

## **COURSE SYLLABUS**

### **ELA Grade 4**

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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**Master Syllabi for Grade 4 Courses****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 a comprehensive sequence of lessons covering composition, vocabulary, grammar, usage, and mechanics including sentence analysis and diagramming. Structured lessons on spelling enable students to recognize base words and roots in related words. Students also get structured lessons on spelling. Lessons are designed to develop comprehension, build vocabulary, and help students become more independent readers.

**LANGUAGE SKILLS**

- **Composition**—Students practice writing as a process (from planning to proofreading), as they write a report, a book review, a persuasive essay, poetry, a news article, and more
- **Grammar, Usage, and Mechanics**—Students learn more about sentence structure, parts of speech, punctuation, capitalization, and usage. They begin sentence analysis and diagramming
- **Vocabulary**—The Vocabulary Workshop program helps enrich students' vocabulary, develop word analysis skills, and prepare for standardized tests
- **Spelling**—Students understand sound-symbol relationships and spelling patterns, and recognize base words and roots in related words

**LITERATURE**

Students learn to identify and analyze literary elements such as character, plot, theme, and setting. The emphasis is on classic literature, including episodes from *Robinson Crusoe*, *Gulliver's Travels*, and *Pollyanna*; legends of King Arthur; and folktales from many lands. Students read works of nonfiction, as well as four novels (selected from a long list of such classics as *The Cricket in Times Square*, *My Side of the Mountain*, and *Sarah, Plain and Tall*). A test preparation program prepares students for standardized tests.

**Course length:** Two Semesters

**Materials: Standard Curriculum Items**

- White Dry-Erase Board
- *Classics for Young Readers*, Vol 4A
- *Classics for Young Readers*, Vol 4B

**Master Syllabi for Grade 4 Courses**

- *Exercises in English, Grade 4 (Level D)*
- *If You Lived in the Days of the Knights* by Ann McGovern
- *Feathers, Flippers & Fur*
- *Vocabulary Workshop, Grade 4 (Orange)*
- *Nature's Way*
- *Writing in Action, Vol C*
- *Writing in Action, Vol D*
- *Pollyanna* by Eleanor Porter —K<sup>12</sup> edition, abridged for young readers
- *Robinson Crusoe* by Daniel Defoe —K<sup>12</sup> edition, retold for young readers
- Keyboarding CD
- Word Processing Book
- *Test Ready Plus: Reading, Book 4*
- *Test Ready Plus: Language Arts, Book 4*

**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>Walk Two Moons</i> , by Sharon Creech	770
<i>War Comes to Willie Freeman</i> , by Christopher and Lincoln Collier	770
<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>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>The Fellowship of the Ring</i> , by J.R.R. Tolkein	860
<i>Ramona Quimby, Age 8</i> , by Beverly Cleary	860
<i>Pippi Longstocking</i> , by Astrid Lindgren	870
<i>The Hundred Dresses</i> , by Eleanor Estes	870
<i>The Hundred Dresses</i> , by Eleanor Estes	870
<i>Dragonwings</i> , by Laurence Yep	870
<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

**Master Syllabi for Grade 4 Courses**

<i>The Lion, the Witch, and the Wardrobe</i> , by C.S. Lewis	940
<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"> <li>* Reading online text and transcripts</li> <li>* Viewing moving and static images and streaming video</li> <li>* Listening to audio recordings and pronunciations</li> <li>* Watching linear and interactive animations and simulations</li> <li>* Completing hands-on and virtual activities</li> </ul> | <ul style="list-style-type: none"> <li>* Participating in threaded discussions with teachers and fellow students in a section, cohort, or group</li> <li>* Teacher announcements</li> <li>* Completing online self-check exercises</li> <li>* Reading and completing teacher-created instructional materials</li> </ul> |
|---|---|

Graded assignments may include:

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

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.

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### \* 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 K<sup>12</sup> 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.

**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.

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**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.

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.



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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

### 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

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

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

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

### 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

## Master Syllabi for Grade 4 Courses

- 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
- 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

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- 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

### 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*

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



**COURSE SYLLABUS****Math Grade 4**

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](#)

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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.



## Master Syllabi for Grade 4 Courses

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

This research-based course focuses on computational fluency, conceptual understanding, and problem-solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course for students in Grade 4 moves into applications and properties of operations. Students work with simple fraction and decimal operations, which are applied in the study of measurement, probability, and data, and mathematical reasoning techniques. Students begin the study of equivalencies between fractions and decimals on the number line and early work with integers. Algebraic thinking is developed as students work with variables, coordinate graphing, and formulas in problems involving perimeter, area, and rate. Geometry is extended into greater classification of shapes and work with lines, angles and rotations.

**Course length:** Two Semesters

### Materials: Standard Curriculum Items

- *textbook*
- *color tiles set*
- *lesson guide book*
- *protractor*
- *items easily found in a typical home*

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### Course Activities

Course activities may include:

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

Graded assignments may include:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Online or paper-based worksheets and practice sets</li><li>• Quizzes</li><li>• Exams (unit, semester and final)</li></ul> | <ul style="list-style-type: none"><li>• Blog posts</li><li>• Work samples</li><li>• Threaded discussions</li></ul> |
|---|--|



## Master Syllabi for Grade 4 Courses

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Essays, research papers, and other writing assignments</li> </ul> | <ul style="list-style-type: none"> <li>• Presentations</li> </ul> |
|--|---|

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 K<sup>12</sup> 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.

**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



## Master Syllabi for Grade 4 Courses

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.
Quality Post Appropriate	Student's comments add significantly to the	Student's comments add moderately to the discussion by	Student's comments add minimally to the discussion.	Student's comments do not add to the discussion.	Student did not participate at all in the threaded





## Master Syllabi for Grade 4 Courses

Length = 30–75 words of well-written text	discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student also substantiates any comments made with reasoning or source citation.	suggesting solutions, pointing out problems, or even respectfully disagreeing. Student does not substantiate any comments made with reasoning or source citation.	Student does not substantiate any comments made with reasoning or source citation.	Posting is simple: "I agree" or "Yes" or "No."	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

#### SEMESTER 1

##### Unit 1: Whole Number Sense

Students learn to read and write numerals and number words and identify the place value in whole numbers through 100,000,000. They learn to compare, order, and round numbers.

- Place Value Through 100,000,000
- Numbers Through 100,000,000
- Expanded Form Through 100,000,000
- Compare And Order Greater Numbers (parts A, B)
- Using Boundary Numbers for Rounding

##### Unit 2: Whole Number Operations

Students learn to estimate sums and differences on a number line and apply standard step-by-step approaches for addition, subtraction, multiplication, and division. They use inverse relationships to simplify computations and check their results. They learn to identify prime numbers and practice plotting fractions and whole numbers on a number line. They use models to explain multiplication as repeated addition of the same quantity and division as repeated subtraction. They use concrete objects or sketches of arrays to model multiplication problems.

- Estimate Sums and Differences (parts A, B)
- Add Whole Numbers
- Subtract Whole Numbers
- Multiply by 2-Digit Numbers (parts A, B)

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- Different Ways to Divide (parts A, B)
- Prime Numbers Less Than 100

**Unit 3: Applications of Operations**

Students use parentheses and the order of operations to write and evaluate expressions. They learn about the distributive property and solve story problems involving whole numbers. They apply standard step-by-step approaches for multiplication and addition; use the order of operations to evaluate expressions; and determine whether addition, subtraction, multiplication, or division is the appropriate operation to use to solve a story problem.

- Order of Operations (parts A, B)
- The Distributive Property (parts A, B)
- Story Problems: Solve and Check (parts A, B)
- Rate Story Problems (parts A, B)

**Unit 4: Lines, Angles, and Rotations**

Students identify lines that are parallel, intersecting, or perpendicular. They learn about right, acute, obtuse, and straight angles and relative angle measures. They learn to identify right angles in geometric figures or everyday objects. They learn the attributes of parallelograms, rectangles, and squares.

- Line Pairs
- Types of Angles
- Angles and Rotation

**Unit 5: Fraction Sense**

Students learn to represent fractions with a sketch, explain why two given fractions are equivalent, and recognize and determine equivalent fractions. They practice finding fractions between two numbers, writing fractions represented by drawings that show parts of a set or parts of a whole, and identifying a few simple equivalent fractions, such as  $\frac{1}{2} = \frac{2}{4}$ . They learn that fractions can be used to represent part of a set, the relationship of a part to a whole, and a rational number on the number line. They learn how fractions and whole numbers can be plotted on a number line.

- Fractions
- Sketch Fractions
- Different Meanings of Fractions (parts A-D)
- Explain Equivalent Fractions (parts A, B)
- Determine Equivalent Fractions (parts A, B)
- Find a Fraction (parts A, B)

**Unit 6: Measurement**

Students learn to estimate the length of a line segment to the nearest inch or centimeter and solve measurement-conversion problems using multiplication and division. They solve story problems involving equal measures. Students learn to identify the appropriate metric and English units and tools to measure temperature and practice reading thermometers in Fahrenheit and Celsius.

- Estimating Lengths
- Change Measurement

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- Measurements in Stories (parts A, B)
- Relating Multiplication and Division
- Measuring Temperature
- Everyday Temperatures

**Unit 7: Fraction Operations**

Students use objects and sketches to solve story problems that involve addition and subtraction of fractions. They practice writing equations, simplify factors in fraction multiplication problems, and multiplying and dividing with fractions. They demonstrate automatic recall of multiplication facts, represent fractions with sketches, explain why two given fractions are equivalent, and find a fraction between two numbers.

- Add and Subtract Fractions (parts A, B)
- Unlike Denominators (parts A, B)
- Different Ways to Write Products
- Fraction Factors (parts A, B)
- Fraction and Whole Number Products (parts A, B)
- Fraction Division (parts A, B)

**Unit 8: Decimals and Equality with Fractions**

Students compare, order, and round decimal numbers. They estimate and compute the sum or difference of positive decimal numbers, write tenths and hundredths in decimal and fraction notation and show that the representations are equivalent, and identify fraction and decimal-number equivalents for halves and fourths. They relate decimal numbers to fractions on a number line.

