


Syllabus Outline for an Online Unit of Instruction

Template	Self-Check
<p><b>Course Information</b></p> <p>Welcome to Mrs. Sills 3<sup>rd</sup> Grade Science First Quarter Online Class! This quarter we will be using our learning management system at Taylor Elementary School called eClass. Each student has their own individual log in and password that will be emailed to you on the first day of school. You can access the learning management system by going to <a href="http://www.gwinnett.k12.ga.us/TaylorES/home.html">http://www.gwinnett.k12.ga.us/TaylorES/home.html</a> and clicking the “My eClass” button.</p> <p>Each student has been issued the 3<sup>rd</sup> grade Science workbook by Houghton Mifflin Harcourt from Gwinnett County Public Schools (See Picture). We will use this workbook for extra practice throughout the quarter and some of the pages will even be turned in online. This workbook is needed to complete video notes throughout the semester but it is for the student to keep and study for their benchmark at the end of the quarter. Students do not have to return this workbook.</p> <p>If the student or learning coach has any questions, I can be reached between 8am and 7pm Monday through Friday by clicking on the “Teacher Help” discussion board on the eClass page.</p> 	<p>Did you include course title, instructor information, grade level, subject area, office hours and required textbooks or resources?</p> <p><b>Yes</b>  <b>Explanation:</b>  <b>I have listed the course information including all required pieces: my name, the grade level, the subject area (science), and the hours that I can be reached. I also included the textbook information and told students that they can keep the book to study throughout the semester. In a later section I go into more details about where I can be reached.</b></p>

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<p>Expected Student Audience</p>	<p>My students live in the Gwinnett County School District located in the state of Georgia, USA. Students have completed the 2nd grade Science curriculum as assessed by the Georgia Standards of Education. Click here to see the Science Curriculum for 3<sup>rd</sup> grade in Georgia: <a href="#">3rd Grade Georgia Science Standards</a></p>	<p>Is the expected student audience described? (Are your students in the USA?)</p> <p><b>Yes</b>  <b>Explanation: I described the audience and that my students were in the united states. I also included a link to the science standards that I will be covering with my audience.</b></p>
<p>Teacher Communication</p>	<p>You can email me on any day any time and I will respond within one day on Monday through Friday, except school Holidays. My email is <a href="mailto:Alyssa_sills@gwinnett.k12.ga.us">Alyssa_sills@gwinnett.k12.ga.us</a></p> <p>Also, you can text me using Remind at any time using the class code @sills2018. If it is a quick question I will typically respond on Remind more quickly than email. If I do not answer right away, you can expect a text back from me within a day.</p>	<p>Did you provide at least two forms of communication are included in the syllabus?</p> <p><b>Yes</b>  <b>Explanation: I provided two forms of communication which are email and Remind. I also listed how quickly it would be for me to reply. We use Remind for everything at Taylor Elementary so I made sure to note that it would be the best way to get a quick reply.</b></p>

## K-12 Blended and Online Learning

<p>Course Description</p>	<p>Throughout this quarter, 3<sup>rd</sup> grade students will learn about how heat energy is transferred and measured as well as the physical attributes of rocks and minerals as required by the Common Core State Standards/Georgia State Standards for Education which can be found at: <a href="https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-3.aspx">https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-3.aspx</a> Students will get a chance to not only read and learn about heat, rocks, and minerals but they will do experiments that will help them apply, analyze, evaluate, and create topics that they have learned in class. For example, when students are learning about heat energy they will use household items to create a koozie for a soda can. This will be so that they can use what they learned about heat transfer to pick their materials and come up with a plan to make the best koozie possible.</p>	<p>Does this clearly identify the broad goals or topics to be covered? Does it outline the general topics, concepts and skills to be covered?</p> <p><b>Yes</b> <b>Explanation: I discussed the broad topics that will be covered in the quarter. The standards for this quarter list that students will learn about heat and rocks and minerals. I also added a link to where they can read the specific standards if needed. I then talked about how students will get to use the levels of blooms to do some experiments and described one of them as an example.</b></p>
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## K-12 Blended and Online Learning

