang involvement.

Discuss ways to protect yourself from street and school violence.

Discuss what to do in the event of a terrorist attack.

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Master Syllabi for Grade 5 Courses

COURSE SYLLABUS

PE Grade 5

Instructor Name:
Kmail:
Phone Number:
Skype IM Name/Provider:
Office Hours:
Study Hall Schedule:
Class Connect Time:
Study Hall Link:

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Click the links below to jump to the section of the related section of the syllabus. Click the “<Back to top>” links to return to this list.

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If technical difficulties prevent you from contacting me online, please call my office phone (listed above). If my number is long distance for you, leave me a message and I will call you back as soon as possible so I can pay for the call.

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[A Little about the Course](#)

Welcome to PE

This course combines online instructional guidance with student participation in weekly cardiovascular, aerobic, muscle-toning, and other activities. Students fulfill course requirements by keeping weekly logs of their physical activity, posting to the class blog, and submitting evidence through work samples. The course promotes the value of lifetime physical activity and includes instruction in injury prevention, nutrition and diet, and stress management.

Course length: Two Semesters

Materials:

Standard Curriculum Items

Get Fit! handbook (printed copy or online)
jump rope
Pedometer instruction booklet and Pedometer
Playground ball
Pump for the ball

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Course Activities

Course activities may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Reading online text and transcripts • Viewing moving and static images and streaming video • Listening to audio recordings and pronunciations • Watching linear and interactive animations and simulations • Completing hands-on and virtual activities | <ul style="list-style-type: none"> • Participating in threaded discussions with teachers and fellow students in a section, cohort, or group • Teacher announcements • Completing online self-check exercises • Reading and completing teacher-created instructional materials |
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Course Policies

- **Attendance and Activity**

Students are expected to log into this course daily. While the length of time that students spend working on assignments may vary, the expectation is that you will spend approximately 60 to 75 minutes on coursework each day.

- **Daily Student Responsibilities**

Every time you enter the course and before completing any class work:

- **Read any announcements** I posted since the last time you entered the course.
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- **Complete all lessons and assignments** (both graded and nongraded) as indicated on your course calendar before the end of the day.
- **Submit assignments to me through the Kmail tool**, unless they are scored by the computer.

Before you log out of the course:

- **Make sure you have completed all of the work** for the day, including the nongraded lesson work.

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Getting Help with Class Work

This is going to be a challenging course. When you encounter difficulty with course content:

- **First:** Visit the Raise Your Hand area in the class blog. Check to see whether another student has asked the same question and whether I've already answered it. If not, then post your question and check back later. I will answer questions posted here at least twice daily throughout the day.
- **Next:** Visit me in Office Hours/ Study Hall Hours, held daily (See my schedule at the top of the syllabus).
- **If it is urgent or private:** Send me a k-mail or contact me using the phone number or online screen name (IM) at the top of this syllabus.

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Names of files you submit Files you submit to me through kmail should have a filename that indicates which assignment it is, followed by your first initial and last name. You may wish to use "U" and "L" to indicate which unit and lesson it is, or simply shorten the actual title of the assignment. Some examples include "U4L3RSmith" (unit 4 lesson 3 for Robert Smith) or "PersuaEssyRSmith" for Robert Smith's Persuasive Essay.

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Each week I will ask you to submit a work sample from non-computer graded work, the additional activities located under unit resources, teacher evaluated survey, teacher evaluated Blog survey, and Study Island assignments (teacher score evaluation or teacher graded within the site). These work samples are critical for my understanding your skills and areas of strengths and weaknesses. Some work samples may be audio or video recordings, essays, examples of discussion posts and you will know the required submission by Tuesday of each week. You will notice that some types of assignments are worth more points, overall, than others. For example, it is very possible to take only computer-scored quizzes in this course and get an A on each one, but still fail the course. This would happen because computer-scored quizzes make up a small percentage of the total points in the course.

When an assignment is to be submitted to me as an electronic file, I will accept these through kmail, survey, or Study Island. If you have technical difficulties using kmail, contact me immediately to make other arrangements.

I will grade and return all teacher-scored assignments within five school days and sooner whenever possible. When these assignments are returned, you are expected to open them and read the feedback I provide directly in the files. Use this feedback to improve your work on future assignments.

Threaded Discussions on the Class Blog

Grades are based on quality and timeliness. Responses should be well-written (Use the spell check tool.) and clearly address the issue being discussed. Stay on topic.

Threaded discussions usually last about three days. You are expected to respond to the original question or prompt on the first day, then read and respond to others' postings on the second day. On the third day, you should respond to others' responses to your original post.

