

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### COURSE SYLLABUS

#### ELA Grade 3

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

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#### Contacting the Teacher

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

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

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## Master Syllabi for Grade 3 Courses

### A Little about the Course

#### Welcome to English and Language Arts

This course provides a comprehensive sequence of lessons introducing students to composition, vocabulary, grammar, and 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, as they write a narrative, a report, letters, poetry, and more
- **Grammar, Usage, and Mechanics**—Students learn about sentence structure, parts of speech, research skills, and more
- **Vocabulary**—Wordly Wise provides practice in word study skills, word analysis, and reading comprehension
- **Primary Analogies**—Students develop test-taking and critical thinking skills as they connect words and ideas
- **Spelling**—Through weekly word lists, students learn relationships between sounds and spellings
- **Handwriting**—*Handwriting Without Tears* helps students develop their cursive handwriting skills
- **Public Speaking**—Students learn and use techniques for effective oral presentations

#### LITERATURE

Students develop literary analysis and comprehension skills. The emphasis is on works that embody exemplary virtues, including Greek and Norse myths, "William Tell," and episodes from *Black Beauty*. Students read works of nonfiction, as well as four novels (selected from a long list of such classics as *Charlotte's Web*, *Little House on the Prairie*, and *Henry Huggins*). A test preparation program prepares students for standardized tests.

**Course length:** Two Semesters

**Materials:** Standard Curriculum Items

- Cursive Teacher's Guide Grade 3
- Cursive Grade 4 Teacher's Guide
- Cursive Alphabet Desk Strips
- Regular Double Line Paper
- White Dry-Erase Board
- *Cursive Handwriting*- '08 edition
- *Cursive Success*- &'08 edition
- The Declaration of Independence by Patricia Ryon Quiri
- *EPS Primary Analogies*, Book 3
- *EPS Wordly Wise 3000*, Book B
- *The Glory of Greece*
- *Classics for Young Readers*, Vol3B
- *Exercises in English*, Grade 3 (Level C)
- *George Washington: Soldier, Hero, President* by Justine and Ron Fontes
- *Classics for Young Readers*, Volume 3A
- *Writing in Action*, Volume A
- *Writing in Action*, Volume B

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- *Test Ready: Reading Longer Passages* Book 3
- *Test Ready Plus: Reading*, Book 3
- *Test Ready Plus: Language Arts*, Book 3

### Title and Author

#### Lexile Level

- A Lion to Guard Us*, by Clyde Robert Bulla 360
- Stone Fox*, by John Reynolds Gardiner 550
- Sarah, Plain and Tall*, by Patricia MacLachlan 560
- Henry Huggins*, by Beverly Cleary 670
- Charlotte's Web*, by E.B. White 680
- Li Lun, Lad of Courage*, by Carolyn Treffinger 720
- In the Year of the Boar and Jackie Robinson*, by Bette Bao Lord 730
- Little House on the Prairie*, by Laura Ingalls Wilder 760
- The Book of Three*, by Lloyd Alexander 770
- Tuck Everlasting*, by Natalie Babbitt 770
- The Sign of the Beaver*, by Elizabeth George Speare 770
- The Cricket in Times Square*, by George Selden 780
- Mrs. Frisby and the Rats of NIMH*, by Robert C. O'Brien 790
- My Side of the Mountain*, by Jean Craighead George 810
- Call It Courage*, by Armstrong Sperry 830
- Ramona Quimby, Age 8*, by Beverly Cleary 860
- Pippi Longstocking*, by Astrid Lindgren 870
- The Hundred Dresses*, by Eleanor Estes 870
- Shiloh*, by Phyllis Reynolds Naylor 890
- Caddie Woodlawn*, by Carol Ryrie Brink 890
- The Lion, the Witch, and the Wardrobe*, by C.S. Lewis 940
- Anne of Green Gables*, by Lucy Maud Montgomery 990
- The Door in the Wall*, by Marguerite de Angeli 990
- Ben and Me*, by Robert Lawson 1010

### Prerequisites:

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

Graded assignments may include:

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- |   |   |
|---|---|
| <ul style="list-style-type: none"> <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.

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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.

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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 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

#### 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

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- Summarize readings

**Comprehension Skills**

- Recognize the author's purpose
- Identify the speaker or narrator in a selection
- Recognize cause and effect
- Compare and contrast across selections and genres
- Draw conclusions
- Make and explain inferences
- Identify problems characters face in stories and identify how they solve them
- Distinguish fact from opinion
- Identify and sequence steps in a process
- Identify the main idea and supporting details
- Recognize story elements: character, setting, plot (conflict and resolution), and theme

**Informational Materials**

- Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text
- Follow simple, multiple-step written instructions (e.g., how to assemble a product or play a board game)
- Locate information in charts, diagrams, maps, captions, illustrations, and photos

**Literary Response**

- Recognize different genres: biography, drama, fiction, nonfiction, and poetry
- Determine what characters are like by what they say and do, and by how the author or illustrator portrays them

**Poetry**

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

**Analysis of Oral and Media Communications**

- Compare ideas and points of view expressed in broadcast and print media
- Distinguish between the speaker's opinions and verifiable facts

**LANGUAGE SKILLS****Grammar, Usage, and Mechanics****Sentences**

- Identify four kinds of sentences: statement, question, command, and exclamation
- Use the appropriate punctuation mark for each kind of sentence
- Identify the subject and predicate of a sentence

**Nouns**

- Classify a noun as a person, place, or thing
- Identify nouns in a sentence
- Distinguish between common and proper nouns
- Capitalize proper nouns
- Change regular and irregular singular nouns into plural nouns
- Change a singular noun into a singular possessive noun by adding *'s*

**Verbs**

- Identify verbs in a sentence
- Identify action verbs
- Classify verbs as being or action
- Identify being verbs
- Identify helping and main verbs in sentences
- Name and identify the four principal parts of verbs: present, present participle, past, and past participle
- Identify principal parts and use the correct forms of irregular verbs
- Use correct forms of *is*, *are*, *was*, and *were*

**Adjectives**

- Identify adjectives in sentences
- Add adjectives to describe nouns in sentences
- Identify comparative adjectives in sentences
- Identify adjectives that tell exactly how many and adjectives that tell about how many
- Identify the articles *a*, *an*, and *the* in sentences
- Complete sentences using *this* or *that*

**Paragraph Skills**

- Use action verbs in sentences
- Add interest to writing by using vivid adjectives
- Combine sentences with the same or nearly the same verb
- Combine sentences with the same subject
- Combine short sentences into one longer sentence using a comma with *and* or *but*

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### Research Skills

- Understand how to use a library catalog
- Understand a dictionary entry
- Apply alphabetizing skills in using dictionary guide words to find an entry
- Identify key words to use in locating information on a subject in an encyclopedia
- Use a thesaurus

### Pronouns

- Identify subject pronouns in sentences
- Replace subjects with subject pronouns
- Replace plural nouns with correct plural pronouns
- Replace nouns that come after a verb with *me, us, him, her, and them*
- Complete sentences with the correct possessive pronoun (*mine, ours, yours, his, hers, and theirs*)
- Correctly use *I* or *me*

### Adverbs

- Identify adverbs and their uses
- Use *good* and *well* correctly in sentences

### Synonyms, Antonyms, and Homophones

- Replace words with synonyms
- Identify antonyms to given words
- Use homophones correctly

### Abbreviations and Titles

- Write abbreviations for addresses
- Write abbreviations for units of measure
- Write abbreviations for months of the year and days of the week
- Identify and correctly choose titles for a man or woman
- Apply italics to book titles in a word processed document
- Underline book titles when handwriting
- Use quotation marks around titles of poems

### Commas and Quotation Marks

- Use commas correctly in various ways
- Use quotation marks correctly in various ways

### Contractions

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- Form contractions by combining words and replacing omitted letters with an apostrophe
- Complete sentences with correct homophones

### ***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 and explain verbal relationships

### **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 a composition he or she has written, and read a brief passage from a favorite book
- Learn and use techniques for effective oral presentations
- Maintain purposeful discussion (agree and disagree constructively, state ideas clearly and fully using complete sentences and proper grammar, synthesize and build on the ideas of others, explain and defend ideas)
- Understand and follow oral directions

### **COMPOSITION**

#### **Writing as a Process**

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

#### **Paragraph Skills**

- Identify topic sentence and details
- Understand paragraph unity and development

#### **Writing Friendly Letters**

- Identify the parts of a friendly letter
- Understand the audience and purpose for friendly letters and thank you notes
- Address an envelope

#### **Using Rubrics**

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- Identify the characteristics of a composition in each point of rubric
- Score sample writings papers using a rubric

### Writing a Personal Narrative

- Write a personal narrative in response to a given prompt
- Use the writing process to develop and improve a personal narrative

### Descriptive Writing

- Write a descriptive essay in response to a given prompt
- Use the writing process to develop and improve a descriptive essay

### Persuasive Writing

- Distinguish fact from opinion
- Understand the need for evidence to support a position
- Write a persuasive essay in response to a given prompt
- Use the writing process to develop and improve a persuasive essay

### Steps in a Process

- Explain the steps in a process in response to a given prompt
- Use the writing process to develop and improve an essay that explains steps in a process

### Report Writing

- Gather and organize information relevant to a specific topic
- Write a book report
- Use the writing process to develop and improve a report
- Use techniques for effective oral presentations to deliver a report

### Story Starters

- Write a story given a *story starter*
- Use the writing process to develop and improve a story