<b>Learning Outcomes</b>	<ol style="list-style-type: none"><li>1. The learner will be able to (TLWBAT) identify sources of heat with 90% accuracy on the Science District Assessment.</li><li>2. TLWBAT use thermometers to collect data and produce tables and charts based on data with 90% accuracy on the Science District Assessment.</li><li>3. TLWBAT design and explain how to construct a device that will increase the warming effects of the sun with 90% accuracy on the Science District Assessment.</li><li>4. TLWBAT design and explain how to construct a device that will decrease the warming effects of the sun with 90% accuracy on the Science District Assessment.</li><li>5. TLWBAT explain the difference between rocks and minerals with 90% accuracy on the Science District Assessment.</li><li>6. TLWBAT ask questions to differentiate between rocks and minerals with 90% accuracy on the Science District Assessment.</li><li>7. TLWBAT ask questions and analyze data to classify rocks and minerals by their physical attributes with 90% accuracy on the Science District Assessment.</li></ol>	<p>Are these measurable and/or observable? Do they describe what students must know and be able to do? Do they involve some cognitive challenge and active learning?</p> <p><b>Yes,</b> <b>Explanation:</b> <b>All of my learning outcomes are measurable and observable because I listed a percentage as well as how it can be measured through the questions on the Science District Assessment. Students take a pre-test and then at the end of the quarter a post-test so I will be able to measure their results. I also added active learning by sating students will construct/design, collect data, explain, analyze, and ask questions.</b></p>
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<p>Topics by Week</p>	<p>Week 1: Heat- Sources Week 2: Heat- Sources Week 3: Heat- Data Collection, Tables, Charts Week 4: Heat- Increasing warming effects of the Sun Week 5: Heat- Decreasing warming effects of the Sun Week 6: Heat- Heat Experiment Due Friday 11:59pm Week 7: Rocks and Minerals- Differences Week 8: Rocks and Minerals- Attributes Week 9: Rocks and Minerals- Experiment due Friday 11:59pm</p> <p><b>Quiz due every Friday at 11:59pm</b></p> <p><b>*Please note that timing may change throughout this semester at any time as noted on the News Announcements on eClass by Mrs. Sills.</b></p>	<p>Did you list the topics to be covered each week?</p> <p><b>Yes</b> <b>Explanation:</b> <b>I listed the topic that will be covered each week for the whole quarter. I also noted when their experiments would be due online. At the bottom I made sure to make it clear that their quizzes were due every Friday at the same time and that the dates could change and where to locate a date change.</b></p>
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<p>Expectations of Student Participation</p>	<p>Students are expected to:</p> <ol style="list-style-type: none"><li>1. View all video content provided for the week.</li><li>2. Write one original response to all discussion questions posted by Mrs. Sills and reply to 3 classmates posts.</li><li>3. Complete the assigned pages in the Science Workbook for extra practice and create a video note about what the student learned on the class discussion board.</li><li>4. Reply to one other students video note.</li><li>5. Complete an end of week quiz under the assessments tab.</li><li>6. Join synchronous class sessions.</li><li>7. When needed- post pictures and/or video of experiments to the dropbox.</li></ol>	<p>Did you outline class participation with descriptions of how it is measured (expectations for discussion forums, number and frequency of logins, amount of time in online class, group project participation, synchronous sessions, etc.)?</p> <p><b>Yes</b> <b>Explanation: I listed all of the ways that the student needs to participate in the online class. I told students how many posts online they needed as well as the number of replies. I also made sure to state that they needed to be online for synchronous sessions.</b></p>
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<p>Student Communication Expectations</p>	<p>Expectations for student communication are as followed:</p> <ol style="list-style-type: none"><li>1. Be kind and try your best- Always use kind words and give your best effort on all assignments.</li><li>2. Be a leader: Students should follow leadership characteristics at all times when communicating online.</li><li>3. Reply to Mrs. Sills and Classmates posts within one day.</li><li>4. Always ask questions- that is how you learn.</li></ol>	<p>Did you describe the expectations for student behavior when communicating online?</p> <p><b>Yes</b> <b>Explanation: I listed the communication information. In my brick-and-mortar classroom my only rules are Be Kind and Try your Best. I feel these rules should also be followed in an online class. I also use the 7 Habits of Healthy Kids for Leadership characteristics so I made sure to mention that. It will cover any online behavior issues.</b></p>
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<p>Late Work Policy</p>	<p>Late work will receive a 10-point deduction each day past the due date up to a week. After a week student work will not be accepted. Exceptions can be made: You may contact Mrs. Sills before the due date for emergencies. In the case of an emergency documentation will be needed to prove why late work was handed in.</p>	<p>Did you explain the consequences for not submitting assignments on time?</p> <p><b>Yes,</b> <b>Explanation: My late work policy is the same as in my classroom. I described the points that would be lost in the case of late work as well as in case of an emergency.</b></p>
<p>Grading Policy</p>	<p>All assignments are worth 100 points each. Assignments will include:</p> <ul style="list-style-type: none"> <li>• Original discussion response and 3 replies</li> <li>• Science workbook video note and one reply</li> <li>• Quizzes every Friday</li> <li>• Synchronous class session participation</li> <li>• Experiment pictures/videos</li> <li>• Any other assignments or exercises throughout the quarter</li> </ul> <p>Unless otherwise noted by Mrs. Sills, grades will be posted within a week of the due date. The Grading Scale for Taylor Elementary:</p> <ul style="list-style-type: none"> <li>• 90%-100% A</li> <li>• 80%-89% B</li> <li>• 72%-79 C</li> <li>• 71% and lower will require remediation</li> </ul>	<p>Is a grading policy defined with point distribution or weighting scheme? Is the grading scale included?</p> <p><b>Yes</b> <b>Explanation:</b> <b>All assignments are worth the same amount so the point distribution is all the same. The weighting is at the bottom and I used Taylor Elementary's grading scale. I also listed when I would post grades.</b></p>