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CATEGORY					
Initial Response to Prompt	Responded to the instructor's topic on time.	Responded to the instructor's topic one day late.	Responded to the instructor's topic two days late.	Responded to the instructor's topic more than two days late.	Did not respond to the instructor's topic.
Reply to Peers – 1st Round	Responded to two peer postings on time (within two days).	Responded to two peer postings one day late (within three days).	Responded to one peer posting on time (within two days).	Responded to one peer posting one day late (within three days).	Did not respond to any peer postings.
Additional Reply to Peers – 2nd Round	Responded to at least one more peer on time.	Responded to one more peer one day late.	Responded to one more peer two days late.	Responded to one more peer more than two days late.	Responded to none of the peers who have posted comments to you.
Content	High-quality content that reflects good conceptual understanding and completion of assigned coursework.	Coherent content that reflects basic understanding of most content introduced in the course.	Acceptable understanding of content with some minor misconceptions related to course content.	Marginal understanding of content with obvious misconceptions related to course content.	Content does not demonstrate understanding of course content.
Quality Post Appropriate Length = 30–75 words of well-written text	Student's comments add significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student also substantiates any comments made with reasoning or source citation.	Student's comments add moderately to the discussion by suggesting solutions, pointing out problems, or even respectfully disagreeing. Student does not substantiate any comments made with reasoning or source citation.	Student's comments add minimally to the discussion. Student does not substantiate any comments made with reasoning or source citation.	Student's comments do not add to the discussion. Posting is simple: "I agree" or "Yes" or "No."	Student did not participate at all in the threaded discussion.

Grade Reporting

Your gradebook will always display points earned vs. point's possible as well as percentage grades. I will also provide letter grades that correspond to the percentage grades.

Assignments will be graded and (in most cases) returned to you in five school days. Grades will appear in your online gradebook, and feedback to your work will most often be included directly inside the files that I return to you.

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Course Content Guidelines

Lesson 1: Baseline Fitness Testing and Pedometer Use

Determine baseline fitness levels.

Become familiar with how to use and care for a pedometer.

Lesson 2: Pedometer Practice and Strength Training

Increase awareness of average daily physical activity.

Improve overall muscular strength and flexibility.

Lesson 3: Ball-Handling Skills / Improving Strength and Flexibility

Improve ball ball-handling skills.

Practice basketball dribbling techniques.

Exercise for strength and flexibility.

Lesson 4: Jumping Rope for Fitness Fun

Practice the basic skills of jumping rope.

Practice challenging jump-rope skills.

Practice jumping rope for fitness using a pedometer.

Use a jump rope to complete strength and endurance exercises.

Lesson 5: Locomotor Movements for Fitness Fun

Practice basic locomotor skills using suggested movement patterns.

Move forward, backward, in a curve, and in a zigzag.

Demonstrate smooth combinations of locomotor movements.

Lesson 6: Heart Rate and Physical Activity

Find the carotid and radial pulse points.

Take and calculate a 6-second heart rate.

Practice taking a heart rate while exercising.

Lesson 7: Principles of Exercise and More Pedometer Activities

Apply principles of exercise to strength training exercises.

Estimate, walk, and power walk specific pedometer distances.

Learn to use the clock function of the pedometer.

Lesson 8: Fitness Testing and Power Walking

Compare fitness testing scores to determine whether fitness levels have increased or stayed the same.

Learn how to test fitness levels.

Power walk for aerobic fitness.

Lesson 9: Playground Games

Learn games to play alone or with friends.

Improve physical fitness through participation in games.

Use pedometer to count steps while exercising.

Lesson 10: Choice Week

Choose among alternative fitness activities.

Use the local environment for fitness activity choices.

Repeat activities from previous lessons.

Lesson 11: Soccer Skills / Strength Training Exercises

Practice soccer skills, including ball control, trapping, dribbling, and passing back and forth with a partner.

Practice kicking a ball at a target.

Continue to increase the number of exercises performed.

Lesson 12: More Jump Rope Fun

Review the basic skills of jumping rope.

Practice new and challenging jump rope skills.

Combine jump rope skills into a jump rope routine set to music.

Use a jump rope to complete strength and endurance exercises.

Lesson 13: Pedometer Power / New Strength Training Exercises

Use a pedometer to keep track of the number of steps taken each day.

Increase activity levels as needed to reach the goal of 10,000 steps.

Learn new strength training exercises.

Lesson 14: Aerobic vs. Anaerobic Exercise

Define *aerobic activity* and *anaerobic activity*.

Distinguish between aerobic and anaerobic exercise activities.

Continue to improve muscular strength.

Lesson 15: Fitness Fun with Locomotor Movements

Practice basic locomotor skills using suggested movement patterns.

Move forward, backward, in a curve, and in a zigzag.

Demonstrate smooth combinations of locomotor movements.

Lesson 16: Indoor Games

Learn games to play alone or with friends.

Improve physical fitness through participation in games.