### SPELLING

- Words with short vowels
- Words with the suffixes *-s* and *-es*
- Words with *ng* and *nk*
- Words with the spellings of long a—*a-consonant-e, ai, ay, a, eigh*
- Words with the spellings of long i—*i-consonant-e, i, igh, ie, y*
- Words with the spellings of long o—*o-consonant-e, o, oe, ow, oa, ough*

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- Words with the spellings of long e—*ee, ea, consonant-e, ie, y*
- Words with the spellings of /yu/—*u, u-consonant-e, ew, ue*
- Words with the spellings of /oo/ as in spoon—*oo, consonant-e, u, ue, ou*
- Words (homographs) with the spellings of /ou/—*ou, ow*; spellings of /oi/—*oy, oi*
- Words with the spellings of /ur/, including *er, ir, ur, ear*
- Words with *y* pronounced long *e* or long *i*
- Words ending in *y* with the vowel suffixes *-es, -ed, -er, -ing*
- Words that drop silent *e* before adding vowel suffix *-ed, -ing, -er*
- Words that double their final consonant before adding vowel suffix *-ed, -ing, -er*, and do not double after *cvvc* or *cvcc*
- Words with soft *c* and *g*
- Words with *al* pronounced /aw/, and *se* and *ze* pronounced /z/
- Words with triple consonant blends *scr, spr, spl, str, squ*
- Words with digraph blends *shr, thr, nch*; digraph *ph*; trigraphs *dge* and *tch*
- Words with the consonant suffixes *-less, -ty, -ment* and the contractions *I'm, he's, she's, it's*
- Words with the consonant suffixes *-ly, -ful, -ness*
- Words with the prefixes *re-, un-, under-, dis-*
- Words with *le* and *el*
- Words with *r*-controlled vowels
- Words with the spelling *all* and the sound /aw/
- Words with /oo/ sound as in *school* and *book*
- Words with the sounds /ed/, /t/, /d/ for the suffix *-ed*
- Words with the suffix *-ing*
- Words with *wr, kn*; homophones; words ending in *ic*
- Words with *ea* pronounced as long *a*, long *e*, short *e*

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

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#### Contacting the Teacher

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

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

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# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### 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 3 provides a quick overview of whole number addition and subtraction, but has a greater focus on whole number multiplication and division, encompassing early algebraic thinking. Decimals are studied in relationship to place value and money, and fractions are addressed through multiple representations and probability. Students are introduced to specific methods and strategies to help them become more effective problem solvers. Geometry and measurement are addressed through the study of two- and three-dimensional shapes, early work with perimeter, area, and volume, and applying measuring techniques to time, length, capacity, and weight.

**Course length:** Two Semesters

**Materials: Standard Curriculum Items**

- *Textbook*
- *K<sup>12</sup> custom block set*
- *lesson guide book*
- *base-10 blocks set*
- *place-value mat*
- *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> <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> |
|---|---|

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

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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# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### 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

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## Master Syllabi for Grade 3 Courses

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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## Master Syllabi for Grade 3 Courses

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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

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## Master Syllabi for Grade 3 Courses

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

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

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

### **Threaded Discussions on the Class Blog**

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

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

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## Master Syllabi for Grade 3 Courses

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

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## Master Syllabi for Grade 3 Courses

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 through 10,000. They learn about odd and even numbers. They practice arranging objects in space by proximity, demonstrate automatic recall of addition and subtraction facts, and order whole numbers by using the symbols  $<$ ,  $=$ ,  $>$ . They solve addition and subtraction problems, estimate quantities and numbers of objects, compare whole numbers, and round numbers.

- Numbers Through 10,000
- Odd and Even Numbers
- Read and Write Numerals Through 10,000
- Write Number Words Through 10,000
- Numbers in Expanded Form
- Construct Numbers to 10,000 (parts A, B)
- Compare and Order Numbers Through 10,000
- Compare Numbers Through 500
- Round Numbers Through 10,000

##### Unit 2: Whole Number Addition and Subtraction

Students learn how addition and subtraction affect whole numbers and how to determine the sum or difference of two whole numbers. They practice story problems in which two quantities are combined, quantities change by addition or subtraction, two quantities are compared by the use of addition or subtraction, and one quantity must be changed to equal another quantity.

- Effects of Addition and Subtraction
- Addition and Subtraction Answers
- Combine and Change Problems
- Compare and Equalize Story Problems

##### Unit 3: Algebra Thinking

Students learn to use mathematical expressions, equations, and inequalities to represent relationships between quantities. They learn to select the appropriate symbol to show an operation or a relationship that makes a number sentence true, to determine a missing number in an equation or an inequality, and to recognize and describe a linear pattern, such as counting by 5s or multiplying 5 times a number to reach 100, by its rule. They extend linear patterns and solve simple story problems that involve functions.

- Mathematical Expressions



**Master Syllabi for Grade 3 Courses**

- Expressions and Number Sentences (parts A, B)
- Expression Comparison (parts A, B)
- Missing Symbols
- Missing Values (parts A-C)
- Number Patterns
- Story Problems and Patterns (parts A, B)

**Unit 4: Whole Number Multiplication Sense**

Students use objects or sketches to solve multiplication problems. They use models to explain multiplication as repeated addition of the same quantity. They learn how to explain and apply the commutative, associative, and zero properties of multiplication. They demonstrate automatic recall of multiplication facts and an understanding of how multiplication affects whole numbers. They learn how to apply the multiplication property of 1.

- Model and Explain Multiplication
- Area Models for Multiplication (parts A, B)
- Understand Multiplication
- Commutative Property of Multiplication
- Multiplication Facts
- Multiplication Facts (parts A-D)
- Associative Property

**Unit 5: Whole Number Multiplication**

Students use objects or sketches to solve multiplication story problems. They solve multiplication problems involving a multidigit factor and a one-digit factor. They use multiplication to solve story problems that involve equal groups and equal measures and learn how to create story problems that can be represented by a multiplication number sentence.

- Multiplication Story Problems
- Multiply Multidigit by 1-Digit Numbers
- Multiply Equal Groups (parts A, B)
- Multiplication with Equal Measures
- Write Multiplication Stories (parts A, B)

**Unit 6: Whole Number Division Sense**

Students use objects or sketches to solve division problems. They learn that division is repeated subtraction and the sharing of a quantity into equal groups. They learn the meaning of the  $\div$  symbol, the division property of 1, division by zero is undefined, and the inverse relationship between multiplication and division.

- Model and Explain Division
- Applying Division Symbols and Rules
- Division as Sharing
- Relating Multiplication and Division
- Use Inverse Relationships
- Effects of Division

**Unit 7: Whole Number Division**

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

Students use objects or sketches to solve division story problems. They learn to solve division problems with a multidigit dividend, a one-digit divisor, and no remainder. They practice solving story problems that involves equal groups and equal measures, learn to determine unit cost, and create story problems that can be represented by a division number sentence.

- Dividing with Remainders
- Divide Greater Numbers
- Story Problems with Equal Groups (parts A, B)
- Equal Measures with Remainders
- Divide Money Amounts
- Write Division Story Problems (parts A, B)

### Unit 8: Semester Review and Checkpoint

**SEMESTER 2****Unit 9: Whole Numbers and Multiple Operations**

Students learn how to determine whether addition, subtraction, multiplication, or division is the appropriate operation to use to solve a story problem. They practice solving story problems involving two or more operations and using the order of operations to evaluate an expression.

- The Order of Operations
- Choose the Correct Operation (parts A, B)
- Use More Than One Operation (parts A, B)

**Unit 10: Geometry**

Students learn how to identify right angles and the measure of angles greater than or less than a right angle. They learn to classify polygons according to the number of sides; the attributes of isosceles, equilateral, and right triangles; and the attributes of parallelograms, rectangles, and squares. They learn to identify and describe common solid geometric figures.

- Right Angles and Other Angles
- Identify and Classify Polygons
- Triangles
- Parallelograms
- Identify and Classify Solids
- Combine Solids to Create New Shapes

**Unit 11: Decimals and Money**

Students learn to identify decimal place values through thousandths. They practice solving story problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation.

- Decimal Place Values
- Money in Decimal Notation
- Money Story Problems (parts A-C)

**Unit 12: Fractions and Probability**

Students learn about 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 write the fraction represented by a drawing that shows parts of a set or parts of a whole. They compare and order unit fractions and use objects or sketches to solve simple story problem involving addition or subtraction of fractions. They solve and simplify addition and subtraction problems involving fractions with like denominators and learn that a simple fraction and a decimal amount can represent the same quantity. They learn to identify whether specific events are certain, likely, unlikely, or impossible; record the possible outcomes for a simple event; summarize and display the results of a probability experiment; and use the results of a probability experiment to predict future events.

- Represent and Name Fractions (parts A, B)
- Compare and Order Fractions (parts A, B)
- Model Fraction Story Problems
- Add and Subtract Like Fractions

**Master Syllabi for Grade 3 Courses**

- Fractions and Decimals (parts A, B)
- Probability
- Identify, Record, and Display Outcomes
- Use Data to Make Predictions

**Unit 13: Measurement: Length and Time**

Students learn the appropriate tools and metric and English units for measuring the length of objects. They practice estimating and measuring the length of an object to the nearest centimeter,  $\frac{1}{2}$  inch, and  $\frac{1}{4}$  inch. They learn to tell time to the nearest minute, determine elapsed time to the nearest minute, and use a calendar to determine elapsed time.