- Compare Decimals
- Order Three Decimal Numbers
- Decimal Numbers and Rounding
- Add and Subtract Decimal Numbers
- Equivalent Decimals and Fractions
- Halves and Fourthths
- Relate Decimal Numbers to Fractions (parts A, B)

**Unit 9: Decimals and Equality with Fractions****SEMESTER 2****Unit 10: Probability and Data**

Students learn to represent a probability as a fraction, organize all possible outcomes for a simple probability situation, and determine the number of possible combinations of objects. They learn to design survey questions and collect and represent the data. They learn about the modes for sets of numerical or categorical data; medians and outliers for numerical data sets; and fractions as part of a set, the relationship of a part to a whole, and a rational number on the number line. They learn to identify whether specific events are certain, likely, unlikely, or impossible.

- Probabilities as Fractions
- Organize Outcomes
- Find All Possible Combinations
- Surveys

- Graph Data
- Data Representations
- Mode, Median, and Outliers

**Unit 11: Mathematical Reasoning**

Students practice analyzing story problems by identifying the question, recognizing relevant information, and developing a solution strategy. They use estimation to predict a solution to a story problem and verify the reasonableness of the calculated result. They learn how to apply strategies and results from simpler problems to similar or more complex problems. They learn to express solutions clearly and logically, answer to a specified degree of accuracy, and identify different story problems that can be solved by using the same procedures.

- Analyze Story Problems (parts A, B)
- Multistep Problems
- Estimate to Predict and Verify (parts A, B)
- Solve Story Problems That Are Alike
- Use Simpler Problems to Solve Harder Ones
- Represent and Explain Story Problems
- State Solutions Clearly (parts A, B)
- Problem-Solving Strategies
- Estimated and Exact Answers

**Unit 12: Geometry**

Students define and sketch different types of triangles and quadrilaterals and identify their attributes. They learn about diameter and radius of circles, congruent figures, bilateral symmetry, and rotational symmetry. They learn about geometric solids in terms of the shapes of their faces and the number of faces, edges, and vertices. They learn to sketch a two-dimensional representation of a three-dimensional object.

- Define and Sketch Triangles
- Define and Sketch Quadrilaterals (parts A, B)
- Identify Diameters and Radii of Circles
- Congruent Figures
- Bilateral and Rotational Symmetry
- Describe Geometric Solids
- Geometric Nets

**Unit 13: Rational Numbers**

Students learn to identify and place negative numbers on a number line, determine missing negative numbers in counting sequences, and use negative numbers to represent temperature. They use negative numbers in story problems that involve owing money. They identify relative positions of rational numbers on a number line.

- Negative Numbers on the Number Line
- Count with Negative Numbers (parts A, B)
- Negative Numbers in Everyday Math
- Rational Numbers on a Number Line (parts A-C)

**Unit 14: Algebra Thinking**

Students learn to use symbols to stand for variables in simple expressions or equations. They learn that when equal quantities are added to or multiplied by equal quantities the resulting quantities are equal. They practice solving for one variable in a two-variable equation when the value of the other variable is given. They learn to locate and plot points on a coordinate plane, find the length of horizontal and vertical line segments, and plot linear relationships in the first quadrant of a coordinate plane.

- Expressions and Equations
- Addition Property of Equality (parts A, B)
- Multiply by Equal Quantities (parts A, B)
- Two-Variable Equations (parts A, B)
- The Coordinate Plane
- Line Segments in the Coordinate Plane
- Linear Relationships (parts A, B)

**Unit 15: Perimeter and Area Formulas**

Students learn how to find the perimeter of rectangles and squares. They learn to interpret and use formulas to answer questions about quantities and their relationships. They learn how to find the area of rectangles, squares, or figures that can be divided into rectangles or squares. They practice solving story problems that require finding rectangular area.

- Perimeters of Polygons
- Formulas for Perimeters (parts A, B)
- Understand Area
- Areas of Rectangular Shapes
- Formulas for Area (parts A, B)
- Area and Perimeter Story Problems (parts A, B)
- Perimeter and Area of Rectangles

**COURSE SYLLABUS****Science Grade 4**

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.

[Contacting the Teacher](#)[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](#)**Contacting the Teacher**

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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 Science

Students perform experiments, develop scientific reasoning, and recognize science in the world around them. They build a model of a watershed, test how cell membranes function, track a hurricane, and analyze the effects gravity. Students will explore topics such as:

- **Water Resources**—water pollution; conservation; aquifers; watersheds; wetlands
- **The World's Oceans**—properties of ocean water; currents, waves, and tides; the ocean floor; marine organisms
- **Earth's Atmosphere**—layers; weather patterns, maps, and forecasts; fronts; El Niño; and the greenhouse effect
- **Forces of Motion**—types of pushes or pulls; position and speed; inertia; energy as a measure of work; gravity and motion
- **Chemistry**—structure of atoms; elements and compounds; the Periodic Table; chemical reactions; acids and bases
- **Cells and Cell Processes**—structure; membrane function; respiration and photosynthesis; growth cycles; genes and DNA
- **Taxonomy of Plants and Animals**—levels of classification; plants, animals, monerans, viruses, protists, and fungi
- **Animal Physiology**—circulatory, respiratory, digestive, excretory, and immune systems

**Course length:** Two Semesters

### Materials:

#### Standard Curriculum Items

- Graduated Cylinder, 100 mL
- Safety Glasses
- Kingdoms of Life: Classification
- How Bodies Work: Animal Physiology
- Alum (2 tablespoons)
- Advanced Thermometer
- Litmus Paper

#### Additional Curriculum Materials

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

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- 30 Newton Spring Scale
- Clay, 4 colors
- Fine Sand (5 cups)
- Coarse Sand (3 cups)
- Pea Gravel (3 cups)
- Coarse Gravel (2 cups)
- Soil (6 cups)
- Plastic Shoe Box
- Test Tube
- Marble in a Bag

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### Course Activities

Course activities may include:

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

Graded assignments may include:

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



## Master Syllabi for Grade 4 Courses

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- **Submit assignments to me through the Kmail tool**, unless they are scored by the computer.

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- **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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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 K<sup>12</sup> Customer Care for assistance. Contact me immediately if Customer Care cannot resolve your issue.

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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.
- 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.

## Master Syllabi for Grade 4 Courses

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.

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

**Master Syllabi for Grade 4 Courses**

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 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****Water Resources**

- Identify the various sources of water, its uses, and different ways to conserve it
- Identify the typical steps that water-treatment plants go through to purify drinking water
- Describe how both natural processes and human activities affect water quality in watersheds
- Differentiate between *point source pollution* and *nonpoint source pollution*, and identify some ways by which they can both be reduced
- Identify and describe the different parts of a watershed
- Interpret a topographic map to identify the boundaries of a watershed
- Explain how a model of something differs from the real thing, but can be used to learn about the real thing
- Explain why wetlands are important to watersheds and how they can improve water quality

**The World's Oceans**

- Explain that water covers approximately three-quarters of the Earth's surface and that, since all the earth's oceans are connected, their water circulates through them all
- Define *salinity* and explain how the density of ocean water changes as salinity levels and temperature change
- Describe the movements of both the ocean's surface currents and its deep-water currents
- Explain how ocean waves form, identify their properties (such as height, length, crest, and trough), and describe their motions
- Explain how the combined gravitational pull of the sun and moon causes daily high and low tides
- Explain that the monthly cycle of spring and neap tides results when the earth, sun, and moon change their relative positions
- Describe characteristics of ocean habitats, and explain how various organisms are adapted to living in them
- Explain that the continental margin extends into the ocean and has three regions: the continental shelf, the continental slope, and the continental rise
- Describe some major features of the ocean floor, such as abyssal plains, trenches, ridges, seamounts, and reefs
- Identify some devices scientists use to study the ocean, including submersibles, sonar, and satellites
- Identify some ocean resources, such as fish, oil, and minerals, and describe how each one is obtained

**Earth's Atmosphere**

**Master Syllabi for Grade 4 Courses**

- Describe some properties of the atmosphere, such as its composition, density, and pressure, and explain how air density is related to both temperature and pressure
- Identify the five layers of the atmosphere: troposphere, stratosphere, mesosphere, thermosphere, and exosphere
- Explain that the uneven heating of the earth's surface transfers heat through convection currents in the atmosphere
- Define humidity as the amount of water vapor in the air, and the dew point as the temperature at which the air cannot hold any more water vapor
- Explain how clouds form, and identify common weather patterns associated with different types of clouds
- Identify types of precipitation (rain, snow, sleet, and hail) and explain how each type forms
- Identify some sources of air pollution
- Identify the three main types of storms and describe the air movements that produce them
- Identify the four types of fronts (cold, warm, stationary, and occluded) and describe how air masses interact
- Interpret weather maps to forecast the weather<sup>1</sup>
- Distinguish between weather and climate, and describe some factors that influence climate (such as latitude, altitude, and ocean currents)
- Describe possible causes of climate changes (such as El Niño and the Greenhouse Effect) and their potential effects on climate

**Motion and Forces**

- Plot the movement of an object across a surface as separate horizontal and vertical movements
- State that moving objects always travel in one direction with constant speed unless a force—a push or a pull—is applied to them
- Describe the *mass* of an object as a measure of how difficult it is to change the object's speed or direction
- Identify different pushes and pulls (spring-driven, muscular, wind-driven, magnetic, or electric) as forces that can change an object's speed and direction
- State that every push or pull on one thing causes a balancing push or pull in the other direction on something else, and demonstrate in some actual situations in which these two sides of any given force are always present
- Identify the forces that are in balance when an object's speed and direction stay constant
- State that *energy* is a measure of how much work an object, or set of objects, can do
- State that the total amount of energy in a system always remains constant
- Recognize that moving objects have energy (kinetic energy), and that the position of an object may give it the ability to do work (potential energy)
- Describe how levers change the effects of pushes and pulls
- Recognize that for an object to continue moving in a circle, a force must pull the object toward the center of the circle, and predict that if the force disappears, the object will continue to move in a straight line
- Recognize that objects are pulled toward the earth by a force known as *gravity*
- Recognize that, regardless of the mass of a falling object, its speed toward the ground increases at the same rate as that of any other object
- State that any two masses have a gravitational pull between them, but this pull is easily noticeable only if at least one mass is very large
- Recognize that the pull decreases as the masses move farther apart, and increases as the size of either mass increases
- Recognize that gravity causes the moon to orbit the earth and the planets to orbit the sun
- Recognize that gravity is the primary force that shapes everything from clusters of stars to enormous galaxies