Use pedometer to count steps while exercising.

Lesson 17: Coordination, Strength, and Flexibility

Improve ball ball-handling skills.

Practice basketball dribbling techniques.

Exercise for strength and flexibility.

Lesson 18: Jumping Rope for Fun and Fitness

Review the basic skills of jumping rope.

Practice new and challenging jump rope skills.

Combine jump rope skills into a jump rope routine set to music.

Use a jump rope to complete strength and endurance exercises.

Lesson 19: Choice Week

Choose among alternative fitness activities.

Use the local environment for fitness activity choices.

Repeat activities from previous lessons.

Lesson 20: Comparing Fitness Tests and Power Walking

Determine baseline fitness levels.

Become familiar with how to use and care for a pedometer.

Lesson 21: Stepping it up / Building Strength

Increase awareness of average daily physical activity.

Improve overall muscular strength and flexibility.

Lesson 22: Aerobic and Anaerobic Exercise

Define *aerobic activity* and *anaerobic activity*.

Distinguish between aerobic and anaerobic exercise activities.

Continue to improve muscular strength.

Lesson 23: Fitness Fun

Practice basic locomotor skills using suggested movement patterns.

Move forward, backward, in a curve, and in a zigzag.

Demonstrate smooth combinations of locomotor movements.

Lesson 24: Playing Games

Learn games to play alone or with friends.

Improve physical fitness through participation in games.

Use pedometer to count steps while exercising.

Lesson 25: Practicing Soccer Skills / Strength Training

Practice soccer skills, including ball control, trapping, dribbling, and passing.

Practice kicking a ball at a target.

Continue to increase the number of exercises performed.

Lesson 26: Jumping Rope for Fitness

Review the basic skills of jumping rope.

Practice new and challenging jump rope skills.

Combine jump rope skills into a jump rope routine set to music.

Use a jump rope to complete strength and endurance exercises.

Lesson 27: Choice Week

Choose among alternative fitness activities.

Use the local environment for fitness activity choices.

Repeat activities from previous lessons.

Lesson 28: More Fitness Testing and Power Walking

Compare fitness testing scores to determine whether fitness levels have increased.

Learn how to test fitness levels.

Power walk for aerobic fitness.

Lesson 29: Surpassing Your Best

Apply principles of exercise to strength training exercises.

Estimate, walk, and power walk specific pedometer distances.

Learn to use the clock function of the pedometer.

Lesson 30: Anaerobic and Aerobic Exercises

Define *aerobic activity* and *anaerobic activity*.

Distinguish between aerobic and anaerobic exercise activities.

Continue to improve muscular strength.

Lesson 31: Fitness Fun and Movement

Practice basic locomotor skills using suggested movement patterns.

Move forward, backward, in a curve, and in a zigzag.

Demonstrate smooth combinations of locomotor movements.

Lesson 32: Games

Learn games to play alone or with friends.

Improve physical fitness through participation in games.

Use pedometer to count steps while exercising.

Lesson 33: Building Fitness Skills

Improve ball-handling skills.

Practice basketball dribbling techniques.

Exercise for strength and flexibility.

Lesson 34: Fitness and Jumping Rope

Review the basic skills of jumping rope.

Practice new and challenging jump rope skills.

Combine jump rope skills into a jump rope routine set to music.

Use a jump rope to complete strength and endurance exercises.

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PREPARATORY SCHOOL****Master Syllabi for Grade 5 Courses****Lesson 35: Choice Week**

Choose among alternative fitness activities.

Use the local environment for fitness activity choices.

Repeat activities from previous lessons.

Lesson 36: Final Fitness Testing

Compare current fitness levels with baseline fitness levels.

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COURSE SYLLABUS

Art Grade 5

Instructor Name:
Kmail:
Phone Number:
Skype IM Name/Provider:
Office Hours:
Study Hall Schedule:
Class Connect Time:
Study Hall Link:

[Welcome!](#)

Click the links below to jump to the section of the related section of the syllabus. Click the “<Back to top>” links to return to this list.

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[A Little about the Course](#)

[Course Activities](#)

[Course Policies](#)

[Getting Help with Class Work](#)

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[Due Dates](#)

[Academic Integrity \(Cheating and Plagiarism\)](#)

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[Teacher Availability and Communications](#)

[Submitting Assignments and File Types](#)

[Expectations of Difficulty, Participation and Time Commitment](#)

[Grading Policy](#)

[Course Content Guidelines](#)

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It is your responsibility to contact me with any questions you may have. Don't wait until the last minute—when a question arises, ask it early. When you have questions about course content or assignments, post them in the Raise Your Hand area. If you have private questions for me—for example, regarding a grade you received on an assignment—either submit those to me by email or through your journal. Alternately, you can also visit me during Study Hall Hours, IM, or call my office phone—see the top of the syllabus for this information.

