

Syllabus Outline for an Online Unit of Instruction

Template		Self-Check
Course Information	<p>7th Grade Life Science – Digital Class</p> <p>Jason Sirard Jason.sirard@cherokeek12.net</p> <p>Office Hours Monday: 11:30-1:25 Tues-Fri: 8:30-3:30</p> <p>Synchronous Online Sessions – Mondays during your scheduled class period Asynchronous (Independent) Work – 4 to 6 hours per week</p> <p>All class resources and text will be provided by teacher. Dependable high-speed internet is required to participate in this course and is the sole responsibility of the parents/guardians to acquire.</p>	<p>Did you include course title, instructor information, grade level, subject area, office hours and required textbooks or resources?</p>
Expected Student Audience	<p>This syllabus is intended for the Teasley Middle School, located in Canton GA, 7th Grade students enrolled in the Digital Life Science course and their parents.</p>	<p>Is the expected student audience described? (Are your students in the USA?)</p>

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Teacher Communication	<p>At any time, a student or parent can reach out via one of the two ways below:</p> <p>Canvas Email or Jason.sirard@cherokeek12.net Phone: 678-255-5230</p> <p>It is my expectation that the student communicates concerns, request tutoring, or any other issues. I would ask parents to help me teach their student how to properly communicate to advocate for themselves.</p> <p>You can expect me to email students back within 24 hours and parents within 48 hours. During school holidays I will not respond until school returns.</p>	Did you provide at least two forms of communication are included in the syllabus?
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<p>Course Description</p>	<p>The fundamentals of scientific methods and life science will be taught using technology, scientific investigation, assessment, and research. Instruction will be varied to reach all students' learning needs. Classes will consist of Microsoft Teams' discussions, notes, cooperative group assignments, individual assignments, labs, demonstrations, reading assignments, vocabulary review activities, guided notes, and differentiated instruction. Students will access and use various types of print and non-print sources in search of scientific knowledge.</p> <p>Throughout the year, we cover the following curriculum units as mandated by the state of Georgia for 7th Grade Life Science:</p> <p>Introduction to Scientific Method</p> <p>Unit 1 – Diversity of Organisms: Characteristics of Life</p> <p>Unit 2 – Molecules to Organisms: Cell Structures and Processes</p> <p>Unit 3 – Molecules to Organisms: Organization and Body Systems</p> <p>Unit 4 – Heredity: Inheritance of Traits</p> <p>Unit 5 – Biological Evolution: Natural Selection</p> <p>Unit 6 – Ecosystems: Interactions, Energy, & Biodiversity</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>
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<p>Learning Outcomes</p>	<p>S7L2: Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms.</p> <ul style="list-style-type: none">a. Develop a model and construct an explanation of how cell structures (specifically the nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, lysosome, and mitochondria) contribute to the function of the cell as a system in obtaining nutrients in order to grow, reproduce, make needed materials, and process waste. <p>(Clarification statement: The intent is for students to demonstrate how the component structures of the cell interact and work together to allow the cell as a whole to carry out various processes. Additional structures, beyond those listed, will be addressed in high school Biology.)</p> <ul style="list-style-type: none">b. Develop and use a conceptual model of how cells are organized into tissues, tissues into organs, organs into systems, and systems into organisms.c. Construct an argument that systems of the body (Cardiovascular, Excretory, Digestive, Respiratory, Muscular, Nervous, and Immune) interact with one another to carry out life processes. <p>(Clarification statement: The emphasis is not on learning individual structures and functions associated with each system, but on how systems interact to support life processes.)</p>	<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>
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<p>Topics by Week</p>	<p>Week 1: Types of Cells</p> <ul style="list-style-type: none"> • Discussion Post: How you determine the type of cell? <p>Week 2: Animal and Plant Cell Organelles</p> <ul style="list-style-type: none"> • Venn Diagram Chart • Discussion Post: Why is a plant Vacuole different? <p>Week 3: Cell Organelles</p> <ul style="list-style-type: none"> • Build a Minecraft Cell Model Project (50 pts) <p>Week 4: Cell Processes</p> <ul style="list-style-type: none"> • Photosynthesis and Cellular Respiration Recipe Cards <p>Week 5: Entering and Leaving the Cell</p> <ul style="list-style-type: none"> • Discussion Post: How do white blood cells rid the body of bacteria? <p>Week 6/7: Human Body Systems</p> <ul style="list-style-type: none"> • Bodies the Exhibit Field Trip • Discussion Post: Pick at least 3 systems and explain how they work together? What would happen if one of them quit working? <p>Week 8: ADI Lab – Let’s Play Doctor</p> <p>Week 9: Review and End of Unit Test</p> <p>*Reminder that at the end of each week unless there is a project, ADI Lab, or Test we will have a Weekly Learning Check on the material learned in that week.</p>	<p>Did you list the topics to be covered each week?</p>
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<p>Expectations of Student Participation</p>	<p>Students will log in to class on time and be ready to learn with their necessary supplies. Synchronous Online classes will occur each Monday during your class period scheduled time. The time will be 50 minutes with 20 minutes being whole group and 30 minutes being breakout groups. Asynchronous (independent) work time will depend on the student but will be 4-6 hours per week. Students are required to be on for each Synchronous session. The following is also expected:</p> <ul style="list-style-type: none"> • Students will actively participate in class and within groups, complete assignments on time, be prepared for tests/quizzes, and always request additional help when needed. • During group projects each participant is expected to collaborate and fulfill their role's duties. • Discussion boards should remain a place for ideas and a safe place to express those ideas. 5+ sentences are required for the discussion post. You must also respond to 1 person. • At all times, students are expected to respect themselves, their classmates, and their teacher, and to take responsibility for their actions. • Students are expected to follow the rules set forth in the Student Handbook along with the rules established for the online science classroom. 	<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>Student Communication Expectations</p>	<p>It is the responsibility of the student to communicate any concerns or questions. If a student needs to communicate simply send an email through the Canvas portal within our class. I will respond within 24 hours or set up a time to speak.</p> <p>Tutoring I will have 20 minutes 1-1 online sessions that students can sign up for. Only the students can request and must state specifically what they need help with.</p>	<p>Did you describe the expectations for student behavior when communicating online?</p>