## Master Syllabi for Grade 4 Courses

- Describe how our attempt to understand gravity has led to changes in our understanding of our solar system, our galaxy, and even our universe

### Chemistry

- Explain that atoms are composed of a nucleus containing protons (with positive charge) and neutrons (with a neutral charge)
- Explain that negatively charged electrons move around the nucleus in paths called *shells*
- Describe a *compound* as a substance made of two or more elements
- Explain that the properties of a compound differ from the properties of the elements that make it up
- Recognize that each element is made of only one kind of atom
- Explain that all the elements are organized in the Periodic Table of the Elements according to their chemical properties
- Describe some properties of metals and nonmetals
- Identify some common elements and compounds by both their chemical symbols and their formulas
- Recognize that in chemical reactions, the original atoms rearrange themselves into new combinations, and that these new combinations have properties differing from those of the reacting compounds
- Write chemical equations to show what happens in a chemical reaction
- Use the pH scale to determine whether a solution is acidic or basic
- Recognize that compounds can be identified by chemical reactions
- Recognize that a wide variety of materials, and indeed living organisms, are often composed of just a few elements
- Explain that all chemical reactions require energy
- Describe how reaction rates increase with temperature, surface area, concentration, and the presence of a catalyst

### Cells and Cell Processes

- Explain the major ideas of the cell theory
- Identify the major structures of cells, and describe their functions
- Compare plant and animal cells
- Explain that different types of substances move across the cell membrane by means of diffusion, osmosis, and carrier molecules
- Explain that plant cells store energy through photosynthesis, and that plant and animal cells release energy during respiration
- Explain that all cells have a cycle of growth, called *interphase*, and a cycle of division, called *mitosis*
- Identify the four stages of mitosis: prophase, metaphase, anaphase, and telophase
- Explain that all the information an organism needs to live and reproduce is contained in its DNA
- Explain that traits are passed from parents to offspring and are determined by a pair of genes, one of which comes from each parent

### Taxonomy of Plants and Animals

- Recognize that living things are classified according to shared characteristics, and that there are seven major levels of classification: kingdom, phylum, class, order, family, genus, and species



### Master Syllabi for Grade 4 Courses

- Name the five kingdoms (plants, animals, monerans, protists, and fungi) and identify some organisms from each
- Describe *vascular plants* as plants that have systems for transporting water, sugar, and minerals, whereas *nonvascular* plants lack these structures
- Explain how sugar, water, and minerals are transported in vascular plants
- Compare the common characteristics, adaptations, and life cycles of gymnosperms and angiosperms

#### Animal Physiology

- Recognize that all body systems play a role in maintaining a constant internal environment
- Describe how the circulatory system transports oxygen and nutrients to cells while removing carbon dioxide and other wastes
- Recognize that many organisms have specialized structures for respiration, digestion, waste disposal, and immune response, and that these structures are responsible for the transportation of materials such as oxygen, carbon dioxide, and nutrients
- Explain how blood flows through the human heart
- Describe how the respiratory system exchanges carbon dioxide and oxygen in the lungs
- Put the various steps in digestion into correct order, describing the function of the mouth, esophagus, stomach, small intestine, large intestine, and liver
- Explain how the urinary system removes cellular waste from the blood, converts it to urine, and stores it in the bladder until the waste leaves the body
- Identify the types of organisms that can cause diseases and explain how they spread
- Describe ways in which the body's immune system recognizes and destroys pathogens

**COURSE SYLLABUS****Social Studies Grade 4**

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.

[Contacting the Teacher](#)[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](#)**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.

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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 Social Studies

Concluding their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age, fourth grade students turn to the study of the modern world. They will study:

- 1: The Geography of Texas
- 2: Texas Long Ago
- 3: Colonies and Independence
- 4: Looking Back
- 5: Statehood and Separation
- 6: The Early Twentieth Century
- 7: Texas: Today and Tomorrow
- 8: Wrapping Up
- 9: World History: Picking Up t...
- 10: The Early Middle Ages in W...
- 11: The Feudal World
- 12: Crusades Abroad & Changes ...
- 13: Medieval African Empires
- 14: Medieval China
- 15: Feudal Japan

**Course length:** Two Semesters

#### Materials:

##### Standard Curriculum Items

- *Harcourt Horizons: Texas Activity Book and Harcourt Horizons: Texas*
- *The U.S. Constitution and You*, by Syl Sobel (Barron's, 2001)
- *Inventors: A Library of Congress Book*, by Martin Sandler (HarperCollins, 1996)
- *Understanding Geography: Map Skills and Our World (Level 4)*
- Inflatable Globe (Grades 3-6)
- U.S./World Map (Grades 3-5)

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## Master Syllabi for Grade 4 Courses

- Reading online text and transcripts
- Viewing moving and static images and streaming video
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- 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
- Teacher announcements
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- Exams (unit, semester and final)
- Blog posts

- Work samples
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## Master Syllabi for Grade 4 Courses

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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.
- 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

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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 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



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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 comments to you.





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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:

##### Lesson 1: Locating Texas

Use grids, legends, symbols, scales, and compass roses to interpret maps.

Use geographic terms (such as hemisphere, continent, and country) to describe the location of Texas.

Identify the region of the United States in which Texas is located.

Identify the equator.

##### Lesson 2: Using Latitude and Longitude

Compare the size of Texas with the sizes of other parts of the United States.

Identify the states and country that border Texas.

Use grid systems to interpret maps.

Describe the location of selected cities in Texas.

**Lesson 3: Texas Land and Water**

Describe the natural regions of the United States.

Compare the regions of Texas with the regions of the United States.

Describe landforms in Texas.

**Lesson 4: Texas Climate**

Describe the climate and weather of Texas.

**Lesson 5: Texas Plants and Animals**

Describe vegetation regions of Texas.

Describe ways people have modified their environment in Texas past and present.

Identify Lady Bird Johnson and her accomplishments.

**Lesson 6: Population Regions**

Identify ethnic groups that immigrated to Texas.

Identify reasons for settlement patterns.

Describe the location and distribution of major cities in Texas.

**Lesson 7: Economic Regions**

Describe agriculture and industry in Texas.

Identify agricultural products produced in Texas.

**Lesson 8: The Technology Industry in Texas**

Describe the technology industry in Texas.

Identify Texas as the second-largest producer of electronic parts in the United States.

Identify ways in which the technology industry has affected the economy of Texas.

**Lesson 9: Unit Review**

Demonstrate mastery of important knowledge and skills in this unit.

**Lesson 10: Unit Assessment**

Use geography terms to find and describe the location of Texas.

Use grids, legends, symbols, scales, and compass roses to interpret maps.

Describe ways people have modified their environment in Texas past and present.

Describe a variety of regions in Texas.

Identify ethnic groups that immigrated to Texas.

Describe agriculture, industry, and technology in Texas.

**Unit 2:**

**Lesson 1: People of the Western Hemisphere**

Identify ways early people in Texas adapted to the environment and why.

Explain patterns of settlement in early Texas.

Identify the region of Texas that was the first to be farmed.

**Lesson 2: People of the Plains**

Compare the ways of life of Native American groups on the plains.

Describe ways the people of the plains adapted to the environment.

Explain how early Native Americans in Texas governed themselves.

**Lesson 3: People of the Mountains and Basins**

Identify and compare the ways of life of Native American groups in the Mountains and Basins region.

Describe ways the people of the Mountains and Basins region adapted to their environment.

**Lesson 4: Europeans Explore the Hemisphere**

Summarize reasons, including economic reasons, for European exploration of the Western Hemisphere.

Identify the accomplishments of significant European explorers.

Describe the Columbian Exchange.

**Lesson 5: The Spanish and the French in Texas**

Summarize reasons for European exploration of Texas.

Identify the impact of significant explorers on the settlement of Texas.

Interpret historical events on a time line.

**Lesson 6: Missions, Presidios, and Early Towns**

Describe the role of missions in Texas.

Describe the purpose of a presidio.

Describe a typical early Spanish settlement.

**Lesson 7: Life in the Missions**

Identify contributions of the Spanish missions to the development and culture of Texas.

Explain why there were conflicts between Native Americans and the Spanish.

**Lesson 8: Unit Review**

Demonstrate mastery of important knowledge and skills in this unit.

**Lesson 9: Unit Assessment**

Identify ways people have adapted to the environment and why.

Explain patterns of settlement in early Texas.

Identify and describe Native American groups in Texas.

Summarize reasons, including economic reasons, for European exploration of the Western Hemisphere and Texas.

Identify the accomplishments of significant European explorers.

Identify contributions of the Spanish missions to the development and culture of Texas.

Interpret information in graphs, time lines, and maps.

**Unit 3:**

**Lesson 1: Colonists Fight for Independence**

Summarize events that led to the independence of British and Spanish colonies in North and South America.

Describe the importance of the Louisiana Purchase to the United States.

Identify an example of historical cause and effect.

**Lesson 2: Mexico's Struggle for Independence**

Describe major causes, events, and results of the Mexican War of Independence.

Identify how Mexico's independence from Spain influenced events in Texas.

**Lesson 3: The Austins**

Identify the accomplishments of significant empresarios, including Moses Austin and Stephen F. Austin.

Explain the impact of the Austins on the settlement of Texas.

Identify economic motivations for Anglo-American colonization in Texas.

**Lesson 4: Colonies in Texas**

Identify the accomplishments of Martín de León and his impact on the settlement of Texas.

Identify different cultures that contributed to the growth of colonial Texas.

**Lesson 5: The Texas Revolution Begins**

Identify main causes of the Texas Revolution.

Describe individuals significant to the beginning of the Texas Revolution.

Identify early battles of the Texas Revolution.

**Lesson 6: Texas Declares Independence**

Describe the Convention of 1836.

Summarize major points in the Texas Declaration of Independence.

Recognize Texas Independence Day as March 2, 1836.

**Lesson 7: The Texas Constitution**

Identify the purpose of the Texas Constitution of 1836.

Identify Sam Houston as the first president of the Republic of Texas.

**Lesson 8: Texas Fights for Independence**

Identify key figures in the Battle of the Alamo.

Locate on a map San Antonio, Gonzales, Goliad, and Washington-on-the-Brazos.

Use a map's scale to determine distances from the Alamo to other sites.