If technical difficulties prevent you from contacting me online, please call my office phone (listed above). If my number is long distance for you, leave me a message and I will call you back as soon as possible so I can pay for the call.

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[A Little about the Course](#)

Welcome to Art

Following the timeline of the K¹² History program, Intermediate Art: American A introduces students to the artists, cultures, and great works of art and architecture of North America, from pre-Columbian times through 1877. Students will:

- Study and create various works, both realistic and abstract, including sketches, masks, architectural models, prints, and paintings
- Investigate the arts of the American Indians, and Colonial and Federal America
- Create artworks inspired by works they learn about, using many materials and techniques—after studying John James Audubon's extraordinary paintings of birds, students make bird paintings with realistic color and texture, and they make weavings inspired by the colors and patterns of Navajo blankets

Course length: Two Semesters

Materials:

Standard Curriculum Items

- *Come Look With Me: American Indian Art* by Stephanie Salomon
- *Come Look With Me: Art in Early America* by Randy Osofsky
- Art Print Kit, Intermediate Art: American A

Additional Curriculum Materials

Some lessons require additional resources, including common household items, and books that are readily available online or in your local library:

- Paintbrush, Tempera, Small #1
- Paintbrush, Tempera, Medium #4
- Paintbrush, Tempera, Large #8
- Oil Pastels, 12 colors or more
- Clay, White, Self-hardening
- Tempera paint set
- Burlap, Tan

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Course Activities

Course activities may include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Reading online text and transcripts • Viewing moving and static images and streaming video • Listening to audio recordings and pronunciations | <ul style="list-style-type: none"> • Watching linear and interactive animations and simulations • Completing hands-on and virtual activities |
|---|--|

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- Participating in threaded discussions with teachers and fellow students in a section, cohort, or group
- Teacher announcements

- Completing online self-check exercises
- Reading and completing teacher-created instructional materials

Graded assignments may include:

- Online or paper-based worksheets and practice sets
- Quizzes
- Exams (unit, semester and final)
- Blog posts

- Work samples
- Threaded discussions
- Essays, research papers, and other writing assignments
- Presentations

All graded assignments are either automatically scored by the K12 Learning Management System, teacher evaluated survey, teacher evaluated Blog survey, and Study Island assignments (teacher score evaluation or teacher graded within the site).

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Course Policies

- **Attendance and Activity**

Students are expected to log into this course daily. While the length of time that students spend working on assignments may vary, the expectation is that you will spend approximately 60 to 75 minutes on coursework each day.

- **Daily Student Responsibilities**

Every time you enter the course and before completing any class work:

- **Read any announcements** I posted since the last time you entered the course.
- **Review the Calendar** to see what lessons and assignments you are to complete that day.
- **Look at the Course Checklist** at the bottom of the Course Home page to review where you left off in the course content since you last logged in.
- **Complete all lessons and assignments** (both graded and nongraded) as indicated on your course calendar before the end of the day.
- **Submit assignments to me through the Kmail** tool, unless they are scored by the computer.

Before you log out of the course:

- **Make sure you have completed all of the work** for the day, including the nongraded lesson work.

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Getting Help with Class Work

This is going to be a challenging course. When you encounter difficulty with course content:

- **First:** Visit the Raise Your Hand area in the class blog. Check to see whether another student has asked the same question and whether I've already answered it. If not, then post your question and check back 8later. I will answer questions posted here at least twice daily throughout the day.
- **Next:** Visit me in Office Hours/ Study Hall Hours, held daily (See my schedule at the top of the syllabus).

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score evaluation or teacher graded within the site). These work samples are critical for my understanding your skills and areas of strengths and weaknesses. Some work samples may be audio or video recordings, essays, examples of discussion posts and you will know the required submission by Tuesday of each week. You will notice that some types of assignments are worth more points, overall, than others. For example, it is very possible to take only computer-scored quizzes in this course and get an A on each one, but still fail the course. This would happen because computer-scored quizzes make up a small percentage of the total points in the course.

When an assignment is to be submitted to me as an electronic file, I will accept these through kmail, survey, or Study Island. If you have technical difficulties using kmail, contact me immediately to make other arrangements.

I will grade and return all teacher-scored assignments within five school days and sooner whenever possible. When these assignments are returned, you are expected to open them and read the feedback I provide directly in the files. Use this feedback to improve your work on future assignments.

Threaded Discussions on the Class Blog

Grades are based on quality and timeliness. Responses should be well-written (Use the spell check tool.) and clearly address the issue being discussed. Stay on topic.

Threaded discussions usually last about three days. You are expected to respond to the original question or prompt on the first day, then read and respond to others' postings on the second day. On the third day, you should respond to others' responses to your original post.