## K-12 Blended and Online Learning

<p>Assessments</p>	<ul style="list-style-type: none"> <li>• Every week on Friday, there will be a lesson quiz that will match the learning objective that was given that week.</li> <li>• Students will also be required once a week to write one discussion post in reply to a question as well as reply to 3 other students posts.</li> <li>• Each week there will also be workbook pages to complete and when finished students will complete a video note on the discussion board to talk about what they learned. They will then reply to one other student.</li> <li>• Depending on the week there may also be an experiment that students will need to try with their learning coach. They can video their findings or they can take pictures of the process.</li> <li>• At the end of the quarter there will be an online district assessment the students will take to show their knowledge.</li> </ul> <p>Grading criteria is included on the learning management system (eClass) Criteria include:</p> <ul style="list-style-type: none"> <li>• Friday Quizzes- Graded automatically</li> <li>• Discussion- Discussion Rubric</li> <li>• Video Note- Rubric (includes workbook completion)</li> <li>• Experiments- Rubrics</li> <li>• District Assessments- Graded automatically</li> </ul>	<p>Area a variety of assessment types included? Is at least one assessment requiring either applying, analyzing, evaluating, or creating?</p> <p><b>Yes</b> <b>Explanation:</b> <b>There are a variety of assessment types including discussions, quizzes, experiments, and a test. My assignment that has applying, analyzing, evaluating, and creating will be the experiments. Students will have to use what they know and create something with it. They will then evaluate how well it worked and how it fit with what they learned.</b></p>
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<p>Academic Honesty</p>	<p>Students should complete their work independently unless the assignment states otherwise. Students should not copy work from other students or other resources nor should someone else do their work for them.</p> <p>Learning coaches- Please note the amount of help and type of help provided in the assignment description or in an email. This will help Mrs. Sills remediate. Please also let Mrs. Sills know through email or Remind regarding any other academic honesty issues.</p> <p>Consequences for academic dishonesty:</p> <ol style="list-style-type: none"><li>1. Warning</li><li>2. Discussion with parents and learning coach</li><li>3. Deduction of 20 points</li><li>4. A grade of 0 out of 100 will be given on the assignment</li><li>5. Next steps will be discussed with the principal and school personnel.</li></ol>	<p>Do conduct and academic honesty requirements clearly explain the policy on cheating and plagiarism. Are consequences for inappropriate behavior included?</p> <p><b>Yes</b></p> <p><b>Explanation:</b></p> <p><b>At the beginning of the section I stated that students should not take work from other sources. I also made a note to the learning coach stating that they need to let me know if they see this happening. I then listed the consequences for academic dishonesty. At Taylor once students have gone through all of the consequences the principal sets up a meeting to discuss the next steps so I included this at the end.</b></p>