**Lesson 9: Texas Wins Its Independence**

Describe the significance of the Battle of the Alamo.

Describe the Runaway Scrape and the Goliad Massacre.

Describe the significance of the Battle of San Jacinto.

Identify the Treaties of Velasco.

**Lesson 10: Unit Review**

Demonstrate mastery of important knowledge and skills in this unit.

**Lesson 11: Unit Assessment**

Identify the impact of Mexico's independence from Spain on the events in Texas.

Identify characteristics of Mexican colonial governments and their influence on inhabitants of Texas.

Identify the accomplishments of significant empresarios, including Moses and Stephen F. Austin and Martín de León.

Identify economic motivations for Anglo-American colonization in Texas.

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Identify the different cultures who contributed to the growth of colonial Texas.

Analyze the causes, events, and results of the Texas Revolution.

Describe significant leaders in the founding of the Republic of Texas.

Interpret information in graphs, timelines, and maps.

### **Unit 4:**

#### **Lesson 1: Cumulative Review-Part 1**

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

#### **Lesson 2: Cumulative Review-Part 2**

Demonstrate mastery of important knowledge and skills in Unit 3.

#### **Lesson 3: Cumulative Assessment**

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

### **Unit 5:**

#### **Lesson 1: A New Republic Called Texas**

Describe the successes and failures of the Republic of Texas.

Identify Sam Houston, Mirabeau Lamar, and Anson Jones.

#### **Lesson 2: Native Americans and the Republic**

Describe the conflicts between Native Americans and the Republic of Texas.

Describe the effects of political changes in the Republic of Texas on Native Americans.

#### **Lesson 3: Texas Becomes a State**

Summarize the events that led to the annexation of Texas by the United States.

Describe the arguments for and against statehood for Texas.

Explain the purpose and importance of the Texas Constitution of 1845.

Identify Texas as the only state in the United States that was once its own country.

#### **Lesson 4: The War with Mexico**

Describe the causes and results of the Mexican War on Texas, the United States, and Mexico.

#### **Lesson 5: A Growing Texas**

Explain why many settlers came to Texas after the Mexican War and how they earned a living in different areas of Texas.

Identify areas and cities where people settled and explain why they chose those areas.

Identify Gail Borden, Jr. as an inventor and surveyor who helped design the city of Galveston.

#### **Lesson 6: Plantations, Slavery, and the Election of 1860**

Explain why most plantations were located near rivers in the eastern part of Texas.

Describe plantation life, including the lives of slaves.

Describe the effect of the cotton gin on the production of cotton in Texas.

Explain the importance of the election of 1860.

#### **Lesson 7: Civil War**

Recognize that Southern states seceded as a result of Lincoln's election.

Describe the process by which Texas seceded from the Union.

Summarize the roles of Texans in the Civil War.

Describe the impact of the Civil War on the South.

**Lesson 8: Reconstruction in Texas**

Describe the impact of Reconstruction on Texas.

Define *sharecropping* and explain why many Texans became sharecroppers.

Identify *Juneteenth* as a special day for freedom in Texas.

Explain the historical meaning of "six flags over Texas".

**Lesson 9: War in the West**

Explain how settlement of the West resulted in war between the United States and the Plains Indians.

Describe how buffalo hunters affected the lives of Native Americans.

Identify Quanah Parker as a Comanche war chief.

**Lesson 10: Learning More**

Research, prepare, and present an oral report on a topic from Unit 5.

**Lesson 11: Unit Review**

Demonstrate mastery of important knowledge and skills in this unit.

**Lesson 12: Unit Assessment**

Describe the successes and failures of the Republic of Texas.

Identify Sam Houston, Mirabeau Lamar, and Anson Jones.

Describe the effects of political changes in the Republic of Texas on Native Americans.

Explain the events that led to Texas statehood.

Describe the causes and results of the Mexican War.

Explain how people in different regions of Texas earned their living in the past and why.

Identify inventors such as Gail Borden, Jr. and Eli Whitney and the influence of their contributions.

Describe plantation life, including the institution of slavery as it existed in Texas.

Describe the events and impact of the Civil War and Reconstruction in Texas.

Explain the causes and results of the wars between the United States and the Plains Indians.

Identify the buffalo soldiers.

Interpret information in graphs, time lines, and maps.

**Unit 6:**

**Lesson 1: On the Cattle Trail**

Explain the growth and development of the cattle industry in Texas.

Describe a cattle drive.

Identify Joseph Glidden and her contribution.

Explain why the cattle drives ended.

**Lesson 2: Railroads Come to Texas**

Describe the difficulties of transportation before the growth of railroads.

Identify the impact of railroads on life in Texas, including changes to cities and major industries.

Describe how the growth of railroads affected communities and businesses in Texas.

**Lesson 3: Texas Oil**

Describe the origins and development of the oil industry in Texas.

Identify the people and technology that contributed to the oil boom, including Pattillo Higgins and Howard Hughes, Sr.

Describe the social and economic changes in Texas caused by the oil boom.

**Lesson 4: Write About It**

Interpret information in diagrams.

Make a diagram to convey information.

**Lesson 5: Texas and a World in Change**

Recognize that tensions between southern Texas and Mexico increased early in the 20th century.

Describe the role of Texans in World War I.

Recognize that women in Texas worked for women's suffrage before the 19th amendment.

Identify Miriam Ferguson.

Identify the causes and effects of the Great Depression and the Dust Bowl.

**Lesson 6: Texas and World War II**

Identify the Japanese attack on Pearl Harbor as the event that brought the United States into World War II.

Recognize that hundreds of thousands of Texans served in World War II.

Identify Audie Murphy, Cleto Rodriguez, and Doris Miller as Texans who fought bravely in World War II.

Summarize how World War II affected the lives of people in Texas.

Recognize the changes in urbanization and industry that occurred in Texas as a result of World War II.

**Lesson 7: Change Comes to Texas**

Analyze the reasons for the change from a mostly rural to a mostly urban population in the years after World War II.

Identify industries that grew in Texas after World War II.

Describe problems and benefits that resulted from new industries and urbanization.

**Lesson 8: Transportation**

Analyze how mass production of automobiles affected the economy of Texas.

Describe the causes and effects of the development of the highway system.

Use road maps and mileage tables to gain information on cities in Texas.

**Lesson 9: Air, Rail, and Sea**

Describe the origins and growth of aviation in Texas.

Describe changes in rail and shipping industries in recent decades.

Identify Bessie Coleman and her accomplishments.

Recognize that Texas is central to the space program today.

**Lesson 10: The Struggle for Civil Rights in Texas**

Recognize that minorities were discriminated against in Texas.

Identify groups and individuals who fought for civil rights in Texas.

Explain the purpose of the Civil Rights Act.

Recognize that because of the Voting Rights Act, more minority leaders were elected to office.

Identify Barbara Jordan and Henry Cisneros.

**Lesson 11: Unit Review**

Demonstrate mastery of important knowledge and skills in this unit.

**Lesson 12: Unit Assessment**

Explain the growth and development of the cattle and oil industries.

Identify inventors and scientists and their contributions.

Describe how technological innovations have affected businesses and individuals.

Explain how people in different regions of Texas have made their living over time.

Identify the accomplishments of notable Texans.

Identify the impact of railroads on life in Texas, including changes to cities and major industries.

Describe political and economic changes in Texas in the early 20th century.

Describe the affects of World War II on Texas.

Analyze the reasons for the change from a mostly rural to a mostly urban population in the years after World War II.

Identify industries that grew in Texas after World War II.

Describe the impact of mass production and division of labor on economic growth in Texas.

Describe the causes, major events, and results of the civil rights movement as it affected Texas.

Interpret information in graphs, time lines, and maps.

**Unit 7:**

**Lesson 1: Local Governments**

Explain the role of the individual in local government and elections.

Identify leadership qualities of local leaders.

Recognize that municipalities are organized in different ways.

Describe the services provided by county governments.

**Lesson 2: State Government**

Identify the purposes and importance of the Texas Constitution.

Identify the three branches of state government and their basic functions.

**Lesson 3: The National Government and Texas**

Compare the structure of the state and national governments.

Identify Texans who have been president of the United States.

Identify contributions of Texas leaders to the national government.

Explain how citizens can participate voluntarily in civic affairs.

Explain how to contact state and local governments.

**Lesson 4: Enterprise and Environment**

Describe the principles and benefits of the free enterprise system.

Identify ways people earn a living in Texas.

Distinguish between renewable and nonrenewable resources.

Identify ways in which technology and trade have increased interdependence between Texas and the rest of the world.



Describe the consequences of human modification of the environment.

**Lesson 5: Texan Pride Today and Tomorrow**

Explain how immigrants have influenced the economic and cultural development of Texas.

Identify customs, celebrations, and traditions of various cultural groups in Texas.

Suggest areas in which technological innovations and trade might affect life in Texas in the future.

**Lesson 6: Unit Review**

Demonstrate mastery of important knowledge and skills in this unit.

**Lesson 7: Unit Assessment**

Explain the role of the individual in local and state government and elections.

Identify leadership qualities of local and state leaders.

Identify notable Texans and their accomplishments.

Identify contributions of Texas leaders to the national government.

Explain how citizens can participate voluntarily in civic affairs.

Explain how to contact state and local governments.

Describe the principles and benefits of the free enterprise system.

Identify the three branches of state government and their basic functions.

Interpret information in graphs, time lines, and maps.

**Unit 8:**

**Lesson 1: Review 1**

Demonstrate mastery of important knowledge and skills in Unit 5.

**Lesson 2: Review 2**

Demonstrate mastery of important knowledge and skills in Unit 6.

**Lesson 3: Review 3**

Demonstrate mastery of important knowledge and skills in Unit 7.

**Lesson 4: Part 1 Assessment**

Demonstrate mastery of important knowledge and skills in Part 1 of the course.

**Unit 9:**

**Lesson 1: What Is History?**

Define *history* as the story of the past.

Know that historians use pictures, letters, and other sources to learn about the past.

**Lesson 2: What Is Archaeology?**

Explain that archaeologists dig up and study objects that ancient peoples left behind.

Describe archaeology as one way of learning about the past.

**Lesson 3: Looking Backward 1**

Establish or reinforce knowledge of key prior events.

**Lesson 4: Looking Backward 2**

Establish or reinforce knowledge of key prior events.