CATEGORY					
Initial Response to Prompt	Responded to the instructor's topic on time.	Responded to the instructor's topic one day late.	Responded to the instructor's topic two days late.	Responded to the instructor's topic more than two days late.	Did not respond to the instructor's topic.
Reply to Peers – 1st Round	Responded to two peer postings on time (within two days).	Responded to two peer postings one day late (within three days).	Responded to one peer posting on time (within two days).	Responded to one peer posting one day late (within three days).	Did not respond to any peer postings.
Additional Reply to Peers – 2nd Round	Responded to at least one more peer on time.	Responded to one more peer one day late.	Responded to one more peer two days late.	Responded to one more peer more than two days late.	Responded to none of the peers who have posted comments to you.
Content	High-quality content that reflects good conceptual understanding and completion of assigned coursework.	Coherent content that reflects basic understanding of most content introduced in the course.	Acceptable understanding of content with some minor misconceptions related to course content.	Marginal understanding of content with obvious misconceptions related to course content.	Content does not demonstrate understanding of course content.

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Quality Post Appropriate Length = 30–75 words of well-written text	Student's comments add significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student also substantiates any comments made with reasoning or source citation.	Student's comments add moderately to the discussion by suggesting solutions, pointing out problems, or even respectfully disagreeing. Student does not substantiate any comments made with reasoning or source citation.	Student's comments add minimally to the discussion. Student does not substantiate any comments made with reasoning or source citation.	Student's comments do not add to the discussion. Posting is simple: "I agree" or "Yes" or "No."	Student did not participate at all in the threaded discussion.
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Grade Reporting

Your gradebook will always display points earned vs. point's possible as well as percentage grades. I will also provide letter grades that correspond to the percentage grades.

Assignments will be graded and (in most cases) returned to you in five school days. Grades will appear in your online gradebook, and feedback to your work will most often be included directly inside the files that I return to you.

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Course Content Guidelines

The Building Blocks of Art

- Classify artworks as portrait, self-portrait, landscape, still life, genre, painting, sculpture, or architecture
- Express reasons for preferring one work of art to another
- Identify and describe the difference between representational, abstract, and non-representational artworks
- Identify colors or color schemes in a work of art, such as primary, secondary, intermediate, complementary, warm, cool, and monochromatic
- Describe the purpose of an artist's sketchbook

Native Peoples of the North

- Describe characteristics of or facts about art of the American Indians of the north, such as Yup'ik finger masks, Eskimo serving dishes, and Northwest Coast totem poles
- Identify symmetry in artworks

Native Peoples of the Southwest

- Describe characteristics of or facts about art and architecture of the American Indians of the southwest, such as Southwest petroglyphs, Anasazi dwellings, Mimbres pottery, and Navajo weavings
- Describe events in the lives of Navajo weavers or characteristics of their art

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Native Peoples of the East

- Describe characteristics of or facts about art of the American Indians of the east, such as Mound Builder ear spoons and Woodland birch bark baskets

Native Peoples of the Plains

- Describe characteristics of or facts about art of the American Indians of the plains, such as a Plains shirt, Nez Perce mask, and a Dakota saddlebag

Early American Art for the Home

- Describe characteristics of or facts about early American art for the home, such as a sampler by Anna Bateman, a Pennsylvania Dutch decorated chest, Captain Samuel Chandler by Winthrop Chandler, and a stencil

America: Art for the New Nation

- Describe characteristics of or facts about American Post-Revolutionary art and architecture, such as The Staircase Group by Charles Willson Peale, American Flamingo by John James Audubon, the Massachusetts State House by Charles Bulfinch, The Torn Hat by Thomas Sully, and Minuteman by Daniel Chester French
- Describe events in the life of John James Audubon or characteristics of his art
- Identify ways Federal architects were inspired by Classical architecture

America: Untamed Territory

- Describe characteristics of or facts about American art of the 1800s, such as A View of the Mountain Pass Called the Notch of the White Mountains (Crawford Notch) by Thomas Cole; American Railroad Scene; Snow Bound by Currier and Ives; Rainmaking Among the Mandan by George Catlin; Thunder Storm on Narragansett Bay by Martin Johnson Heade; and a daguerreotype
- Describe events in the life of George Catlin or characteristics of his art
- Identify techniques artists use for showing the illusion of space in flat artworks

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COURSE SYLLABUS

Music Grade 5

Instructor Name:

Kmail:

Phone Number:

Skype IM Name/Provider:

Office Hours:

Study Hall Schedule:

Class Connect Time:

Study Hall Link:

[Welcome!](#)

Click the links below to jump to the section of the related section of the syllabus. Click the “<Back to top>” links to return to this list.