- Tools and Units for Measuring Length
- Estimate and Measure Centimeters
- Estimate and Measure Inches (parts A, B)
- Use
- Telling Time in Minutes
- Determine Elapsed Time in Minutes
- Elapsed Time on a Calendar

**Unit 14: Measurement: Capacity and Weight**

Students learn the appropriate tools and metric and English units for measuring liquid volume and weight. They practice estimating and measuring liquid volume to the nearest liter and cup, and weight of an object to the nearest gram and ounce. They write simple unit conversions as expressions and equations and use simple unit conversions, such as centimeters to meters, to solve problems.

- Capacity
- Measure to the Nearest Liter
- English Units of Capacity
- Measure in English and Metric Units
- Measure in Grams
- Measure Weight in Ounces and Pounds
- Unit Conversions
- Unit Conversions (parts A, B)

**Unit 15: Mathematical Reasoning**

Students practice analyzing story problems by identifying the question, recognizing relevant information, and developing a solution strategy. They learn how to break a multistep story problem into simpler steps, predict solutions to story problems, and apply strategies and results from simpler problems to similar or more complex problems. They practice mathematical reasoning in story problems by using words, numbers, symbols, charts, graphs, tables, diagrams, and models; learn how to express solutions with appropriate mathematical notation, terms, and accurate language; and check the accuracy of a calculation in a story problem.

- Analyze Story Problems (parts A-C)
- Understand Multistep Problems
- Estimate to Predict Solutions

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

- Strategies to Solve Complex Problems
- Story Problem Reasoning (parts A-C)
- Explain Solutions to Problems
- Exact and Approximate Solutions
- Check Accuracy of a Calculation

### **Unit 16: Perimeter, Area, and Volume**

Students learn to determine the perimeter of a polygon with whole-number side lengths. They practice using multiplication and division to solve story problems involving rectangular area. They learn to estimate or determine the number of squares or cubes required to cover the area of a solid figure.

- Find the Perimeter of Objects
- Rectangular Area
- Surface Area
- Find the Volume of a Solid
- Perimeter, Area, and Volume

### **Unit 17: Semester Review and Checkpoint**

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### COURSE SYLLABUS

#### Science Grade 3

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

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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**TEXAS ONLINE**  
**PREPARATORY SCHOOL**

**Master Syllabi for Grade 3 Courses**

## A Little about the Course

### Welcome to Science

Students learn to observe and analyze through hands-on experiments, and gain further insight into how scientists understand our world. They observe and chart the phases of the moon, determine the properties of insulators and conductors, and make a three-dimensional model of a bone. Students will explore topics such as:

- **Weather**—air pressure; precipitation; clouds; humidity; fronts; forecasting
- **Vertebrates**—features of fish, amphibians, reptiles, birds, and mammals
- **Ecosystems**—climate zones; tundra, forests, desert, grasslands, freshwater, and marine ecosystems
- **Matter**—phase changes; volume; mass; atoms; physical and chemical changes
- **Human Body**—the musculoskeletal system; the skin
- **Energy**—forms of energy; transfer of energy; conductors and insulators; renewable and nonrenewable energy resources
- **Light**—light as energy; the spectrum; how the eye works
- **Astronomy**—phases of the moon; eclipses; the solar system; stars and constellations; the Milky Way

**Course length:** Two Semesters

### Materials:

#### Standard Curriculum Items

- Graduated Cylinder, 100 mL
- Directional Compass
- Safety Glasses
- Magnifying Glass
- Clay, 4 colors
- A Walk in the Boreal Forest
- A Walk in the Desert
- A Walk in the Prairie
- A Walk in the Rainforest
- A Walk in the Tundra
- A Walk in the Deciduous Forest
- The Moon Seems to Change
- Sunshine Makes the Seasons
- Advanced Thermometer

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# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

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Before you log out of the course:

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

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

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

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### Communication with Teacher and Classmates

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

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# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### Academic Integrity (Cheating and Plagiarism)

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

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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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Regular and daily attendance is required:

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- Unless otherwise specified, course log in is required even when assignments occur offline as you are expected to review any updated announcements, What's New items and threaded discussion responses daily.
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- If you know you will not be able to log into the course on any given day, please contact me immediately by k-mail. If you encounter technical difficulties, contact me by phone. If you do not contact me before missing an activity, you can expect to hear directly from me.
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# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### 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

# TEXAS ONLINE PREPARATORY SCHOOL

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### Expectations of Difficulty, Participation and Time Commitment

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

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### Grading Policy

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

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

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

### Threaded Discussions on the Class Blog

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

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

CATEGORY					
Initial Response to Prompt	Responded to the instructor's topic on time.	Responded to the instructor's topic one day late.	Responded to the instructor's topic two days late.	Responded to the instructor's topic more than two days late.	Did not respond to the instructor's topic.

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

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

#### Weather

- Identify forms of precipitation (rain, snow, sleet, and hail) and explain how they form
- Use appropriate tools to measure and record weather conditions, including air temperature, wind direction, wind speed, humidity, and pressure
- Explain that air masses meet at fronts and that most weather changes occur along fronts
- Explain how air moves in cold and warm fronts and identify common weather patterns associated with each
- Identify humidity as the amount of water vapor in the air
- Identify common weather patterns associated with changes in air pressure
- Recognize that meteorologists rely on data collected from various resources, such as weather stations, weather balloons, weather satellites, and weather radar
- Interpret weather maps and their symbols, including those for cloud cover, precipitation, temperature, pressure, and fronts

#### Classification of Vertebrates

- Distinguish between *vertebrates* and *invertebrates*
- Recognize that some animals have constant internal body temperatures and others have internal body temperatures that fluctuate depending on the temperature of their surroundings
- Identify different groups of vertebrates (fish, amphibians, reptiles, birds, and mammals) according to their common characteristics

#### Ecosystems

- Explain that an *ecosystem* includes all living things in a particular region
- Describe *climate* as the usual weather in a certain area over many years
- Identify the three main climate zones as *tropical*, *temperate*, and *polar*
- Recognize that scientists use patterns of climate, vegetation, and animal life to identify different ecosystems
- Describe different ecosystems: tundra, boreal forest, temperate deciduous forest, tropical rain forest, grasslands, desert, freshwater, and marine
- Recognize that living things have physical and behavioral adaptations that enable them to survive in a particular ecosystem

#### Ecosystems of the Past

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## Master Syllabi for Grade 3 Courses

- Recognize that many organisms that once lived on Earth are extinct, and while some of them resembled animals and plants alive today, others were quite different
- Compare modern ecosystems with similar ecosystems from Earth's geologic past (for example, reef, tundra, and forest)
- Recognize methods (fossils, tree rings, and ice) scientists use to study past ecosystems

### Properties of Matter

- Identify forms of matter: solid, liquid, and gas
- Describe the properties of solids, liquids, and gases (for example, *solids* have a definite shape and a definite volume; *liquids* have a definite volume but no definite shape; *gases* have neither definite shape nor definite volume)
- Recognize that all matter is made of particles called *atoms*, which are constantly in motion and much too small to be seen with the naked eye
- Describe the motion of atoms in solids, liquids, and gases: atoms in solids vibrate slightly but do not change positions; atoms in liquids vibrate too much to stay in a fixed position; and atoms in gases move freely
- Describe how matter changes states when heated (from solid to liquid to gas) or cooled (from gas to liquid to solid)
- Use appropriate tools to measure the length, volume, mass, and weight of objects in metric units
- Convert measurements from one metric unit to another, such as millimeter (mm) to centimeter (cm)
- Define volume as the amount of space occupied by matter
- Recognize that mass is the resistance of an object to acceleration by a force
- Recognize that the mass of an object stays the same, but its weight changes depending on where it's weighed

### Physical and Chemical Changes of Matter

- Identify a physical change as either a change in size and shape (by cutting, breaking, or grinding) or a change in phase (by melting, boiling, freezing, evaporating, or condensing)
- Classify changes in matter as chemical or physical
- Identify clues that suggest a chemical change (for example, producing heat or light, or changing color)
- Recognize that atoms of different elements can combine to form compounds, such as when hydrogen and oxygen combine to form water
- Recognize that scientists organize all known chemical elements in the Periodic Table, representing each element with a symbol

### Human Body

- Explain that bones, cartilage, tendons, and ligaments make up the skeletal system
- Identify bones by shape (flat, curved, long, short, and irregular), name (skull, backbone, ribs, pelvis, and femur), and function (protection, support, and movement)
- Examine the internal structure of bones
- Observe that bones have tiny passageways containing nerves, blood vessels, and marrow where blood cells are made
- Identify musculoskeletal connections such as joints (ball and socket, hinge, pivot, and gliding), ligaments, and tendons, and describe how they function
- Examine how the human body heals and repairs broken bones



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## Master Syllabi for Grade 3 Courses

- Describe different types of muscles as skeletal, smooth, or cardiac and identify them as voluntary or involuntary
- Recognize that most skeletal muscles work in pairs: *flexors* contract to move a bone as *extensors* relax
- Identify the skin as the body's largest organ
- Explain the main functions of the skin (protecting, cooling, and sensing)
- Identify and describe the skin's two main layers (epidermis and dermis) and its structures, such as sweat glands, hair follicles, oil glands, and sense receptors

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### Energy

- Identify the earth's major source of energy as the sun, and recognize that you see and feel this energy as light and heat and that this energy makes life on Earth possible
- Recognize that energy can be stored in many forms, such as food, fuel (for example, coal, oil, gas, wood, and batteries), and even coiled springs and stretched rubber bands
- Recognize that energy is used to do work
- Recognize that machines and living things convert stored energy into different forms of energy, such as heat, light, and motion
- Explain that a *conductor* is a substance that allows energy to pass through it easily, while an *insulator* is a substance that allows little or no energy to pass through it
- Classify energy sources as either *renewable* (wind, wood, solar, hydroelectric, and geothermal) or nonrenewable (natural gas, oil, coal, and nuclear)