**Lesson 5: Looking Backward 3**

Establish or reinforce knowledge of key prior events.

**Lesson 6: Looking Backward 4**

Establish or reinforce knowledge of key prior events.

**Unit 10:****Lesson 1: Barbarians Stake Their Claims**

Explain that several barbarian tribes settled in different parts of Europe.

Name two barbarian tribes who settled in Europe, such as Vandals, Visigoths, Franks, Burgundians, or Celts.

Define the Dark Ages as a time of great change in Western Europe after the fall of the Roman Empire.

Describe the Dark Ages as a time when few people could read or write, cities were crumbling, and laws were different everywhere.

**Lesson 2: (Optional) Angles and Saxons in Britain**

Identify Angles and Saxons as the barbarians who came to live in Britain.

Explain that the name "England" means "Angle-land."

Locate England, Scotland, Ireland, and Wales on a map of the British Isles.

**Lesson 3: How Arthur Became King**

Explain that the legend of King Arthur first appeared during a time of fighting in Britain.

Summarize the story of how Arthur became king.

Name Merlin as the magician from the legend of King Arthur.

**Lesson 4: Guinevere Wins Arthur's Heart**

Identify Guinevere as Arthur's queen.

Explain that Guinevere's father gave Arthur the Round Table as a wedding present.

Explain that the Knights of the Round Table served Arthur and promised to do what was right and good.

**Lesson 5: A New Role for the Christian Church**

Explain that missionaries spread Christianity throughout Europe during the Middle Ages.

Identify the pope as the leader of the Christian Church in Western Europe during the Middle Ages.

Describe bishops and archbishops as men who helped the pope run the Church in different parts of Europe during the Middle Ages.

Define cathedrals as large churches.

**Lesson 6: Life in a Monastery**

Define monk as a man who lives in a religious community and dedicates his life to God.

Define monastery as a place where monks live and work.

Explain that during the Middle Ages monasteries provided schools, help for the sick, and food for those in need.

**Lesson 7: Writing Books by Hand**

Identify monasteries as great centers of learning and knowledge.

Describe how medieval books were made by hand.

Explain that during the Middle Ages, monks in monasteries made most books.

**Lesson 8: Converting Clovis: The Franks Become Christian**

Identify Clovis as the king of the Franks.

State that Clovis conquered a large kingdom.

Recognize that Clovis converted to Christianity.

Explain that Clovis helped establish monasteries and churches in France.

Identify Paris as the capital of the Kingdom of the Franks.

**Lesson 9: (Optional) The Rise of Charlemagne**

Identify Charlemagne as an important king who expanded the Kingdom of the Franks.

Explain that Charlemagne supported learning and monasteries.

**Lesson 10: Charlemagne Is Crowned**

Explain that Charlemagne united much of Europe.

Explain that Charlemagne was crowned emperor by the pope.

Demonstrate mastery of important knowledge and skills in this unit.

**Unit 11:**

**Lesson 1: What Was Feudalism?**

Identify feudalism as a system in which people exchanged land, loyalty, and service in return for protection.

Describe feudalism.

List the order of rule in feudalism: king, noble, knight, serf.

Identify a serf as a peasant who worked the land.

**Lesson 2: Building a Castle**

Explain that the first castles were made of wood.

Identify the moat and drawbridge on a castle.

Explain that stone castles were hard to attack.

**Lesson 3: Life in a Castle**

Explain that a castle was both a home and a fortress.

Identify some of the people who lived or worked in a castle.

Explain that castle life centered on the great hall.

**Lesson 4: What Is Knighthood?**

Explain that knights served kings, queens, and lords by fighting their enemies.

Explain how knights used armor, lances, and swords.

Identify the Code of Chivalry as a set of rules for knights' good behavior.

**Lesson 5: A Famous Knight: St. George and the Dragon**

Name two of the following traits associated with heroic knights: they always fought bravely, they kept their promises, they helped those who needed it.

Define *champion* as a person who fights or does great deeds for others.

Explain that in the legend of Saint George, a brave knight defeats a dragon.

**Lesson 6: Supposing You Were a Serf**

Define *serf* as a peasant who served a noble (lord) by farming the land in exchange for protection.

Tell that serfs did not have freedom.

Describe the life of a serf as difficult and hard.

**Lesson 7: Building a Cathedral**

Define a cathedral as a large, important church.

Explain that it took many years to build a cathedral.

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Identify the following features of a cathedral from pictures: spire, stained glass window, and stone sculptures.

**Lesson 8: Come to the Fair!**

Describe fairs as events at which merchants from all over Europe sold goods.

Explain that fairs had many kinds of food and entertainment, such as musicians, acrobats, jousting knights, and dancers.

Explain that fairs were often held in cathedral cities.

**Lesson 9: One in a Million: Eleanor of Aquitaine**

Explain that Eleanor of Aquitaine was the Queen of England and the Queen of France.

Demonstrate mastery of important knowledge and skills in this unit.

**Unit 12:**

**Lesson 1: Command from the Pope**

Explain that the Crusades were wars between European Christians and Muslims for possession of Palestine and especially for the city of Jerusalem.

State that Palestine is called "the Holy Land."

Identify Jerusalem as being sacred to Jews, Christians, and Muslims.

Explain that the crusaders wore a cross on their clothes.

**Lesson 2: Richard the Lion-Heart and Saladin**

Name Saladin as the leader of the Muslims during some of the Crusades.

Name King Richard I of England as the "lion-hearted" warrior king.

Explain that King Richard I and Saladin led armies against each other during some of the Crusades and then made a truce.

**Lesson 3: The Legend of Robin Hood**

Name Robin Hood as the legendary English outlaw who stole from the rich and gave to the poor.

State that Robin Hood lived in Sherwood Forest.

Explain the Robin Hood met Little John when they fought on a footbridge.

**Lesson 4: King John and the Magna Carta**

Identify King John as a king of England.

Define the Magna Carta as a guarantee of rights that even the king had to obey.

Identify 1215 as the year the Magna Carta was signed.

**Lesson 5: The Hundred Years War**

Name England and France as the two countries that fought the Hundred Years War.

Explain that the Hundred Years War was fought for control of France.

Name the longbow and the cannon as two weapons introduced during the Hundred Years War.

**Lesson 6: Joan of Arc: The Girl Who Saved France**

Explain that Joan of Arc led the French against the English during the end of the Hundred Years War.

Explain that Joan of Arc said she had visions telling her to lead the French army.

State that France won the Hundred Years War.

**Lesson 7: Towns and Trade**

Explain that medieval towns grew as people arrived to sell their products.

Describe two characteristics of medieval towns, such as they had lots of shops and narrow twisting streets.

Explain that medieval towns became centers of trade and craftsmanship.

**Lesson 8: The Black Death**

Define plague as a disease that strikes many people at once.

Name Black Death as the plague that killed many people during the Middle Ages.

Demonstrate mastery of important knowledge and skills in this unit.

**Unit 13:**

**Lesson 1: Welcome to Africa!**

Identify, locate, and describe the Sahara desert.

Describe the savanna as grassland.

Locate the Nile, Niger, and Congo Rivers on a map of Africa.

**Lesson 2: Ghana: A Gold Kingdom**

Identify Ghana as a great kingdom in western Africa.

Explain that merchants from Ghana traded gold for salt.

Describe how traders used camels to cross the Sahara.

**Lesson 3: Sundiata: Lion King of Mali**

Identify Mali as an African kingdom.

Explain the problems that Sundiata overcame to become king of Mali.

**Lesson 4: Mansa Musa of Mali**

Identify Mansa Musa as a wealthy ruler of Mali.

Explain that Mansa Musa made a famous pilgrimage to Mecca.

**Lesson 5: All the Way to Timbuktu**

Locate Timbuktu on a map.

Show that Timbuktu was near the Niger River.

Identify Timbuktu as a center of trade and learning.

**Lesson 6: Ibn Battuta: An Amazing Traveler**

Identify Ibn Battuta as a famous Muslim explorer.

Explain that Ibn Battuta traveled in Africa, Europe, and Asia.

**Lesson 7: King Lalibela's Churches in Stone**

Explain that King Lalibela is said to have built several stone churches.

Demonstrate mastery of important knowledge and skills in this unit.

**Unit 14:**

**Lesson 1: Remembering Ancient China**

Locate China on a map.

Explain that silk production began in China.

Identify Confucius as a great Chinese teacher.

State that the Chinese built the Great Wall as protection from invaders.

**Lesson 2: The Grand Canal**

Locate the Yellow and Yangtze Rivers on map.

Define a dynasty as a family that rules a country for many years.

Identify the Grand Canal as a long, man-made waterway in China.

Explain that the Grand Canal allowed the Chinese to ship rice and other goods between the north and the south.

**Lesson 3: Buddhism in China**

State that Buddhism is a religion that began in India and became important in China.

State that Buddhism is based on the teachings of Buddha.

**Lesson 4: The Trading Tang: The Silk Road**

Explain that the Tang dynasty encouraged trade.

Identify the Silk Road as a great overland trade route between Europe and Asia.

Locate the Silk Road on a map.

**Lesson 5: Mulan**

Identify Mulan as a Chinese heroine.

State that *The Song of Mulan* is a story about a young woman who disguises herself as a man and fights with the Chinese army against invaders.

**Lesson 6: The Inventive Song Dynasty**

Recognize that the Song dynasty was a time of invention in China.

Identify and explain the functions of any two of these inventions that came during the Song dynasty: the compass, paper money, gunpowder, and movable type.

**Lesson 7: (Optional) A Very Important Test**

State that Song rulers wanted scholars to help run the government.

Identify civil service examinations as tests people took to get jobs in government.

Explain that scholars were honored in medieval China.

**Lesson 8: Mongols on the March: Genghis Khan**

Identify Genghis Khan as the founder of the Mongol Empire.

State that Genghis Khan invaded China.

**Lesson 9: Kublai Khan**

State that the Mongols conquered all of China.

Identify Kublai Khan as the first Mongol emperor of China.

**Lesson 10: Marco Polo: Man of a Million Stories**

Identify Marco Polo as a famous traveler and explorer.

Explain that Marco Polo traveled from Venice to China and its large empire.

State that Marco Polo worked for Kublai Khan in China.

**Lesson 11: China Makes China: Porcelain**

Identify porcelain as a fine pottery invented in China.