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<p>Acceptable Use Policy</p>	<p>The learning management system for Gwinnett County Public Schools is intended for educational purposes online. The policy for Taylor Elementary can be found at: <a href="http://s2.onmycalendar.com/Files/NK/A6R3Q9Q582H_StudentInformation1617.pdf">http://s2.onmycalendar.com/Files/NK/A6R3Q9Q582H_StudentInformation1617.pdf</a></p> <p>The policy for Gwinnett County Public Schools can be found at: <a href="https://publish.gwinnett.k12.ga.us/gcps/myhome/public/about/school-improvement/content/academic-support/responsible%20use%20of%20electronic%20media%20for%20students">https://publish.gwinnett.k12.ga.us/gcps/myhome/public/about/school-improvement/content/academic-support/responsible use of electronic media for students</a></p> <p>The policy includes:</p> <ul style="list-style-type: none"> <li>• Students will only use the network for school related work</li> <li>• Parents must sign a permission slip called a “Media Electronic Release Agreement” for you to use the network</li> <li>• Only use teacher-designated sites and follow teacher instructions</li> <li>• Anything you write or do on the Learning Management System may be monitored by Mrs. Sills and the school.</li> <li>• Use digital citizenship rules and safety rules anytime online.</li> <li>• The school will make an effort to ensure safety and security online but cannot be held accountable for any harm or damages</li> <li>• Contact the IT support for any issues that arise.</li> </ul> <p>Consequences</p> <ol style="list-style-type: none"> <li>1. Warning</li> <li>2. Discussion with parents and learning coach</li> <li>3. Next steps will be discussed with the principal and school personnel.</li> </ol>	<p>Is the Acceptable Use Policy (AUP) described or linked? Are consequences for noncompliance described?</p> <p><b>Yes,</b> <b>Explanation:</b> <b>I linked and described the key points of the policy at Taylor Elementary. Consequences for inappropriate use are listed at the bottom of the section. There is not a lot of toleration for issues with usage at my school so the consequences are a quick.</b></p>
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## K-12 Blended and Online Learning

<p><b>Student Right to Privacy</b></p>	<p>At Taylor Elementary we follow the rules for student privacy as outline in the Family Educational Rights and Privacy Act (FERPA), which can be found at <a href="https://publish.gwinnett.k12.ga.us/gcps/wcm/myconnect/33e7c2e7-2b33-4dbc-8b64-177e7947651e/2017-18-StudentParentHandbook_K-5_ENG_FINAL+11.pdf?MOD=AJPERES">https://publish.gwinnett.k12.ga.us/gcps/wcm/myconnect/33e7c2e7-2b33-4dbc-8b64-177e7947651e/2017-18-StudentParentHandbook_K-5_ENG_FINAL+11.pdf?MOD=AJPERES</a></p> <p>FERPA states that the district can disclose information that is in the directory like name, address, telephone number, date of birth, email, photograph, audio recording, video recording, grade level, attendance, participation in sports and activities, weight and height, honors and awards received. Parents can opt-out of the disclosure of directory information by contacting the school.</p> <p>Any and all content that is on the eClass page will only be seen by Mrs. Sills and classmates/learning coaches who are associated with the class unless parent permission is given. Students may not put any other students work on an outside site for any reason. No pictures, videos, or screenshots should be taken.</p> <p>If you have any questions about student’s privacy you may contact Mrs. Sills or Principal Paula Cobb.</p>	<p>Did you include the conditions for sharing or not sharing student information?</p> <p><b>Yes</b> <b>Explanation:</b> <b>Included is information on FERPA and the Gwinnett County PDF about FERPA and what is included. I also outlined the main points. I then made sure to note that students should not share other student’s information.</b></p>
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## K-12 Blended and Online Learning