### Light

- Explain that when light strikes an object, it can be reflected, transmitted, or absorbed
- Recognize that as light travels from one medium to another it refracts (bends)
- Explain that the color of an object is due, in part, to the color of light that is reflected back to your eyes
- Explain that a dark surface absorbs more light than a light surface and a light surface reflects more light than a dark surface
- Recognize that vision is one of your primary senses and that your vision relies on light energy
- Recognize that when an object is seen, light rays enter the eye and are interpreted by the brain
- Identify various parts of the eye: cornea, iris and pupil, lens, retina, optic nerve, rods, and cones

### Sun, Earth, and Moon

- Describe the rotation and revolution of Earth: Earth completes one *rotation* on its axis every 24 hours, while it completes one orbit around the sun, or *revolution*, every year
- Explain how the tilt of Earth's axis causes the seasons
- State that the moon orbits Earth, and explain that the moon makes one revolution around Earth and one rotation in approximately one month
- Explain that the moon does not produce its own light, but that the moon is visible from Earth because sunlight reflects off its surface
- Describe the way in which the moon's appearance changes during the phases of the lunar cycle: new, full, quarter, crescent, and gibbous
- Explain that when Earth blocks sunlight from the moon, a *lunar eclipse* occurs; when the moon blocks sunlight from the Earth, a solar eclipse occurs
- Describe the features of the lunar landscape, such as craters, lowlands (*maria*), valleys (*rilles*), highlands, and soil
- Identify the moon as Earth's natural satellite, and give a simplified current explanation of how the moon was formed

### The Solar System and Beyond

- Describe our solar system as a collection of nine planets, moons, and numerous other objects (such as asteroids and comets) with the sun at its center

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- State that the force of gravity keeps the planets in orbit around the sun
- Name the planets in our solar system in order starting with the planet closest to the sun
- Identify the layers of the sun: core, photosphere, and corona
- Explain that stars are located far outside our solar system and are much farther away from Earth than the nine planets in our solar system
- Recognize that stars are classified according to their brightness, or *magnitude*, and that the brightness of a star in the sky has to do with its size and distance from Earth
- Recognize some prominent stars, such as Polaris, Sirius, Betelgeuse, and Rigel, and constellations, such as the Little Dipper, the Big Dipper, and Orion
- State that our solar system is part of the Milky Way galaxy
- Recognize that telescopes magnify the appearance of some distant objects in the sky, such as the moon and the planets, and increase the number of visible stars

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## Master Syllabi for Grade 3 Courses

### COURSE SYLLABUS

#### Social Studies Grade 3

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](#)

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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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# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### [A Little about the Course](#)

#### Welcome to Social Studies

Continuing their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age, third grade students will study:

- 1: Communities
- 2: Citizenship and Government
- 3: Communities Are Everywhere
- 4: America's Past
- 5: The Nation Grows and Change
- 6: People Working in a Community
- 7: Communities Over Time
- 8: Looking Back
- 9: Ancient Rome
- 10: From Caesar to Augustus
- 11: Roman Empire and Roman Peace
- 12: Rome Divides and Falls
- 13: The Rise of Islam
- 14: A World in Turmoil

**Course length:** Two Semesters

#### Materials:

##### Standard Curriculum Items

- *Harcourt Horizons, People and Communities Activity Book and Harcourt Horizons, People and Communities*
- "America 1492"(Kids Discover magazine)
- *Michelangelo* by Mike Venezia (Children's Press, 1991)
- *The Revolutionary War* by Brendan January (Children's Press, 2000)
- Inflatable Globe (Grades 3-6)
- U.S./World Map (Grades 3-5)
- Map Skills and Our World - Level 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

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- Teacher announcements
- Completing online self-check exercises

- Reading and completing teacher-created instructional materials

Graded assignments may include:

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

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

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

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### Course Policies

- **Attendance and Activity**

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

- **Daily Student Responsibilities**

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

- **Read any announcements** I posted since the last time you entered the course.
- **Review the Calendar** to see what lessons and assignments you are to complete that day.
- **Look at the Course Checklist** at the bottom of the Course Home page to review where you left off in the course content since you last logged in.
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## Master Syllabi for Grade 3 Courses

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

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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	Responded to at least one more	Responded to one more peer one day	Responded to one more peer two days	Responded to one more peer more	Responded to none of the peers who

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

### Grade Reporting

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

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

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### Course Content Guidelines

#### Unit 1:

#### Lesson 1: The Communities We Live In

Define *citizen*, *goods*, and *business*.

Recognize that people live in communities.

Discuss reasons that people choose to live in communities.

Use a compass rose and symbols to locate places on a map.

**Lesson 2: Working to Meet the Community's Needs**

Give examples of needs, natural resources, and services.

Recognize that all people have the same basic needs, including food, clothing, and shelter.

Interpret bar graphs and picture graphs.

**Lesson 3: The People in Your Community**

Recognize ways in which members of different ethnic groups contribute to the community.

Give examples of ways in which people of different ethnic groups in a community share common customs.

**Lesson 4: Communities Have Rules and Laws**

Identify basic purposes and functions of laws and government.

Describe the roles of citizens and leaders in community government.

Identify ways to solve a problem.

**Lesson 5: Finding Places on Maps**

Recognize major map symbols.

Identify and locate the continents and oceans.

Demonstrate mastery of important knowledge and skills in this unit.

**Lesson 6: Where Is Your Community?**

Use maps to identify locations.

Identify and locate the continents and oceans.

Locate a local community on a map.

**Lesson 7: Map It**

Use maps to identify the four hemispheres.

Locate the equator and prime meridian on a map.

Locate the continents and oceans in each hemisphere.

Compare and contrast a map and globe.

**Lesson 8: Unit Review and Assessment**

Recognize that people live in communities.

Identify major reasons why people have formed communities.

Recognize that all people have the same basic needs, including food, clothing, and shelter.

Identify ways in which people depend on one another to meet their needs.

Identify reasons why we have laws.

Explain the importance of civic responsibility.

Use maps and globes to identify location, direction, hemispheres, continents, oceans, and nations.

**Unit 2:****Lesson 1: Helping the Community**

Describe the life and work of Jane Addams and her example as a good citizen.

Identify characteristics of good citizenship.

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Describe why Virginia Ramirez was a good citizen.

**Lesson 2: Volunteers and Leaders**

Give examples of community changes that result from individual or group decisions.

Identify characteristics of good citizenship.

Identify Clara Barton as a model of good citizenship who founded the American Red Cross.

**Lesson 3: Government Leaders in Your Community**

Identify local government officials and explain how they are chosen.

Identify characteristics of good citizenship.

**Lesson 4: Community Government**

Identify reasons why communities have governments.

Distinguish between public and private property.

Identify peaceful ways of resolving conflicts.

Give examples of civic responsibilities, such as voting, obeying laws, and serving on juries.

**Lesson 5: Community Government Services**

Identify services usually provided by local governments.

**Lesson 6: Paying for Community Services**

Explain how local governments are financed.

Identify the importance of acts of civic responsibility, including paying taxes.

**Lesson 7: How Our Governments Are Organized**

Describe the roles of the three branches of government.

Describe the structure of local community governments.

Identify local government officials and how they are chosen.

**Lesson 8: Locating States and Capitals**

Identify and use map symbols to locate states and their capitals on a map.

Distinguish between state and national capitals.

Identify bordering states and the directions in which they lie.

**Lesson 9: Our National Government**

Identify the three branches of government and their roles.

Identify the current president of the United States.

Define the *federal* government as our national government.

**Lesson 10: Symbols, Capitals, and Borders**

Identify symbols of the United States.

Use a map to identify state and national capitals.

Use a map to identify state and national borders.

**Lesson 11: Unit Review**

Demonstrate mastery of important knowledge and skills in this unit.

**Lesson 12: Unit Assessment**

Identify characteristics of good citizenship.

Identify historic figures who have demonstrated good citizenship.

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Give examples of community changes that result from individual or group decisions.

Identify local government officials and explain how they are chosen.

Identify services usually provided by local governments.

Explain how government services are financed.

Explain the three branches of government.

Explain the importance of the consent of the governed to the functions of local government.

**Unit 3:****Lesson 1: The Story of Robinson Crusoe**

Describe how a fictional character such as Robinson Crusoe created a new community.

Give examples of ways in which geography affects the way people live.

Apply a decision-making process in a unique situation.

**Lesson 2: Landforms in the United States**

Identify landforms including mountains, valleys, plateaus, and plains.

Locate landforms on a map.

**Lesson 3: Bodies of Water and Climate**

Identify the oceans as the Earth's largest bodies of water.

Give examples of smaller bodies of water, including rivers and lakes.

Define climate and give examples of different kinds of climates.

**Lesson 4: Human-made Features**

Explain why people add human-made features to places.

Give examples of human-made features of places and their purposes.

Identify and compare human-made features of selected regions.

**Lesson 5: People and Their Surroundings**

Give examples of ways in which people modify the physical environment.

Define *environment*.

Compare how people in different communities adapt to or modify the physical environment.

Review main terms and ideas from previous lessons.

**Lesson 6: Describing Locations**

Define *relative location*.

Locate one's own community and other places using relative location.