Explain that the English word "china" for dishes comes from the fact that the Chinese invented porcelain.

Demonstrate mastery of important knowledge and skills in this unit.

**Unit 15:****Lesson 1: Japan: The Island Kingdom**

Locate Japan on a map.

Locate the Pacific Ocean on a map.

Define an archipelago as a group of islands.

State that Japan has four main islands.

Name Mount Fuji as the biggest volcano in Japan.

**Lesson 2: Shinto: An Ancient Japanese Religion**

State that Shinto is Japan's oldest surviving religion.

Identify *kami* as Shinto spirits in nature and ancestors.

Identify the wooden gate, called a torii, as a symbol of Shintoism.

**Lesson 3: Buddhism in Japan**

Explain that Buddhism came to Japan from China and other parts of Asia.

Identify the Great Buddha at Kamakura from a photograph.

Identify a Japanese pagoda from a photograph.

**Lesson 4: Feudal Japan**

Define a *shogun* as the commander of the army and real ruler of feudal Japan.

Define a *daimyo* as a person who owned a lot of land in feudal Japan.

Identify a Japanese castle from a photograph.

**Lesson 5: Life of a Samurai**

Define *samurai* as a Japanese warrior.

Explain that samurai were required to be loyal to their daimyo.

Define *bushido* as the samurai code of honor.

**Lesson 6: Kublai Khan Attacks - Twice!**

State that Kublai Khan attacked Japan.

Define *typhoon* as a violent storm having lots of rain and high winds.

Explain that Kublai Khan's ships were destroyed by typhoons.

Demonstrate mastery of important knowledge and skills in this unit.



## Course Progress

### ▼ Unit List

- >> 1: The Geography of Texas
- 2: Texas Long Ago
- 3: Colonies and Independence
- 4: Looking Back
- 5: Statehood and Separation
- 6: The Early Twentieth Century
- 7: Texas: Today and Tomorrow
- 8: Wrapping Up
- 9: World History: Picking Up t...
- 10: The Early Middle Ages in W...
- 11: The Feudal World
- 12: Crusades Abroad & Changes ...
- 13: Medieval African Empires
- 14: Medieval China
- 15: Feudal Japan

**COURSE SYLLABUS****Health Grade 4**

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.

[Contacting the Teacher](#)[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](#)**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.



## Master Syllabi for Grade 4 Courses

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

Graded assignments may include:

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

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.

## Master Syllabi for Grade 4 Courses

- 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 K<sup>12</sup> 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 "PersuaEssayRSmith" for Robert Smith's Persuasive Essay.

## Master Syllabi for Grade 4 Courses

**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.





## Master Syllabi for Grade 4 Courses

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's comments add moderately to the discussion by suggesting solutions, pointing out problems, or even respectfully disagreeing. Student does not	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.



## Master Syllabi for Grade 4 Courses

	Student also substantiates any comments made with reasoning or source citation.	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.

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: Systems in the Human Body

##### Lesson 1: Growth and the Nervous System

Explain how cells, tissues, and organs work together in systems of the human body.

Describe the main parts of the brain and nervous system and how they function together.

##### Lesson 2: Eating, Breathing, and Circulation

Identify main parts of the digestive system and how they work to supply nutrients to your body.

Identify main parts of the respiratory and circulatory systems and how they work.

Describe behaviors that keep the respiratory and circulatory systems healthy.

##### Lesson 3: Bones and Muscles and How They Work

Identify the major bones of the human body.

Explain how the skeletal and muscular systems work.

##### Lesson 4: Unit Review

Review topics from previous lessons.

##### Lesson 5: Unit Assessment

Demonstrate mastery of the skills and knowledge in this unit.

## **Unit 2: Taking Care of Your Body**

### **Lesson 1: Healthy Skin and Teeth**

Describe the structure of skin and its role in personal health.

Explain how cavities form.

Make appropriate consumer choices when selecting products for skin and tooth care.

### **Lesson 2: How We See and Hear**

Identify the main parts of the eye and tell how they function for vision.

Identify the main parts of the ear and tell how they work together to help you hear.

Explain how to protect your ears from loud noises.

### **Lesson 3: Making Smart Health Choices**

Describe familiar advertisements that use persuasive techniques and explain how to analyze these messages.

Identify reliable sources of information about health care.

Identify and evaluate health care information available to consumers (including electronic sources).

### **Lesson 4: Unit Review**

Review topics from previous lessons.

### **Lesson 5: Unit Assessment**

Demonstrate mastery of the skills and knowledge in this unit.

## **Unit 3: Your Health and the Foods You Eat**

### **Lesson 1: How Nutrients Keep You Healthy**

Identify nutrients that your body needs.

Explain how nutrients help your body.

Identify food sources for nutrients.

Explain the value of mealtimes.

### **Lesson 2: Guidelines for Healthy Eating**

Identify the five main food groups.

Explain the importance of a balanced diet.

Explain how to make healthy food choices.

### **Lesson 3: Food Labels and Safe Food Handling**

Describe the purpose of the Dietary Guidelines for Americans.

Interpret information on food labels.

Explain food handling precautions that can prevent food poisoning.

### **Lesson 4: Unit Review**

Review topics from previous lessons.

### **Lesson 5: Unit Assessment**

Demonstrate mastery of the skills and knowledge in this unit.

## **Unit 4: Keep Active to Stay in Shape**

### **Lesson 1: Standing and Sitting Properly**

Explain the importance of good posture.

### **Lesson 2: Get in Shape!**

Explain why the human body needs physical activity.

Distinguish between aerobic and anaerobic activity.

Describe the importance of sleep and rest.

### **Lesson 3: Your Commitment to Physical Fitness**

Explain how the Activity Pyramid can help improve physical fitness.

Describe the elements of an exercise program and tell why they are important.

Name safety gear needed to prevent injury during exercise and physical activity.

#### **Lesson 4: Unit Review**

Review topics from previous lessons.

#### **Lesson 5: Unit Assessment**

Demonstrate mastery of the skills and knowledge in this unit.

### **Unit 5: Safety Precautions at Home**

#### **Lesson 1: What to Do in an Emergency**

Identify emergencies that might happen at home.

Describe appropriate responses to home emergencies.

Describe a family emergency plan.

#### **Lesson 2: Keeping Your Home Safe**

Identify hazards in the home.

Describe ways to prevent accidents and injuries at home.

#### **Lesson 3: Water Safety**

Describe safety rules for water activities.

Explain how to handle emergencies that occur in or near the water.

#### **Lesson 4: Unit Review**

Review topics from previous lessons.

#### **Lesson 5: Unit Assessment**

Demonstrate mastery of the skills and knowledge in this unit.

### **Unit 6: Safety First, Everywhere You Go**

**Lesson 1: Outdoor Safety**

Identify behaviors that help keep people safe during outdoor activity.

Describe actions that protect the human body from excessive heat or cold and during weather emergencies.

**Lesson 2: Safety on Wheels**

Identify equipment and behaviors that safeguard physical safety on skates, skateboards, bikes, and in motor vehicles.

**Lesson 3: Getting Along and Staying Safe**

Describe strategies that help people avoid injury and resolve or cope with conflicts that arise among people.

**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: Protecting Your Body from Disease****Lesson 1: Illness and Diseases That Spread**

Define and give examples of communicable and noncommunicable diseases.

Describe pathogens and how they spread.

**Lesson 2: Help Your Body Resist Disease**

Describe strategies that defend your body against harmful pathogens.

Explain how the immune system works to fight disease.

**Lesson 3: Diseases That Do Not Spread**

Describe some common noncommunicable diseases and how they affect people.

Explain how resistance and abstinence from tobacco can help prevent 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 8: Helpful and Harmful Drugs****Lesson 1: Medicines that Help You**

Define *medicine*, and explain the difference between prescription medications and over-the-counter medicines.

Identify important information about medicines, and describe safe use of medicines.

**Lesson 2: Drugs that Can Harm You**

Identify substances that can lead to addiction.

Describe how caffeine and inhalants affect the body in harmful ways.

Explain the dangers of using marijuana and cocaine.

**Lesson 3: Saying "No" and Finding Help**

Explain how to refuse harmful and illegal drugs.

Recognize drug abuse and identify ways to get help for drug recovery.

**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: Tobacco and Alcohol: Unhealthy Choices****Lesson 1: Tobacco and the Body**

Identify tobacco products and explain how they can hurt the body.

Recognize why people smoke and why it's hard to stop smoking.

### **Lesson 2: The Body's Response to Alcohol**

Explain how alcohol harms the body and influences behavior.

Recognize the negative outcomes of excessive drinking.

### **Lesson 3: Staying Away from Tobacco and Alcohol**

Describe effective strategies to resist using tobacco and alcohol.

Identify signs that indicate tobacco and alcohol abuse.

Recognize misleading information in advertisements for tobacco and alcohol.

### **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: Finding Out About Yourself**

### **Lesson 1: You and Your Needs**

Explain how self-concept influences self-confidence.

Give examples of physical, emotional, mental, and social needs.

Describe how goal-setting supports meeting basic needs.

### **Lesson 2: Feelings and Friendship**

Identify strategies for controlling one's feelings.

Explain why friends are important.

Identify skills people use to help resolve their conflicts.

### **Lesson 3: Getting Along**



Describe effective ways to get along with and work with others.

Explain why role models are important.

Identify strategies to effectively handle different kinds of peer pressure.

**Lesson 4: Unit Review**

Review topics from previous lessons.

**Lesson 5: Unit Assessment**

Demonstrate mastery of the skills and knowledge in this unit.

**Unit 11: The Value of Families**

**Lesson 1: Families Are Different**

Describe different kinds of families.

Explain how roles of family members change over time.

**Lesson 2: Reach Out to Your Family**

Identify different ways that family members communicate with each other.

Explain why communication within a family is important.

**Lesson 3: Learning from Your Family**

Define *values*.

Give examples of values that are shared in families.

Explain the importance of rules and cooperation within a family.

**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: Healthy Communities**

**Lesson 1: The Environment**

Identify clean air, land, and water as important environmental resources.

Identify community recreational opportunities.

Describe ways to keep communities clean and safe.

**Lesson 2: Resources in Your Community**

Distinguish between renewable and nonrenewable resources.

Describe ways that natural resources are used to meet people's needs.

**Lesson 3: Protecting and Conserving Resources**

Describe how land, air, and water become polluted.