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[Submitting Assignments and File Types](#)

[Expectations of Difficulty, Participation and Time Commitment](#)

[Grading Policy](#)

[Course Content Guidelines](#)

[Contacting the Teacher](#)

It is your responsibility to contact me with any questions you may have. Don't wait until the last minute—when a question arises, ask it early. When you have questions about course content or assignments, post them in the Raise Your Hand area. If you have private questions for me—for example, regarding a grade you received on an assignment—either submit those to me by email or through your journal. Alternately, you can also visit me during Study Hall Hours, IM, or call my office phone—see the top of the syllabus for this information.

If technical difficulties prevent you from contacting me online, please call my office phone (listed above). If my number is long distance for you, leave me a message and I will call you back as soon as possible so I can pay for the call.

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[A Little about the Course](#)

Welcome to Music

Exploring Music is for the fifth grade aged elementary student who is new to the K¹² Music program. This course presents the basics of traditional music appreciation through the singing and the study of music in history and culture. Students begin by studying some of the most important classical composers, and then study traditional music from around the country and around the world. Finally, they learn how to follow the form of a piece of music.

The course opens with the study of composers from the Baroque and Classical periods. Bach, Handel, Haydn, Mozart and Beethoven are all studied with a focus on their lives and the impact of their times on the music they created. Students then study the traditional music of the major cultural regions of the world, Europe, Africa, Latin America, the Middle East and Asia. Students learn how the music of these cultures fit into the history and daily life of the people, and learn to identify some of the unique instruments in these cultures.

Students then return to their study of composers, studying the lives and music of Romantic and early Modern period composers. They learn about the expansion of emotional expression in the music of composers like Schubert, Schumann, Brahms and Tchaikovsky. They also see how a renewed interest in national culture helped inspire the music of Dvorak, Mussorgsky and Bartok. And they learn about the revolutionary changes in music at the beginning of the twentieth century.

Students then take more time to study the music and cultures of the regions of the United States. They focus on how the history and ethnicity of areas of our country is reflected in its music. Finally, they study five of the most important forms of music, learning to recognize and map the structure of many different pieces of music.

Course length: Two Semesters

Materials:

Standard Curriculum Items

- *Let's Sing for Fun* Songbook
- *Let's Listen and Learn* 2 CD set
- *Let's Sing for Fun* CD

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Course Activities

Course activities may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Reading online text and transcripts • Viewing moving and static images and streaming video • Listening to audio recordings and pronunciations • Watching linear and interactive animations and simulations • Completing hands-on and virtual activities | <ul style="list-style-type: none"> • Participating in threaded discussions with teachers and fellow students in a section, cohort, or group • Teacher announcements • Completing online self-check exercises • Reading and completing teacher-created instructional materials |
|---|---|

Graded assignments may include:

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- | | |
|---|---|
| <ul style="list-style-type: none"> • Online or paper-based worksheets and practice sets • Quizzes • Exams (unit, semester and final) • Blog posts | <ul style="list-style-type: none"> • Work samples • Threaded discussions • Essays, research papers, and other writing assignments • Presentations |
|---|---|

All graded assignments are either automatically scored by the K12 Learning Management System, teacher evaluated survey, teacher evaluated Blog survey, and Study Island assignments (teacher score evaluation or teacher graded within the site).

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Course Policies

- **Attendance and Activity**
Students are expected to log into this course daily. While the length of time that students spend working on assignments may vary, the expectation is that you will spend approximately 60 to 75 minutes on coursework each day.
- **Daily Student Responsibilities**
Every time you enter the course and before completing any class work:
 - **Read any announcements** I posted since the last time you entered the course.
 - **Review the Calendar** to see what lessons and assignments you are to complete that day.
 - **Look at the Course Checklist** at the bottom of the Course Home page to review where you left off in the course content since you last logged in.
 - **Complete all lessons and assignments** (both graded and nongraded) as indicated on your course calendar before the end of the day.
 - **Submit assignments to me through the Kmail** tool, unless they are scored by the computer.

Before you log out of the course:

- **Make sure you have completed all of the work** for the day, including the nongraded lesson work.

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Getting Help with Class Work

This is going to be a challenging course. When you encounter difficulty with course content:

- **First:** Visit the Raise Your Hand area in the class blog. Check to see whether another student has asked the same question and whether I've already answered it. If not, then post your question and check back later. I will answer questions posted here at least twice daily throughout the day.
- **Next:** Visit me in Office Hours/ Study Hall Hours, held daily (See my schedule at the top of the syllabus).
- **If it is urgent or private:** Send me a k-mail or contact me using the phone number or online screen name (IM) at the top of this syllabus.

For technical questions (You can always ask the teacher first.), troubleshooting, or online assistance:

<http://help.k12.com/>

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Communication with Teacher and Classmates

Although you won't be able to send k-mail to other students, you will be communicating with other students through the community area outside of the course, the class blog and through threaded discussions within the blog. In addition, students often form friendships while in the course together. When this happens, students often share email addresses or instant message names. You will need to have your parent/guardian approval to share this information.