Use cardinal and intermediate directions to describe the relative location of selected places.

Give examples and characteristics of specific regions.

**Lesson 7: Map Grids and Scales**

Use a scale to determine the distance between places on maps and globes.

Use a number and letter grid to find specific locations on a map.

**Lesson 8: Physical Processes Shape the Land**

Describe the effects of physical processes in shaping the landscape.

Give examples of both slow and fast changes that affect the Earth.

**Lesson 9: Human Processes and Natural Hazards**

Describe the effects of human processes in shaping the land.  
Recognize that living things and the natural environment depend on each other.  
Give examples of ways in which human activity changes the land and water.  
Explain how people prepare for the possibility of natural disasters.

**Lesson 10: Unit Review**

Demonstrate mastery of important knowledge and skills in this unit.

**Lesson 11: Unit Assessment**

Describe how a fictional character such as Robinson Crusoe created a new community.  
Explain how geographic location affects the way people live.  
Compare how people in different communities adapt to or modify the physical environment.  
Describe climates, landforms, and bodies of water.  
Use cardinal and intermediate directions to locate places on a map.  
Use a scale to determine distances between places on a map.  
Describe the effects of physical processes in shaping the land.  
Describe the effects of human processes in shaping the land.  
Recognize that living things and the natural environment depend on each other.

**Unit 4:****Lesson 1: America's Early People and Their Communities**

Describe ways in which groups of early Americans met their communities' needs.  
Recognize geographic factors that affected ways of life of early Americans.

**Lesson 2: New People Arrive in America**

Describe how individuals such as Christopher Columbus contributed to the creation of new communities.  
Explain that explorers from different parts of the world began to claim land in the Americas.

**Lesson 3: Learning from Maps**

Locate on a map the areas claimed by France, Spain, Portugal, and England.  
Identify the locations of American colonies.  
Use maps to gain information on explorers.  
Use a time line to describe historical time in terms of years, decades, and centuries.

**Lesson 4: Life in the Virginia Colony**

Use indexes, glossaries, and other text features to find information.  
Describe the settlement of the Virginia Colony.

**Lesson 5: More About the Virginia Colony**

Describe the settlement of the Virginia Colony.

**Lesson 6: Creating a New Nation**

Explain why the colonists wanted a change in government.  
Identify the Declaration of Independence and why it was written.  
Recognize July 4th as the day we celebrate independence and the birth of the United States.



**Master Syllabi for Grade 3 Courses****Lesson 7: War and a New Government**

Explain that to become independent the colonists fought and won a war against England.

Identify George Washington as the leader of the American troops during the Revolutionary War and as the first president of the United States.

Identify the Constitution as the plan of government for the United States.

**Lesson 8: Celebrate and Honor**

Explain why countries have national holidays.

Recognize July 4th as Independence Day.

Recognize Presidents' Day as a national holiday.

Identify monuments and memorials as ways of honoring people or events of the past.

**Lesson 9: Unit Review and Assessment**

Recognize geographic factors that affected ways of life of early Americans.

Describe how individuals such as Christopher Columbus contributed to the creation of new communities.

Explain that explorers from different parts of the world began to claim land in the Americas.

Identify the locations of American colonies.

Describe the settlement of the Virginia Colony.

Describe how individuals, events, and ideas have changed communities over time.

Compare ways in which people in communities have met their needs over time.

Identify the heroic deeds of national heroes.

Identify monuments, memorials, and holidays as ways of honoring people or events of the past.

**Unit 5:****Lesson 1: Building Washington, D.C.**

Identify Washington, D.C., as the capital of the United States.

Locate Washington, D.C., using cardinal and intermediate directions.

Identify Pierre L'Enfant and Benjamin Banneker as designers of Washington, D.C.

**Lesson 2: More About Our Nation's Capital**

Identify Pierre L'Enfant and Benjamin Banneker as designers of Washington, D.C.

Identify major buildings in Washington, D.C.

**Lesson 3: Growth of the Nation**

Explain that more and more people formed new communities to the west as the nation grew in size.

Recognize the contributions of Lewis and Clark to the nation's expansion.

Identify areas that were added to the United States over time.

**Lesson 4: Tall Tales and Legends**

Describe how tall tales and legends differ.

Distinguish fact from fiction.

**Lesson 5: Heroes Against Slavery**

Identify Frederick Douglass and Harriet Tubman as people who worked to end slavery.

**Lesson 6: The Civil War**

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Identify causes and results of the Civil War.

Identify Abraham Lincoln as the president who worked to bring the country together.

Identify the 13th Amendment as the change to the Constitution that ended slavery.

**Lesson 7: Immigrants and the United States**

Define *immigrant*.

Recognize that immigrants have played a large part in the development of the United States.

Identify examples of ethnic and/or cultural celebrations in Texas and the United States.

**Lesson 8: The United States on the Move**

Describe the building of the Transcontinental Railroad.

Explain the importance of transportation in linking the nation.

Summarize the folktale of John Henry and the legend of Casey Jones.

**Lesson 9: A Nation of 50 States**

Recognize that the United States has grown over time to a nation of 50 states.

Compare maps to show how a place changes over time.

Explain the symbolism of the stars and stripes on the American flag.

Describe the ways people show respect for the flag.

**Lesson 10: We Still Need Heroes**

Recognize individuals in modern times who have improved their communities and country.

**Lesson 11: Unit Review**

Demonstrate mastery of important knowledge and skills in this unit.

**Lesson 12: Unit Assessment**

Locate Washington, D.C., using cardinal and intermediate directions.

Identify Pierre L'Enfant and Benjamin Banneker as designers of Washington, D.C.

Recognize the contributions of Lewis and Clark to the nation's expansion.

Identify areas that were added to the United States over time.

Distinguish fact from fiction.

Identify the causes and results of the Civil War.

Identify Abraham Lincoln as the president who worked to bring the country together.

Identify Frederick Douglass and Harriet Tubman as people who worked to end slavery.

Explain the importance of transportation in linking the nation.

Discuss the significance of selected folktales and legends.

Describe the ways people show respect for the flag.

Recognize individuals in modern times who have improved their communities and country.

**Unit 6:****Lesson 1: Making and Selling Products**

Identify Henry Ford as a historic figure who started a new business.

Explain how the cost of production and the selling price affect profits.

Explain how an assembly line makes it possible to produce goods more quickly.

**Master Syllabi for Grade 3 Courses****Lesson 2: Inventions Lead to New Products**

Identify Louis Daguerre and Cyrus McCormick as inventors who created or improved new technology.

Discuss the impact of new technology on communities around the world.

**Lesson 3: How a Business Works**

Identify ordinary people in the community who have started a business.

Explain how the cost of production and the selling price affect profits.

**Lesson 4: Free Enterprise and the World Marketplace**

Explain the concept of free enterprise.

Explain how supply and demand affect the price of goods or services.

Define and identify examples of scarcity.

Explain the impact of scarcity on the production, distribution, and consumption of goods and services.

Explain the impact of scarcity on interdependence within and among communities.

**Lesson 5: Earning, Saving, and Spending Money**

Identify ways people earn money.

Describe reasons people spend money.

Recognize that people save money.

**Lesson 6: Unit Review and Assessment**

Explain how the cost of production and the selling price affect profits.

Identify Louis Daguerre and Cyrus McCormick as inventors who created or improved new technology.

Discuss the impact of new technology on communities around the world.

Identify people in the community who have started a business.

Explain the concept of a free market.

Define and identify examples of scarcity.

Explain the impact of scarcity on the production, distribution, and consumption of goods and services.

Explain the impact of scarcity on interdependence within and among communities.

Explain how the principle of supply and demand affects the price of goods or services.

**Unit 7:****Lesson 1: Learning About the Past**

Describe historical time in terms of years, decades, and centuries.

Recognize that some things in a community stay the same while other things change over time.

Give examples of continuity and change in history.

**Lesson 2: Technological Change**

Identify scientists and inventors who have created or invented technology that brings changes to communities.

**Lesson 3: Understanding Periods of Time**

Use a time line to identify time periods.

Use vocabulary related to time.

**Lesson 4: Communities Long Ago**

Identify and describe examples of cultural heritage from communities around the world.

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Compare ways in which people in different communities have met their needs over time.

**Lesson 5: More Ancient Civilizations**

Identify examples of cultural heritage from communities around the world and explain their significance.

Compare ways in which people in communities around the world have met their needs over time.

Explain the purpose of myths.

Recognize the heroic deeds of characters from Greek and Roman myths.

**Lesson 6: Write About It**

Compare and contrast various ancient civilizations.

**Lesson 7: Unit Review and Assessment**

Describe historical time in terms of years, decades, and centuries.

Give examples of continuity and change in history.

Identify scientists and inventors who have created or invented technology that brings change to communities.

Use a time line to identify time periods.

Use vocabulary related to time including ancient and modern, and past, present, and future.

Identify and describe examples of cultural heritage from communities around the world.

Compare ways in which people in different communities have met their needs over time.

Recognize the cultural significance of myths.

**Unit 8:****Lesson 1: Review 1**

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

**Lesson 2: Review 2**

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

**Lesson 3: Review 3**

Demonstrate mastery of important knowledge and skills in Unit 5.

**Lesson 4: Review 4**

Demonstrate mastery of important knowledge and skills in Units 6 and 7.

**Lesson 5: Part 1 Assessment**

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

**Unit 9:****Lesson 1: Romulus and Remus**

Know that Rome was named after Romulus, its first king.

Know that Rome is located in Italy on the Tiber River.

Identify Italy on a map.