Identify actions that can prevent pollution.

Explain how people can conserve natural resources through everyday behaviors.

**Lesson 4: Unit Review**

Review topics from previous lessons.

**Lesson 5: Unit Assessment**

Demonstrate mastery of the skills and knowledge in this unit.

**COURSE SYLLABUS****PE Grade 4**

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.

[Contacting the Teacher](#)

[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](#)

**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.



## Master Syllabi for Grade 4 Courses

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

Graded assignments may include:

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

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.



## Master Syllabi for Grade 4 Courses

- 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 K<sup>12</sup> 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 "PersuaEssayRSmith" for Robert Smith's Persuasive Essay.



**Master Syllabi for Grade 4 Courses**

**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.



## Master Syllabi for Grade 4 Courses

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	Student's comments add moderately to the discussion by suggesting solutions, pointing out problems, or even respectfully disagreeing. Student does not substantiate any	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.

	substantiates any comments made with reasoning or source citation.	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.

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 Goal-Setting](#)

- Determine baseline fitness levels.
- Become familiar with how to use and care for a pedometer.

[Lesson 2: Pedometer Fun and Strength Building](#)

- Increase awareness of average daily physical activity.
- Improve overall muscular strength and flexibility.
- Learn 3 strength-training exercises: leg lifts, push aways and modified pull-ups

[Lesson 3: Jump for Fitness and Fun](#)

- Practice the basic skills of jumping rope.
- Practice jumping rope for fitness using a pedometer.
- Use a jump rope to complete strength and endurance exercises.

[Lesson 4: Ball Handling Skills/Improving Strength and Flexibility](#)

- Learn how to handle and dribble a ball.
- Improve reflexes and hand-eye coordination.
- Learn some new strength-training exercises.
- Strengthen muscles and increase flexibility.

[Lesson 5: Heart Rate and the Importance of 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 6: Locomotor Movements : The Basics](#)

- Practice basic locomotor skills using recommended movement patterns.
- Move forwards, backwards, in a curve, and in a zigzag.

Hop, skip, slide, gallop, leap, walk, and run.  
Increase balance, flexibility, and endurance.

Lesson 7: More Pedometer Fun and Strength Building

Increase repetitions in strength training exercises.  
Estimate , walk , skip and jog specific pedometer distances.  
Learn to use the clock function of your pedometer.

Lesson 8: Fitness Progress and Power Walk-a-thon

Compare fitness testing scores to determine whether fitness levels have increased or stayed the same.  
Learn how to test fitness levels.  
Learn techniques to achieve aerobic fitness.

Lesson 9: Choice Week

Choose among alternative fitness activities.  
Use the local environment for fitness activity choices.  
Repeat activities from previous lessons.

Lesson 10: Playing Games and Building Skills

Learn games to play alone or with friends.  
Improve physical fitness through participation in games.  
Use pedometer to count steps while exercising.

Lesson 11: Soccer Skills / New 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: Pedometer Power / 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 10,00 steps.  
Learn new strength training exercises.

Lesson 13: New Jump Rope Skills

Learn and practice basic jump rope skills.  
Learn and practice challenging jump rope skills.

Lesson 14: Locomotor Movements for Fitness Fun

Practice basic locomotor skills using recommended movement patterns.  
Move forwards, backwards, in a curve, and in a zigzag.  
Hop, skip, slide, gallop, leap, walk, and run.  
Increase balance, flexibility, and endurance.

Lesson 15: Anaerobic and Aerobic Exercise

Define aerobic and anaerobic.

Distinguish between aerobic and anaerobic exercises.

Continue to improve muscular strength.

#### Lesson 16: Choice Week

Choose among alternative fitness activities.

Use the local environment for fitness activity choices.

Repeat activities from previous lessons.

#### Lesson 17: Playing Games for Fitness Fun

Learn games to play alone or with friends.

Improve physical fitness through participation in games.

Use pedometer to count steps while exercising.

#### Lesson 18: Coordination, Strength, and Flexibility

Improve ball handling skills.

Practice basketball dribbling techniques.

Exercise for strength and flexibility.

#### Lesson 19: Jump for Fitness and Fun

Review and practice basic jump rope skills.

Review and practice challenging jump rope skills.

#### Lesson 20: Fitness Progress and Power Walk-a-thon

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

Review how to test fitness levels.

Practice techniques to achieve aerobic fitness.

#### Lesson 21: Fitness Fun with Locomotor Movements

Practice basic locomotor skills using recommended movement patterns.

Move forwards, backwards, in a curve, and in a zigzag.

Hop, skip, slide, gallop, leap, walk, and run.

Increase balance, flexibility, and endurance.

#### Lesson 22: Pedometer Power / Strength Training Exercises

Increase awareness of average daily physical activity.

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

Improve overall muscular strength and flexibility.

#### Lesson 23: Aerobic and Anaerobic Exercise

Review the definitions of aerobic and anaerobic.

Distinguish between aerobic and anaerobic exercises.

Continue to improve muscular strength.

#### Lesson 24: Choice Week

Choose among alternative fitness activities.

Use the local environment for fitness activity choices.

Repeat activities from previous lessons.

#### Lesson 25: More Jump Rope Fun

Review and practice basic jump rope skills.

Learn and practice challenging jump rope skills.

#### Lesson 26: Practicing Soccer Skills / Strength Training

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

Practice kicking a ball at a target.

Learn to use your knees, feet and head.

Continue to increase the number of exercises performed.

#### Lesson 27: Playing Games and Building Skills

Learn games to play alone or with friends.

Improve physical fitness through participation in games.

Use pedometer to count steps while exercising.

#### Lesson 28: Fitness Progress and Power Walk-a-thon

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

Review how to test fitness levels.

Practice techniques to achieve aerobic fitness.

#### Lesson 29: Fitness Fun and Movement

Practice basic locomotor skills using recommended movement patterns.

Move forwards, backwards, in a curve, and in a zigzag.

Hop, skip, slide, gallop, leap, walk, and run.

Increase balance, flexibility, and endurance.

#### Lesson 30: Surpassing Your Best

Increase awareness of average daily physical activity.

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

Improve overall muscular strength and flexibility.

#### Lesson 31: Anaerobic and Aerobic Exercise

Review the definitions of aerobic and anaerobic.

Distinguish between aerobic and anaerobic exercises.

Continue to improve muscular strength.

#### Lesson 32: Choice Week

Choose among alternative fitness activities.

Use the local environment for fitness activity choices.

Repeat activities from previous lessons.

#### Lesson 33: Fitness and Jumping Rope

Review and practice basic jump rope skills.

Learn and practice challenging jump rope skills.

Lesson 34: Building Ball Handling Skills

Continue to improve ball handling skills.

Practice basketball dribbling techniques.

Exercise for strength and flexibility.

Lesson 35: Playing Games for Fitness Fun

Learn games to play alone or with friends.

Improve physical fitness through participation in games.

Use pedometer to count steps while exercising.

Lesson 36: Final Fitness Testing

Compare current fitness levels with baseline fitness levels.

**COURSE SYLLABUS****Art Grade 4**

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.

**[Contacting the Teacher](#)****[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](#)****Contacting the Teacher**

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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 Art

Following the time line of the K<sup>12</sup> History program, fourth grade Art lessons introduce students to the artists, cultures, and great works of art and architecture from French and American Revolutions through modern times. Students will:

- Study and create artworks in various media, including portraits, quilts, sculpture, collage, and more
- Investigate the arts of the United States, Europe, Japan, Mexico, and Africa
- Learn about Impressionism, Cubism, Art Nouveau, Regionalism, and more
- Create artworks inspired by works they learn about, using many materials and techniques—after studying sculptures and paintings of ballerinas by Edgar Degas, students create their own clay sculptures of a figure in action, and, inspired by works of Grandma Moses, they create winter landscapes demonstrating the illusion of space

**Course length:** Two Semesters

### Materials:

#### Standard Curriculum Items

- *Come Look with Me: The Artist at Work* by R. Sarah Richardson
- *Come Look with Me: Exploring Modern Art* by Jessica Noelani Wright
- Art Print Kit, Grade 4

#### 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, Flat Bristle 1"
- Paintbrush, Tempera, Small #1
- Paintbrush, Tempera, Medium #4
- Paintbrush, Tempera, Large #8
- Oil Pastels, 12 colors or more
- Tempera paint set
- Burlap, Green

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### Course Activities

Course activities may include:

- Reading online text and transcripts
- Viewing moving and static images and streaming video
- Listening to audio recordings and pronunciations



## Master Syllabi for Grade 4 Courses

- 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

- 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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- **Attendance and Activity**

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- **Read any announcements** I posted since the last time you entered the course.
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- **Submit assignments to me through the Kmail** tool, unless they are scored by the computer.

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- **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:

## Master Syllabi for Grade 4 Courses

- **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.
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### Communication with Teacher and Classmates

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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.

**Master Syllabi for Grade 4 Courses**

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.

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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 K<sup>12</sup> Customer Care for assistance. Contact me immediately if Customer Care cannot resolve your issue.

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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.
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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

## Master Syllabi for Grade 4 Courses

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 “PersuaEssayRSmith” 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.

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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



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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.