<b>Technology Requirements</b>	<p>Students must have the following tools to participate effectively in class:</p> <ol style="list-style-type: none"><li>1. Computer with internet connection</li><li>2. Keyboard and mouse</li><li>3. Web-cam and microphone</li><li>4. Digital Camera or video camera</li></ol> <p>If you have a technical problem, contact the school the IT help professional by clicking the IT button on your eClas page.</p>	<p>Do the technology requirements outline technical specifications for student computers? Did you describe the procedures to follow when technical problems occur?</p> <p><b>Yes</b></p> <p><b>Explanation:</b> <b>Students will be using only eClass and videos will be embedded so they will not need subscriptions to any other websites. I also made sure to say students need a webcam and a microphone because they will be recording themselves. There is a button on eClass were students can click if they need IT help.</b></p>
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<p>Copyright Statement</p>	<p>This course is managed by Mrs. Sills; however, the Gwinnett County School District owns all content with the exception of the Houghton Mifflin Harcourt workbook. Course and course materials are not to be copied, edited, or redistributed for any purpose. If you have questions regarding materials created by Mrs. Sills you may request details at <a href="mailto:Alyssa_sills@gwinnett.k12.ga.us">Alyssa_sills@gwinnett.k12.ga.us</a></p>	<p>Did you provide a copyright statement and disclaimer that identifies the owner of the course?</p> <p><b>Yes, Explanation: Gwinnett County Schools owns the eClass information except for the workbook but the district states that you cannot copy or edit the information that was given on any other site.</b></p>
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## K-12 Blended and Online Learning

<p>Students with Disabilities</p>	<p>Gwinnett County Public Schools follows the guidelines of Free Appropriate Public Education (FAPE). FAPE is a program that helps meet the needs of students with disabilities. All accommodations must be available for children between the ages 3 and 21 including students that have been suspended or expelled from school. For more information about guidelines and timelines, accessible instructional materials, assistive technology, extended school year services, nonacademic services, or anything else regarding FAPE please visit <a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Sp%20Ed%20Rules/Revised%20160-4-7-%2002%20FINAL.pdf">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Sp%20Ed%20Rules/Revised%20160-4-7-%2002%20FINAL.pdf</a></p> <p>Taylor Elementary as well as Gwinnett County Public schools is dedicated to providing all students with equal opportunities in education so that they are in the least restrictive environment for their needs. Students with needs will get an individual education plan that will be used by Mrs. Sills as well as the learning coach. Please visit the Gwinnett County Public Schools page on Special Education and you will find more information on the policy <a href="https://publish.gwinnett.k12.ga.us/gcps/myhome/public/about/curr-inst/seps">https://publish.gwinnett.k12.ga.us/gcps/myhome/public/about/curr-inst/seps</a></p> <p>Please contact Mrs. Sills if you have any questions about accommodations for your student.</p>	<p>Did you indicate your willingness to provide reasonable accommodations to a student with a disability?</p> <p><b>Yes, Explanation: I described FAPE and put a website where they can read the policy. I also stated that I am more than willing to accommodate any student's needs. I then listed the Gwinnett County Schools webpage that lists the Special Education information.</b></p>
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\*This document pairs with *Designing a Syllabus for an Online Unit of Instruction (Peer Evaluation Checklist)* by Lokey-Vega (2014).