Know that Italy is a peninsula.

**Lesson 2: Horatius at the Bridge**

Know that early Romans did not want to be ruled by kings.

Know that the Romans prevented an attack on their city by tearing down the bridge crossing the Tiber River.

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Identify Horatius as the brave Roman who saved the city.

**Lesson 3: The Roman Republic and Cincinnatus**

Define a republic as a form of government in which people choose their leaders.

Identify consuls and senators as elected officials in the Roman government.

Tell that elected officials took the place of kings in Rome.

Identify Cincinnatus as a Roman who served his country in time of need.

**Lesson 4: Roman Gods and Goddesses**

Explain that the Romans worshipped mostly Greek gods, which they gave Roman names.

Name three Roman gods or goddesses.

Recognize that we still use the names of some Roman gods and goddesses.

**Lesson 5: (Optional) The Myth of Ceres and Proserpina**

Define Roman stories about their gods and goddesses as myths.

Identify the story of Ceres and Proserpina as a myth to explain the seasons.

**Lesson 6: Roman Builders**

Know that the Romans built roads throughout their empire.

Know that Romans used concrete to build roads and apartment buildings.

Identify an aqueduct as a structure that carries water.

Know that Romans invented public baths.

**Lesson 7: Welcome to Rome!**

Identify the land-owning Romans who were at the top of ancient Roman society as patricians.

Identify the common people in ancient Rome as plebeians.

Know that some Romans owned slaves.

State that many young Roman children went to school to learn reading, writing, and math.

**Lesson 8: Rome's War with Carthage**

Locate and identify the Mediterranean Sea on a map.

Locate Carthage on a map.

Identify Carthage and Rome as the two nations that fought the Punic Wars.

**Lesson 9: Hannibal and His War Elephants**

Identify Hannibal as the great Carthaginian general who attacked Rome.

Locate the Pyrenees and the Alps on the map of the Roman Empire, 220 - 40 B.C.

Know that Hannibal led men, horses, and war elephants over the Pyrenees and the Alps.

Know that Rome won the Punic Wars.

Demonstrate mastery of the important knowledge and skills taught in this unit.

**Unit 10:****Lesson 1: Meet Julius Caesar**

Identify Julius Caesar as a major figure in Roman history.

Explain that Caesar upset many senators because he wanted so much power.

**Lesson 2: (Optional) Crossing the Rubicon**

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Identify Pompey as a Roman leader jealous of Caesar's popularity.

State that the Senate did not want Caesar to become consul.

Identify "crossing the Rubicon" as a term that means making a decision that can't be taken back.

**Lesson 3: Caesar Meets Cleopatra**

State that Caesar went to Egypt to capture Pompey.

Identify Cleopatra as a queen of Egypt.

Know that Cleopatra wanted Caesar's help to rule Egypt.

Identify "crossing the Rubicon" as a term that means making a decision that can't be taken back.

**Lesson 4: I Came, I Saw, I Conquered**

Know that Julius Caesar helped Cleopatra regain power in Egypt.

State that *Veni, Vidi, Vici* means "I came, I saw, I conquered."

Identify Caesar's new title as Dictator for Life.

**Lesson 5: The Death of Caesar**

Know that a dictator is an all-powerful ruler.

Identify Brutus as one of Caesar's murderers.

State that the senators killed Caesar because they thought he wanted to become a king.

**Lesson 6: The First Roman Emperor**

Identify Augustus Caesar as the man who ruled Rome after Julius Caesar.

Identify Augustus Caesar as the first Roman emperor.

Know that the month of August is named after Augustus Caesar.

Demonstrate mastery of important knowledge and skills in this unit.

**Unit 11:****Lesson 1: Pax Romana**

Identify the Pax Romana as the Roman peace, a time of peace and the rule of law throughout the empire.

Name Augustus Caesar as the ruler under which the Pax Romana began.

Name Augustus Caesar as the ruler who built the Pantheon during the Pax Romana.

Identify the Pantheon as a Roman temple to all the Roman gods and goddesses.

**Lesson 2: The Birth of Jesus**

State that Judea was ruled by Rome.

Identify Bethlehem as the birthplace of Jesus.

Explain that Christianity grew out of Judaism.

Describe Judea as the home of the Jewish people.

**Lesson 3: The Beginnings of Christianity**

Explain that Jesus taught people about God and about how to treat each other.

Retell the parable of the Good Samaritan.

Identify the cross as the symbol of Christianity.

**Lesson 4: Nero and the Burning of Rome**

Identify Nero as an incompetent emperor of Rome.

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State that a great fire destroyed part of Rome.

Know that Nero blamed Christians for the fire that destroyed part of Rome.

**Lesson 5: The Eruption of Mount Vesuvius**

Identify Mount Vesuvius as the volcano that destroyed Pompeii.

Explain that archaeologists know much about daily life in ancient Rome from studying the ruins of Pompeii.

**Lesson 6: Bread and Circuses: Roman Amusements**

Identify the Circus Maximus as a place where chariot racing took place.

Identify the Colosseum as a place where gladiators fought.

Identify the Colosseum and the Circus Maximus from pictures.

**Lesson 7: Androcles and the Lion**

Summarize the main points of the legend of Androcles and the Lion.

Demonstrate mastery of important knowledge and skills in this unit.

**Unit 12:****Lesson 1: (Optional) The Story of Saint Valentine**

Identify Valentine as a Christian who lived during the time of the Roman Empire.

Define *persecute* as hurting or blaming people because they have different beliefs.

**Lesson 2: Rome Divides in Two**

Explain that the Roman Empire grew too big for one leader to rule and defend.

Explain that the Roman Empire was split into two parts-east and west.

Name Diocletian as the Roman ruler who divided power among several rulers.

Name Diocletian as a Roman ruler who persecuted Christians.

**Lesson 3: Constantine, the Christian Emperor**

Summarize the famous story of Constantine and the cross.

Identify Constantine as the first Christian emperor of Rome.

Know that Constantine made Christianity legal in the Roman Empire.

Identify Constantinople as the new capital of the Roman Empire.

**Lesson 4: The Coming of the Barbarians**

Identify the Visigoths and the Vandals as tribes that invaded Rome.

Explain that the Western Roman Empire was severely weakened by invading tribes that the Romans called barbarians.

Identify the origin of the word *vandal*.

**Lesson 5: Attila the Hun**

Identify the Huns as warriors who invaded the Roman Empire.

Name Attila as the leader of the Huns.

**Lesson 6: The Fall of Rome**

Identify the year 476 A.D. as the year in which the last Roman emperor was overthrown.

Explain that the Roman Empire collapsed when the last western Roman emperor was defeated.

Demonstrate mastery of important knowledge and skills in this unit.

**Unit 13:****Lesson 1: Muhammad and the Beginning of Islam**

Explain that Islam began with Muhammad's vision.

Define *Muslim* as a person who follows the religion of Islam.

State that Muslims believe in one God.

Identify the *Qur'an* as a holy book of Islam.

**Lesson 2: Mecca: The Holy City of Islam**

Identify Mecca as the birthplace of Muhammad.

Identify Mecca as the holiest city of Islam.

Identify the crescent moon with a star as the symbol of Islam.

**Lesson 3: (Optional) Islam Becomes an Empire**

Show how Islam spread from the Arabian peninsula to many other lands.

Explain that after Muhammad died, Muslims were ruled by a caliph.

Explain that Islam spread by conquest and trade.

**Lesson 4: Many Mosques**

Define *mosque* as a place where Muslims pray and worship God.

State that Muslims face Mecca when they pray.

Define *minaret* as a tower used to call Muslims to prayer.

**Lesson 5: A Muslim Story: The Hundredth Name**

State that *Allah* is the Arabic word for God.

**Lesson 6: Baghdad--The Jewel of Learning**

Locate Baghdad on a map.

Describe Baghdad as a center of learning in the early Middle Ages.

Identify the House of Wisdom as a great library and place of learning.

**Lesson 7: Ibn Sina: The Boy Who Loved to Learn**

Identify Ibn Sina as a famous Muslim doctor.

Describe Ibn Sina as a person who loved learning from an early age.

Explain that Ibn Sina wrote important works on science and medicine.

**Lesson 8: Muslims in Spain**

Define *strait* as a narrow channel of water joining two larger bodies of water.

Locate the Strait of Gibraltar on a map.

State that the Muslims conquered Spain.

Identify the Alhambra as a palace built by Muslims in Spain.

**Lesson 9: (Optional) The Thousand and One Nights**

Identify the *Thousand and One Nights* as a famous work of Arabic literature.

Describe how Scheherazade saved her life by telling many stories to the king.

Demonstrate mastery of important knowledge and skills in this unit.

**Unit 14:**



**Master Syllabi for Grade 3 Courses****Lesson 1: Threat from the North: Viking Warriors on the Move**

Identify Vikings as fierce raiders and warriors.

Explain that Vikings came from the north.

Explain that Viking raiders traveled in long, swift ships that often had carved dragon heads.

**Lesson 2: Viking Shipbuilders and Explorers**

Locate Scandinavia on a map.

Recognize a Viking ship.

Identify Erik the Red and Leif Eriksson as Viking explorers.

**Lesson 3: Viking Life**

Describe the Vikings as traders.

Identify the Vikings as people who lived near fjords.

Explain that the letters of the Viking alphabet are called runes.

Recognize Viking runes from a picture.

**Lesson 4: Viking Gods and Goddesses**

Explain that the Vikings believed in many gods and goddesses.

Name at least two of the Viking gods or goddesses.