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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 one's reasons for preferring one work of art over another
- Identify and describe the difference between representational, abstract, and non-representational artworks
- Describe the purpose of an artist's sketchbook
- Identify colors or color schemes as primary, secondary, intermediate, complementary, warm, cool, or monochromatic



**Making History**

- Describe characteristics of or facts about early American art and architecture, such as *George Washington* by Charles Willson Peale, Thomas Jefferson's Monticello, and *The Oregon Trail* by Albert Bierstadt
- Describe events in the life of Charles Willson Peale and characteristics of his art
- Identify features of early American architecture, such as pediments, cupolas, or columns
- Identify sources for an artist's inspiration, such as a historical event or the work of another artist

**The Romantics and the Realists**

- Describe characteristics of or facts about artwork by Romantic and Realist artists, such as *Liberty Leading the People* by Eugène Delacroix, *Snap the Whip* by Winslow Homer, and *The Old Violin* by William Harnett
- Identify symbols in artworks, such as the American flag

**Making a Good Impression**

- Describe characteristics of or facts about Impressionist and Post-Impressionist artworks, such as *Artist's Garden at Giverny* by Claude Monet, *The Little Fourteen-Year-Old Dancer* by Edgar Degas, *Sunflowers* by Vincent van Gogh, and *Mont Saint-Victoire* by Paul Cézanne
- Describe events in the life of Vincent van Gogh and characteristics of his art
- Identify ways in which Impressionist and Post-Impressionist artists were influenced by Japanese prints

**Breaking the Mold**

- Describe characteristics of or facts about early modern art, such as *The Red Room (Harmony in Red)* by Henri Matisse, *Guitar on a Table* by Juan Gris, *Two Cats* by Franz Marc, and *Cubi XIX* by David Smith
- Identify ways African art influenced Cubist artists

**Modern Views of the Man-Made World**

- Describe characteristics of or facts about works of modern art and architecture dealing with the man-made world, such as the Wainwright Building by Louis Sullivan, *The Brooklyn Bridge: Variation on an Old Theme* by Joseph Stella, and a Louis Comfort Tiffany lamp
- Describe events in the life of Louis Sullivan and characteristics of his architecture
- Describe characteristics of abstract art, such as *Silver Bridge* by Robert Indiana

**Modern Views of the Natural World**

- Describe characteristics of or facts about works of modern art dealing the with natural world, such as *Stone City, Iowa* by Grant Wood; *Jitterbugs I* by William H. Johnson; *Melon Season* by Romare Bearden; *Hoosick River, Summer* by Grandma Moses; and *The Flower Vendor (Girl with Lilies)* by Diego Rivera
- Describe events in the life of William H. Johnson and characteristics of his art

**What's New?**

**Master Syllabi for Grade 4 Courses**

- Describe characteristics of or facts about modern art since the 1950s, such as *Seated Woman* by Joan Miró, *Buzzard's Bay* by Helen Frankenthaler, *Ragga II* by Frank Stella, and *Untitled (Ice Cream Dessert)* by Andy Warhol

**COURSE SYLLABUS****Music Grade 4**

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](#)

**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.



**Master Syllabi for Grade 4 Courses**

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## A Little about the Course

### Welcome to Music

Intermediate 1 Music is intended for students of third-grade age or older who have completed K<sup>12</sup> Beginning 1 and 2 Music or Introduction to Music. Through traditional folk songs and games, students learn to read and write a variety of musical patterns. They learn to play simple melodies and rhythms on the recorder. They become more familiar with the orchestra, especially the woodwind and brass families, and learn about the lives and works of Bach, Handel, Haydn, Mozart and Beethoven. Students will:

- Learn to play the recorder
- Sing along with folk songs
- Practice moving to music
- Listen actively to different kinds of music
- Read and write music
- Learn to recognize melody in four and five note patterns
- Identify rhythms in music using sixteenths, dotted half notes, and whole notes
- Recognize AB and ABA form
- Become familiar with string and percussion instruments of the orchestra
- Become familiar with brass and woodwind instruments
- Learn about the lives and music of classical composers

**Course length:** Two Semesters

### Materials:

#### Standard Curriculum Items

- Recorder
- *Let's Listen CD, Volume 3*
- *Let's Sing CD, Volume 3*
- *Let's Learn the Recorder DVD*
- *Let's Sing Songbook, Volume 3*

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### Course Activities

Course activities may include:

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



## Master Syllabi for Grade 4 Courses

- \* 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).
- **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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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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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.



## Master Syllabi for Grade 4 Courses

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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### Course Content Guidelines

#### Let's Play the Recorder

- Perform on pitch, in rhythm, and with appropriate dynamics and timbre, and maintain a steady tempo
- Perform easy rhythmic and melodic patterns on the recorder
- Echo short rhythmic and melodic patterns
- Perform a varied repertoire of music representing diverse genres and styles
- Prepare do vocally and present
- Define standard terms for rhythm (quarter, half, and eighth notes, and corresponding rests)
- Relate solfège to absolute pitches

## Master Syllabi for Grade 4 Courses

- Listen to and become familiar with instruments of the woodwind family

### Breathing and Singing

- Sing independently, on pitch, and in rhythm with appropriate timbre, diction, and posture, and maintain a steady beat
- Sing expressively, with appropriate dynamics and phrasing
- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- Discriminate between melodic steps, skips and jumps, and double skips, and learn the standard names for intervals (2nds, 3rds, 4ths, 5ths)
- Aurally identify, sing, read, and notate patterns with *do, mi, so, and la*
- Echo clap four measure patterns of eighth, quarter, half notes, and rests
- Aurally identify, read patterns with eighth, quarter, half notes, and rests
- Notate melodic and rhythmic patterns in stick notation, in staff notation, and in standard notation

### Four Notes, Five Rhythms

- Identify steps, skips, jumps, and double skips by ear
- Aurally identify, read and notate patterns with *do, mi, so, and la (smd, dms, sd, ds, msmd)*
- Identify, clap, notate, and aurally identify four measure rhythmic patterns with *ta, titi, rest, and ta-ah*
- Aurally identify and read patterns with *tiritiri* (16th notes)
- Identify pieces using AABB or AB form (verse/chorus form in folk music, simple binary form in classical pieces)
- Read patterns in standard notation
- Become familiar with works by moving, listening for familiar melodic or rhythmic content, by identifying melodic direction, or through appropriate video material

### Brass and More

- Discriminate between steps, skips, jumps, and double skips
- Identify the double skip step (*do to la*)
- Aurally identify, read, and notate patterns with *do, mi, so, and la (lsmd, dmsl, dls)*
- Identify, clap, notate, and read patterns with *ta, titi, ta-ah, rest, and tiritiri*
- Read patterns in standard notation and continue to refer to standard note values and absolute pitch
- Identify pieces using AABB or AB forms in songs or listening material
- Listen to and become familiar with instruments of the brass family

### Bach, Handel, and the Baroque

- Know about the life and music of Handel through musical listening and through appropriate biographical material
- Know about the music of Bach through musical listening and appropriate biographical material
- Compare the music of Bach and Handel and understand the influence of the time period on the music output of both men

### Re and Whole Note

**Master Syllabi for Grade 4 Courses**

- Aurally identify all learned intervals and introduce their proper names (2nd, 3rd, 4th, 5th, and 6th)
- Aurally identify, read, and notate patterns with *do, mi, so, and la*
- Aurally identify, read, and notate patterns of *mr*d and *dr*m
- Identify, clap, notate, and read patterns with *ta, titi, ta-ah, rest, and tiritiri*
- Identify notes that hold for four beats and define them as *ta-ah-ah-ah* (and whole note)
- Continue to reinforce note value names and absolute pitch

**The Pentatonic Scale, the Dotted Half Note, and Mozart**

- Aurally and visually identify all learned intervals, using their proper names
- Identify, read, write, and notate patterns with *do, re, mi, so, and la* (*smrd, drms, lsmrd*)
- Define the pentatonic scale and use it to compose original melodies
- Identify, clap, notate, and read patterns with *ta, titi, ta-ah, rest, tiritiri, and ta-ah-ah-ah*
- Identify notes that hold for three beats in measures of  $\frac{3}{4}$  and define them as *ta-ah-ah* and dotted half note
- Examine phrase structure in folk song material (AB, ABA, AABA, AAAB, etc.)
- Know about the music of Mozart through musical listening and appropriate biographical material

**Classical Composers—Haydn, Mozart, and Beethoven**

- Aurally and visually identify all learned intervals
- Identify, read, and write patterns using the pentatonic scale
- Practice rhythmic patterns using all known rhythmic elements
- Continue to reinforce note values and absolute pitch
- Identify phrase structure in folk song material
- Know about the music of Haydn and Beethoven through musical listening and appropriate biographical material
- Know the relationship of music of the Classical period (c.1770–1815) to the events of the time period through story

## **COURSE SYLLABUS**

### **Music Grade 4 for Beginners**

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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[Grading Policy](#)

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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 Music**

Introduction to Music is for students in grades 3–5 who are new to K<sup>12</sup> or just beginning their study of music. Using traditional folk songs, students learn most of the skills covered in the K<sup>12</sup>'s Beginning 1 and 2 Music courses. They learn to recognize and write melodic and rhythmic patterns with four elements, and they practice recognizing these patterns in the music of great composers, such as Beethoven and Brahms. Students become familiar with instruments of the orchestra as they listen to music by Vivaldi, Saint-Saens, and Holst. Students will:

- Sing along with folk songs
- Practice moving to music
- Listen actively to different kinds of music
- Read and write music
- Learn to recognize melody in two, three, and four note patterns
- Identify rhythms in music using eighths, quarters, rests, and half notes
- Become familiar with string and percussion instruments of the orchestra
- Recognize duple and triple meter
- Begin to understand standard musical notation

**Course length:** Two Semesters

### **Materials:**

#### **Standard Curriculum Items**

- *Let's Listen CD, Volume 2*
- *Let's Learn Rhythm CD*
- Tambourine
- *Let's Sing CD, Volume 2*
- *Let's Learn Music DVD, Volume 2*
- *Let's Sing Songbook, Volume 2*

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### **Course Activities**

Course activities may include:

- Reading online text and transcripts
- Viewing moving and static images and streaming video
- Listening to audio recordings and pronunciations



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- 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

- 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:

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- **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.

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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 K<sup>12</sup> 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.

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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 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



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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 comments to you.



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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

#### So and Mi, Ta and Titi

- Students move to the beat of music
- Students study the relationship between beat and rhythm
- Students identify high and low sounds

#### Reading and Writing

- Students read and write rhythm patterns using stick notation

- Students identify high and low pitches in solfege
- Students write solfege notes on the staff
- Students identify members of the string family

**La and Rest**

- Students identify melodic steps and skips
- Students identify the solfege note la
- Students identify beats without sound
- Students identify the members of the percussion family

**Jumps and Long Notes**

- Students will identify the interval of a jump
- Students read and write a rhythm with one sound that lasts for two beats

**Prepare and Practice**

- Students prepare for a new melodic note (do)
- Students practice all melodic patterns and rhythms

**Do and Three Sounds on a Beat**

- Students identify and read mi-do and so-mi-do patterns
- Students identify, read, and write rhythm patterns with triplets

**The Double Skip**

- Students are introduced to the interval of so-do
- Students read and write four-measure patterns with half notes
- Students define triple meter

**A New Way of Writing**

- Students combine writing in melodic and stick notation, which introduces them to standard notation