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<p>Late Work Policy</p>	<p>Assignments are designed to be completed to grow content knowledge and for the student to be able to connect concepts and apply them. It is the responsibility of the student to communicate with Mr. Sirard before the due date if an issue arises. Please note that informing Mr. Sirard of an issue does not automatically grant an extension. This late policy is designed with that in mind.</p> <p>Any assignment not turned in and not granted an extension prior to due date will lose 10% off the earned grade. After the 5th day the points, off will not exceed 50%. Once the end of unit assessment has been given and passed, the late assignment will become a 0 and cannot be submitted. Please review the Grading Policy below for special codes used in the grade book for communication.</p> <p>It is recommended that students not wait until the due date to submit. I urge each student to complete work before the due date and work ahead on any assignments that are published on Canvas. This will help avoid any missing or late work.</p>	<p>Did you explain the consequences for not submitting assignments on time?</p>
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<p>Grading Policy</p>	<p>Students will earn points through tests, quizzes, labs, projects, writing assignments and discussion posts. Grades are calculated through the following weighted categories:</p> <p>Graded Formative Assessments – 60%</p> <p>Summative Assessments – 40%</p> <p>The following codes will be used in the grade book in conjunction with grades:</p> <table border="1" data-bbox="348 602 1430 906"> <tr> <td>Ex</td> <td>Excused Assignment</td> </tr> <tr> <td>0</td> <td>The student turned in the assignment but showed no evidence of learning or mastery of standard.</td> </tr> <tr> <td>.1</td> <td>Present but did not turn in. Can still be submitted for credit.</td> </tr> <tr> <td>.2</td> <td>Incomplete; student can resubmit completed assignment.</td> </tr> <tr> <td>.3</td> <td>Absent but can still turn in assignment for full credit.</td> </tr> </table> <p>Letter grades will be determined using the chart below:</p> <table border="1" data-bbox="348 980 600 1162"> <tr> <td>A</td> <td>90-100%</td> </tr> <tr> <td>B</td> <td>80-89%</td> </tr> <tr> <td>C</td> <td>70-79%</td> </tr> <tr> <td>F</td> <td>0-69%</td> </tr> </table>	Ex	Excused Assignment	0	The student turned in the assignment but showed no evidence of learning or mastery of standard.	.1	Present but did not turn in. Can still be submitted for credit.	.2	Incomplete; student can resubmit completed assignment.	.3	Absent but can still turn in assignment for full credit.	A	90-100%	B	80-89%	C	70-79%	F	0-69%	<p>Is a grading policy defined with point distribution or weighting scheme? Is the grading scale is included?</p>
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<p>Assessments</p>	<p>Types of assessments to be used are as follows:</p> <p><u>Formative – given weekly</u> Learning Checks (10 pts) Discussion Post and Replies (15 pts)</p> <p><u>Summative</u> ADI Labs (100 pts) Projects (50 pts) Tests (50 pts)</p> <p>An ADI Lab will be done each Unit and will have the students plan, execute, analyze, collect data, and claim an argument to a question. This is a group assignment and requires collaboration. This assignment will be broken into 3 categories: Plan and Execution (20 pts), Analyzation of Data (30 pts), and Individual Student Report (50 pts). Together these 3 parts equal the 100 total points.</p>	<p>Are a variety of assessment types included? Is at least one assessment requiring either applying, analyzing, evaluating, or creating?</p>
<p>Academic Honesty</p>	<p>Students will use genuine, sincere, and fair means for completing tests, labs, tasks, or projects from which evaluations of progress will be determined. Students found plagiarizing or copying another’s students work as their own or cheating in any way, will be handled in accordance with the CCSD Discipline Code.</p> <p>1st Consequence – Student resubmits; parent notified</p> <p>2nd Consequence – 11-point reduction, student resubmits; parent notified</p> <p>3rd Consequence – Referral to Admin; 20-point reduction, student resubmits; parent notified</p>	<p>Do conduct and academic honesty requirements clearly explain the policy on cheating and plagiarism. Are consequences for inappropriate behavior included?</p>