Some things to keep in mind when communicating with other students:

- Respect the privacy and wishes of your fellow students.
- Flaming, spamming, bullying or other unwanted contact including inappropriate message content or attachments will be considered a breach of this policy. Infractions may result in disciplinary action by the school administration.

Netiquette: <http://www.k12.com/terms-of-use>

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Due Dates

The course calendar and my weekly announcements will list which lessons and assignments you need to complete each day. You'll also find assignment due dates in "The Trailblazer" sent in kmail. It is important that you stick to the course schedule indicated on the calendar and in the announcements as well as the due dates for each assignment. Staying on schedule allows you to learn along with your classmates. This is especially important as we all learn together through the threaded discussions in the course.

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Academic Integrity (Cheating and Plagiarism)

Students who submit work as their own, when it is not wholly and completely their own, are guilty of cheating and/or plagiarism and will receive a grade of zero on the entire assignment.

Assisting other students in cheating or plagiarism is also considered academic dishonesty and students who do this will receive a grade of zero on their assignment submission as well.

The first time a student fails to cite the source of information in an essay or research paper, he/she will be advised of proper citation methods. Further infractions will result in the student receiving a grade of zero on the item or assignment.

Students who are found guilty of cheating or plagiarism more than once will be referred to the school administration for breach of the school's Behavior Code.

I may use a technology that helps to prevent cheating for some tests. Before these tests, you will be prompted to install a small piece of software on your computer. You will be required to install this piece of software before taking the assessment. Once you access the test, you will be unable to copy, paste or open new browser windows or programs during the assessment. If you experience any difficulty, contact K¹² Customer Care for assistance. Contact me immediately if Customer Care cannot resolve your issue.

K12 Privacy Policy

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<http://www.k12.com/privacy-policy>

K12 Copyright Policy

<http://www.k12.com/copyright-policy>

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Attendance

Regular and daily attendance is required:

- You must log into the course and complete the scheduled work every school day.
- Unless otherwise specified, course log in is required even when assignments occur offline as you are expected to review any updated announcements, What's New items and threaded discussion responses daily.
- You should expect to spend 30 to 75 minutes each day reading, responding, and completing other activities both online and offline.
- If you know you will not be able to log into the course on any given day, please contact me immediately by k-mail. If you encounter technical difficulties, contact me by phone. If you do not contact me before missing an activity, you can expect to hear directly from me.
- Students who continually fail to enter the course and show progress will be referred to the school administration.

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Teacher Availability and Communications

After the first two weeks of school, you'll have a lot more freedom in your daily schedule. This goes for teachers as well! This means that, although we're both working in the course every day, we may be working at very different times of the day. When you and I happen to be online and working at the same time, I might not be immediately available. Most of my day is spent responding to student questions in the Raise Your Hand area, grading work samples and returning assignments, and answering k-mails and phone messages. Feel free to contact me when needed, but please understand that I might be in the middle of one of these tasks, or helping another student at the time. You may need to leave me a message if you call, or wait for a short time to receive answers online. Of course, I am always available during my office hours/ study hall hours, which are listed at the top of this syllabus.

I will read and respond to questions in the Raise Your Hand areas of the course several times throughout the day. You can expect an answer to a question posted in this area in less than one school day. Email questions and phone messages will be returned no later than one school day.

If you would like to schedule time for a private conference, please request these at least three to five days before the day you are available. The more notice you provide me, the more likely I can be available at a time that is best for you and/or your parent/mentor.

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Submitting Assignments and File Types

Names of files you submit Files you submit to me through kmail should have a filename that indicates which assignment it is, followed by your first initial and last name. You may wish to use "U" and "L" to indicate which unit and lesson it is,

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or simply shorten the actual title of the assignment. Some examples include “U4L3RSmith” (unit 4 lesson 3 for Robert Smith) or “PersuaEssyRSmith” for Robert Smith’s Persuasive Essay.

Always use kmail I will only accept teacher-graded assignments submitted through kmail. If for some reason you are unable to submit assignments through kmail, or assignments you submit are not being returned to you, contact me immediately. We will make alternate arrangements for you to get the assignments to me for grading.

File type and size At all times, attempt to keep the size of files you submit less than 3 MB. Unless otherwise indicated in the assignment directions, the only file types you should submit to me are .doc, .txt, and .tif. Assignments in other formats will be returned for resubmission.

Class Blog There is an area we will use as a class for collaboration and sharing. I will occasionally upload documents to this area for you to download for use in class. Students can also upload files to this area. Please refrain from uploading files there unless you have asked my permission first. Students who upload files without permission will be referred to the administration for breaking the school’s Acceptable Use Policy.