Name at least two days of the week that are named for Viking gods or goddesses and the god or goddess each is named for.

Identify Asgard as the land of the Viking gods and goddesses.

**Lesson 5: Buried in Style**

Identify Valhalla as Odin's palace.

Explain that Viking warriors wanted to go to Valhalla when they died.

Describe Viking burial ships as containing things the dead would need in the afterlife.

**Lesson 6: The Normans Invade England**

Locate Normandy on a map.

Explain that Vikings who settled in northern France were called Normans.

Name William the Conqueror as the leader who led the Normans to conquer England.

**Lesson 7: Sigurd: A Viking Hero**

Identify Sigurd as a Viking hero.

Demonstrate mastery of important knowledge and skills in this unit.

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### Course Progress

#### ▼ Unit List

- >> 1: Communities
- 2: Citizenship and Government
- 3: Communities Are Everywhere
- 4: America's Past
- 5: The Nation Grows and Change...
- 6: People Working in a Communi...
- 7: Communities Over Time
- 8: Looking Back
- 9: Ancient Rome
- 10: From Caesar to Augustus
- 11: Roman Empire and Roman Pea...
- 12: Rome Divides and Falls
- 13: The Rise of Islam
- 14: A World in Turmoil**

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### COURSE SYLLABUS

#### Health Grade 3

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

[Grading Policy](#)

[Course Content Guidelines](#)

[Contacting the Teacher](#)

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

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

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**TEXAS ONLINE**  
**PREPARATORY SCHOOL**

**Master Syllabi for Grade 3 Courses**

## [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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# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### 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:**

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## Master Syllabi for Grade 3 Courses

- 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

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

<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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# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### 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

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## Master Syllabi for Grade 3 Courses

discussion posts and you will know the required submission by Tuesday of each week. You will notice that some types of assignments are worth more points, overall, than others. For example, it is very possible to take only computer-scored quizzes in this course and get an A on each one, but still fail the course. This would happen because computer-scored quizzes make up a small percentage of the total points in the course.

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

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

### Threaded Discussions on the Class Blog

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

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

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

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

### 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: How Your Body Works and Changes

#### Lesson 1: Bones, Muscles, and Nerves Work Together

Identify and describe the basic parts and functions of the skeletal, muscular, and nervous systems.

Recognize that the skeletal, muscular, and nervous system systems work together to control movement.

#### Lesson 2: The Respiratory and Digestive Systems

Describe the major organs of the respiratory and digestive systems and their functions.

Recognize and describe behaviors that help keep the respiratory and digestive systems healthy.

#### Lesson 3: Growing Up: The Human Life Cycle

Describe the four stages of human growth and development and give examples of the changes that characterize these stages.

Describe how cells, tissues, organs, and organ systems work together in the human body.

#### 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: Keeping Your Body Healthy

#### Lesson 1: Stay Clean and Protect Your Body

Explain why it is important to keep skin clean.

Describe different ways to protect skin and eyes from overexposure to sunlight.

Describe the structure of a tooth.

Explain the process of tooth decay and how to protect teeth from decay.

#### Lesson 2: Taking Care of Sensory Organs

Identify behaviors and situations that may be harmful to sensory organs (ears, eyes, and nose).

Describe actions that help protect sensory organs (ears, eyes, and nose) from harm.

**Lesson 3: Choosing and Using Health Care Products**

Interpret information provided on product labels (such as directions for use, cautionary statements, and lists of ingredients).

Analyze strategies used in product advertisements.

**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: Food for Life****Lesson 1: Food Keeps the Body Healthy**

Identify food sources.

Identify nutrients the human body needs and tell what foods supply these nutrients.

Explain why food variety is important for good health.

**Lesson 2: Healthy Food Choices**

Describe the Food Guide Pyramid.

Recognize the importance of a well-balanced diet.

Identify healthful snacks.

**Lesson 3: Smart Shopping and Food Safety**

Identify specific kinds of information on food labels.

Recognize that food safety depends upon proper preparation, handling, and storage.

**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: Keeping Active to Stay Healthy**

**Lesson 1: Fitness for Life**

Define *strength*, *flexibility*, and *endurance*.

Define *aerobic exercise* and explain how it contributes to a healthy body.

Describe the influence of physical activity on mental and emotional health.

**Lesson 2: Safety First During Exercise**

Explain safety precautions and rules for exercise and physical activity.

Describe protective gear and equipment used to prevent injury in specific kinds of physical activities.

Explain what to do when you are injured during physical activity.

**Lesson 3: Your Body at Rest**

Explain why periods of rest are important for a healthy body.

Identify the recommended hours of sleep per day for people in specific age groups.

**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: Staying Safe****Lesson 1: Safety Is Your Responsibility**

Give examples of safety rules.

Explain why following safety rules is important.

Recognize and describe hazards in specific situations.

**Lesson 2: Staying Safe with Other People**

Explain what to do when confronted with situations and people that may be unsafe or dangerous.

Identify specific situations that may have harmful outcomes.

Explain when and how to ask for help from others to stay safe.

**Lesson 3: Protecting Your Body from Injury**

Describe appropriate safety gear for specific physical activities.

Explain what can happen if safety gear and equipment are not used.

Identify safety precautions that help prevent injury from motor vehicles.

**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: Handling Emergencies Safely****Lesson 1: Fire Safety and Poison Control**

Explain what to do in the event of a fire.

Explain the importance of having a fire escape route from home.

Describe preventive measures that help protect people from poisoning.

**Lesson 2: Stay Safe at Home**

Describe proper use of electrical equipment.

Identify general rules for safety in the kitchen.

Describe the steps for basic first aid treatment of common injuries at home.

**Lesson 3: Natural Disasters and Your Safety**

Give examples of natural disasters.

Describe the effects of natural disasters.

Identify what behaviors and actions can prevent injury when a natural disaster strikes.

Explain how weather reports and predictions help people plan ahead and be prepared.

**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: Disease and Your Health****Lesson 1: Diseases and How They Spread**

Identify symptoms that indicate illness.

Recognize that a disability is not a communicable disease.

Distinguish between bacteria and viruses as distinct types of pathogens that cause different illnesses.

Identify specific behaviors and actions that contribute to the spread of disease.

**Lesson 2: Trying to Stay Free of Disease**

Identify recommended behaviors that help prevent the spread of disease.

Describe methods for the treatment of common diseases.

**Lesson 3: Diseases: These Don't Spread**

Give examples of noncommunicable diseases and describe the symptoms that accompany them.

Identify behaviors that help relieve the symptoms of these noncommunicable diseases.

Identify tobacco as a harmful substance and explain why it should be avoided.

**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: Medicines and Drugs****Lesson 1: Drugs and How They Work**

Explain how drugs can affect the human body.

Recognize that medicines are helpful drugs.

Describe the effects of caffeine and identify foods and drinks that contain caffeine.

Explain the difference between over-the-counter (OTC) drugs and prescription medicines.

**Lesson 2: Medicines: Safe Use**

Explain how different medicines influence changes in the body.

Describe and apply recommended safety rules for use of medicines.



Identify different forms of medicines and methods of intake into the body.

**Lesson 3: Drugs That Can Harm You**

Recognize the negative effects of drugs like inhalants, marijuana, and cocaine.

Identify common substances that give off harmful fumes.

Describe marijuana and cocaine and their effects on the human body.

Recognize the importance of refusing harmful drugs and identify strategies for saying "No" to drugs.

**Lesson 4: Unit Review**

Review topics from previous lessons.

**Lesson 5: Unit Assessment**

Demonstrate mastery of the skills and knowledge in this unit.

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**Unit 9: Smoking and Drinking: Unwanted Consequences****Lesson 1: Tobacco and Your Body**

Identify different tobacco products and how they are used.

Identify nicotine as a dangerous drug that causes addiction.

Recognize the harmful effects of tobacco products on the body.

Describe how nonsmokers can be harmed by tobacco smoke.

**Lesson 2: How Alcohol Affects the Body**

Identify different ways that alcohol can affect people's behavior.

Explain how alcohol can be harmful to different parts of the body.

Define *alcoholism*.

**Lesson 3: Saying "No" to Tobacco and Alcohol**

Explain why avoidance of tobacco and alcohol products is a healthy choice.

Identify strategies that help people say "No" to the use of tobacco and alcohol.

Explain the laws that apply to the use of tobacco and alcohol products.

**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: You and Others: Getting Along****Lesson 1: Your Emotional Self**

Distinguish between needs and wants and how they influence feelings.

Identify different ways of expressing and controlling feelings and emotions.

**Lesson 2: Handling Your Emotions**

Describe *fear*, *stress*, *anger*, and *grief*, and explain what might cause these feelings.

Identify strategies for managing stress, anger, fear, and grief.

**Lesson 3: Making the Best of Relationships**

Explain how positive relationships develop and how people solve problems together.

Define *peer pressure*, and distinguish between positive and negative peer pressure.

Identify effective ways for resolving conflicts with others.

Identify effective communication strategies, and tell why these are important.

**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: Importance of a Family****Lesson 1: Strong, Loving Families**

Recognize that families are different.

Explain how families help and support one another.

Describe different ways that family members communicate with respect.

Define *values* and explain how and why families build meaningful values.

**Lesson 2: How Families Change**

Identify some of the changes that families may experience.

Recognize that change in families creates stress.

Describe effective strategies for coping with changes in a family.

**Lesson 3: Ways that Family Members Help**

Identify typical roles and responsibilities within a family.

Explain why it is important for families to have fun together.