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<p>Acceptable Use Policy</p>	<p>The purpose of the school Network/Internet is to support research and education in and among academic institutions in the United States and the world by providing access to unique resources and the opportunity for collaborative work. The use of the network must be consistent with the educational objectives of the School District. Transmission of any material in violation of any U.S., or state regulation or School District Policy is prohibited. This includes but is not limited to the following: copyrighted material, threatening or obscene material or material protected by trade secret. Use for commercial activities or product advertisement is not acceptable unless approved by the School District. Use for political lobbying is prohibited, however, users may communicate with elected officials to express an opinion on political issues. All users will follow Internet Safety Guidelines developed by the School District.</p> <p>Per the CCSD Student Handbook, violating the acceptable use policy will be punishment at the discretion of the principal depending on circumstances of the violation. Suspension for one to nine school days, expulsion or long-term assignment to Alternative School can be given. Restitution may be required.</p> <p>Click her for the full CCSD Handbook and Acceptable Use Policy.</p>	<p>Is the Acceptable Use Policy (AUP) described or linked? Are consequences for noncompliance described?</p>
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<p>Student Right to Privacy</p>	<p>The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights can be found on the U.S. Department of Education Website.</p> <p>Additionally, the Student Data Privacy, Accessibility and Transparency Act is a Georgia State law that is designed to ensure student electronic data is kept private and secure from unauthorized access. Any parent or eligible student (“Complainant”) may file a complaint with CCSD if that individual believes and alleges that a possible violation of rights under the federal or state privacy and security laws has occurred as a result of the action or inaction of any CCSD employee. The complaint form is available as Appendix M in the Code of Conduct. The complaint must be submitted in writing to the School District’s Chief Information Officer as soon as possible upon suspecting a data privacy violation. The Chief Information Officer or his/her designee will investigate your complaint and endeavor to provide a response within 15 school days. If a data privacy violation is confirmed and not resulting from a violation of the Acceptable Use Policy (IFBG) by a student, the response will include a plan to address the data privacy violation. Complainants may file a complaint with:</p> <p>Bobby Blount Chief Information Officer P. O. Box 769 Canton, GA 30169 bobby.blount@cherokeek12.net</p>	<p>Did you include the conditions for sharing or not sharing student information?</p>
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<p>Technology Requirements</p>	<p>As a student at Teasley Middle School a computer will be assigned for school use only. The computer is equipped with a camera and microphone. If you choose to not use a school issued computer and instead use your own, you must have a camera and microphone. High speed internet must be available and accessible to participate in class and complete schoolwork.</p> <p>As a CCSD student you will have access to Microsoft Office365 and Canvas. Students are strongly encouraged to save all technology-based assignments to their individual Microsoft OneDrive accounts to ensure the availability of completed work from any machine or mobile device. This will ensure that any mechanical failures from students' personal computers or devices does not negatively impact the ability to meet assignment deadlines. These programs and others provided by your teacher will be used during this class.</p> <p>It is the student's responsibility to report any issues through Incident IQ and your teacher.</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>Copyright Statement</p>	<p>The materials and resources used in this course are the property of CCSD. All licenses are for the use in this class. Materials cannot be copied or changed in any way. If you have questions regarding the material being used, please contact Mr. Sirard.</p>	<p>Did you provide a copyright statement and disclaimer that identifies the owner of the course?</p>

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Students with Disabilities	<p>Cherokee County School District offers comprehensive special education services to eligible students ages three through 21 years. Children from birth to age three with disabilities will be referred to appropriate agencies for services. All referrals are considered confidential, and services are provided at no cost. The parent, legal guardian, or surrogate parent retains the right to refuse services and is provided other procedural safeguards under federal and state law. CCSD's Department of Special Education and Section 504 welcomes the opportunity to work collaboratively with parents to address concerns.</p> <p>Please communicate any concerns or needs you may have. I will accommodate all IEP/504 requirements and do my best to help any student where I can. Please email me if you have any questions, concerns, or request.</p>	Did you indicate your willingness to provide reasonable accommodations to a student with a disability?
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*This document pairs with *Designing a Syllabus for an Online Unit of Instruction (Peer Evaluation Checklist)* by Lokey-Vega (2014).