Study Island Study Island assignments will be scored by the computer or teacher scored. When submitting a teacher scored assignment such as a final draft writing assignment, you must officially turn the piece in for grading in order for it to be scored.

Surveys Surveys will be evaluated by the teacher. Make sure you complete any surveys that you are assigned

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[Expectations of Difficulty, Participation and Time Commitment](#)

Students often find that going to school online takes longer and is more difficult than going to school in a traditional setting. Be prepared for this course and online schooling in general to be a little more difficult than you might expect. If you are not spending at least 60 minutes on this course each day, you’re probably not doing enough to pass the class. If this is happening, make an appointment to meet with me or visit me in Office Hours so we can review what you are doing each day. If you need help in working out a personal schedule, staying motivated or creating an effective home learning environment, contact your advisor. This person is an expert at helping students with these concerns!

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[Grading Policy](#)

Each week I will ask you to submit a work sample from non-computer graded work, the additional activities located under unit resources, teacher evaluated survey, teacher evaluated Blog survey, and Study Island assignments(teacher score evaluation or teacher graded within the site). These work samples are critical for my understanding your skills and areas of strengths and weaknesses. Some work samples may be audio or video recordings, essays, examples of discussion posts and you will know the required submission by Tuesday of each week. You will notice that some types of assignments are worth more points, overall, than others. For example, it is very possible to take only computer-scored quizzes in this course and get an A on each one, but still fail the course. This would happen because computer-scored quizzes make up a small percentage of the total points in the course.

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CATEGORY					
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Reply to Peers – 1st Round	Responded to two peer postings on time (within two days).	Responded to two peer postings one day late (within three days).	Responded to one peer posting on time (within two days).	Responded to one peer posting one day late (within three days).	Did not respond to any peer postings.
Additional Reply to Peers – 2nd Round	Responded to at least one more peer on time.	Responded to one more peer one day late.	Responded to one more peer two days late.	Responded to one more peer more than two days late.	Responded to none of the peers who have posted comments to you.
Content	High-quality content that reflects good conceptual understanding and completion of assigned coursework.	Coherent content that reflects basic understanding of most content introduced in the course.	Acceptable understanding of content with some minor misconceptions related to course content.	Marginal understanding of content with obvious misconceptions related to course content.	Content does not demonstrate understanding of course content.
Quality Post Appropriate Length = 30–75 words of well-written text	Student's comments add significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully	Student's comments add moderately to the discussion by suggesting solutions, pointing out problems, or even respectfully disagreeing. Student	Student's comments add minimally to the discussion. Student does not substantiate any comments made with reasoning or source citation.	Student's comments do not add to the discussion. Posting is simple: "I agree" or "Yes" or "No."	Student did not participate at all in the threaded discussion.

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	disagreeing. Student also substantiates any comments made with reasoning or source citation.	does not substantiate any comments made with reasoning or source citation.			
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Grade Reporting

Your gradebook will always display points earned vs. point's possible as well as percentage grades. I will also provide letter grades that correspond to the percentage grades.

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Course Content Guidelines

Composers of the Baroque and Classical Era

Though the history of music stretches back almost a thousand years, many of music's greatest composer lived in the last three centuries. Learn about music of the early 18th century, a period known as the Baroque period and discover how the great changes in society at this time is reflected in the music of the time.

- Music of the Baroque
- About Handel
- J. S. Bach
- Papa Haydn
- Wolfgang Amadeus Mozart
- Mr. Beethoven

Music From Around the World

Learn about music from many different cultures around the world. What makes the music different? What makes it similar?

- Folk Music From Europe
- African Music, African Rhythm
- The Caribbean
- Music of the Middle East
- Japan and China
- Travel the World in Music

Romantic and Modern Composers

The nineteenth and twentieth centuries saw the greatest period of change in the history of the world. Learn how the ideas and events of these turbulent times have influenced the composers of these exciting centuries.

- Music in the Romantic Era

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- The Story of a Friendship
- The Nationalist Composers
- Debussy—The French Impressionist
- Bartok—The Hungarian Genius
- Two Russians

All American Music

Journey westward across the United States and explore the folk music of the various regions of the country. See how each new wave of immigrants helped shape the music and culture of the land.

- The Music of New England
- Good Old Mountain Music
- African American Folk Music Traditions
- Music of the First Americans
- Music of the Great Plains
- Westward Ho
- The Rise of Popular Music
- I Know American Music

Composing Music—The Big Forms

To understand most music you need to listen for the form. Form is like a roadmap of a piece. Explore some of the major forms of classical music, including the biggest one of all—the symphony!

- Three-Part Song Form
- Theme and Variations
- The Rondo
- The Sonata-Allegro
- Beethoven's Fifth
- Bach and the Fugue
- Map That Music!
- Recognizing Form