**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: Communities Support Good Health****Lesson 1: Community Health Care**

Identify places where health care is available.

Describe the differences in the services offered at specific kinds of health-care facilities.

**Lesson 2: A Healthy Environment and Clean Water**

Identify sources of pollution in our environment.

Describe actions that can prevent or reduce pollution to create a healthier environment.

**Lesson 3: The Three Rs**

Recognize that litter causes problems for living things and the environment.

Explain the concepts of Reduce - Reuse - Recycle.

Describe individual actions that have a positive impact on maintaining a clean, healthy environment.

**Lesson 4: Unit Review**

Review topics from previous lessons.

**Lesson 5: Unit Assessment**

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Demonstrate mastery of the skills and knowledge in this unit.

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## Master Syllabi for Grade 3 Courses

### COURSE SYLLABUS

#### PE Grade 3

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](#)

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#### [Submitting Assignments and File Types](#)

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

#### [Grading Policy](#)

#### [Course Content Guidelines](#)

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

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

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

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

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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

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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> |
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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> |
|---|---|

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

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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# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### 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



# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

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.

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

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.

**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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# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### 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.

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 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.
Quality Post  Appropriate Length = 30–75 words of well-written text	Student's comments add significantly to the discussion by suggesting other solutions, pointing out problems, or even respectfully disagreeing. Student also substantiates any comments made with reasoning or source citation.	Student's comments add moderately to the discussion by suggesting solutions, pointing out problems, or even respectfully disagreeing. Student does not substantiate any comments made with reasoning or source citation.	Student's comments add minimally to the discussion. Student does not substantiate any comments made with reasoning or source citation.	Student's comments do not add to the discussion. Posting is simple: "I agree" or "Yes" or "No."	Student did not participate at all in the threaded discussion.

### Grade Reporting

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

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

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### [Course Content Guidelines](#)

#### [Lesson 1: Baseline Fitness Testing](#)

Determine baseline fitness levels.

Become familiar with how to use a pedometer.

### **Lesson 2: Pedometer Practice and Strength Training**

Increase awareness of average daily physical activity.

Improve overall muscular strength and flexibility.

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

Improve ball-handling skills.

Practice basketball dribbling techniques.

Exercise for strength and flexibility.

### **Lesson 4: Jumping Rope for Fitness Fun**

Practice the basic skills of jumping rope.

Practice jumping rope for fitness using a pedometer.

Use a jump rope to complete strength and endurance exercises.

### **Lesson 5: Locomotor Movements for Fitness Fun**

Practice basic locomotor skills using suggested movement patterns.

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

### **Lesson 6: Heart Rate and Physical Activity**

Be able to find the carotid and radial pulse points.

Take and calculate a 6-second heart rate.

Practice taking a heart rate while exercising.

### **Lesson 7: Increase in Exercise Repetitions and More Pedometer Activities**

Increase repetitions in strength training exercises.

Estimate, walk, and power walk specific pedometer distances.

Learn to use the clock function of the pedometer.

### **Lesson 8: Fitness Testing and Power Walking**

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

Learn how to test fitness levels.

Power walk for aerobic fitness.

### Lesson 9: Playground Games

Learn games to play alone or with friends.

Improve physical fitness through participation in games.

Use pedometer to count steps while exercising.

### Lesson 10: Choice Week

Choose among alternative fitness activities.

Use the local environment for fitness activity choices.

Repeat activities from previous lessons.

### Lesson 11: Soccer Skills / Strength Training Exercises

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

Practice kicking a ball at a target.

Continue to increase the number of exercises performed.

### Lesson 12: More Jump Rope Fun

Review the basic skills of jumping rope.

Practice new and challenging jump rope skills.

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

Use a jump rope to complete strength and endurance exercises.

### Lesson 13: Pedometer Power / New Strength Training Exercises

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

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

Learn new strength training exercises.

### Lesson 14: Aerobic vs. Anaerobic Exercise

Define *aerobic* and *anaerobic*.

Distinguish between aerobic and anaerobic exercise activities.

Continue to improve muscular strength.

#### **Lesson 15: Fitness Fun with Locomotor Movements**

Practice basic locomotor skills using suggested movement patterns.

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

#### **Lesson 16: Indoor Games**

Learn games to play alone or with friends.

Improve physical fitness through participation in games.

Use pedometer to count steps while exercising.

#### **Lesson 17: Coordination, Strength, and Flexibility**

Improve ball-handling skills.

Practice basketball dribbling techniques.

Exercise for strength and flexibility.

#### **Lesson 18: Jumping Rope for Fun and Fitness**

Review the basic skills of jumping rope.

Practice new and challenging jump rope skills.

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

Use a jump rope to complete strength and endurance exercises.

#### **Lesson 19: Choice Week**

Choose among alternative fitness activities.

Use the local environment for fitness activity choices.

Repeat activities from previous lessons.

#### **Lesson 20: Comparing Fitness Tests and Power Walking**

Determine baseline fitness levels.

Become familiar with how to use a pedometer.

**Lesson 21: Stepping it up / Building Strength**

Increase awareness of average daily physical activity.

Improve overall muscular strength and flexibility.

**Lesson 22: Aerobic and Anaerobic Exercise**

Define *aerobic* and *anaerobic*.

Distinguish between aerobic and anaerobic exercise activities.

Continue to improve muscular strength.

**Lesson 23: Fitness Fun with Locomotor Movements**

Practice basic locomotor skills using suggested movement patterns.

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

**Lesson 24: Playing Games**

Learn games to play alone or with friends.

Improve physical fitness through participation in games.

Use pedometer to count steps while exercising.

**Lesson 25: Practicing Soccer Skills / Strength Training**

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

Practice kicking a ball at a target.

Continue to increase the number of exercises performed.

**Lesson 26: Jumping Rope for Fitness**

Review the basic skills of jumping rope.

Practice new and challenging jump rope skills.

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

Use a jump rope to complete strength and endurance exercises.

**Lesson 27: Choice Week**

Choose among alternative fitness activities.

Use the local environment for fitness activity choices.



Repeat activities from previous lessons.

### Lesson 28: More Fitness Testing and Power Walking

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

Learn how to test fitness levels.

Power walk for aerobic fitness.

### Lesson 29: Surpassing Your Best

Increase repetitions in strength training exercises.

Estimate, walk, and power walk specific pedometer distances.

Learn to use the clock function of the pedometer.

### Lesson 30: Anaerobic and Aerobic Exercises

Define *aerobic* and *anaerobic*.

Distinguish between aerobic and anaerobic exercise activities.

Continue to improve muscular strength.

### Lesson 31: Fitness Fun and Movement

Practice basic locomotor skills using suggested movement patterns.

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

### Lesson 32: Games

Learn games to play alone or with friends.

Improve physical fitness through participation in games.

Use pedometer to count steps while exercising.

### Lesson 33: Building Fitness Skills

Improve ball-handling skills.

Practice basketball dribbling techniques.

Exercise for strength and flexibility.

### Lesson 34: Fitness and Jumping Rope

Review the basic skills of jumping rope.

Practice new and challenging jump rope skills.

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

Use a jump rope to complete strength and endurance exercises.

### **Lesson 35: Choice Week**

Choose among alternative fitness activities.

Use the local environment for fitness activity choices.

Repeat activities from previous lessons.

### **Lesson 36: Final Fitness Testing**

Compare current fitness levels with baseline fitness levels.

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### COURSE SYLLABUS

#### Art Grade 3

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](#)

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

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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 timeline of the K<sup>12</sup> History program, third grade Art lessons introduce students to the art and architecture of the Renaissance throughout Europe, including Italy, Russia, and Northern Europe. Students will:

- Extend their knowledge of elements and principles of art, such as form, texture, and symmetrical balance
- Draw, paint, and sculpt a variety of works, including selfportraits, landscapes, and still life paintings
- Investigate artworks from Asia, Africa, and the Americas
- Create artworks inspired by works they learn about, using many materials and techniques—after studying da Vinci's *Mona Lisa*, students use shading in their own drawings, and they make prints showing the features and symmetry of the Taj Mahal

**Course length:** Two Semesters

### Materials:

#### Standard Curriculum Items

- *How Artists See Families: Mother, Father, Sister, Brother* by Colleen Carroll
- *How Artists See Work: Farm, Factory, Office, Home* by Colleen Carroll
- Art Print Kit, Grade 3

### 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
- Clay, 4 colors
- Tempera paint set

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# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### Course Activities

Course activities may include:

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|---|---|
| <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> |
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Graded assignments may include:

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All graded assignments are either automatically scored by the K<sup>12</sup> Learning Management System, or they are teacher-scored, which means scored by me or by a teaching assistant.

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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.

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

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### Getting Help with Class Work

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

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

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# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 Courses

### 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.

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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.
- If you know you will not be able to log into the course on any given day, please contact me immediately by k-mail. If you encounter technical difficulties, contact me by phone. If you do not contact me before missing an activity, you can expect to hear directly from me.
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### 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.

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

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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 –	Responded to two	Responded to two	Responded to one	Responded to one	Did not respond to

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## Master Syllabi for Grade 3 Courses

1st Round	peer postings on time (within two days).	peer postings one day late (within three days).	peer posting on time (within two days).	peer posting one day late (within three days).	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

### The Building Blocks of Art

- Classify artworks as portrait, self-portrait, landscape, still life, genre, painting, sculpture, or architecture
- Identify and describe the difference between representational and abstract artworks
- Identify colors or color schemes as primary, secondary, intermediate, complementary, warm, or cool
- Describe the purpose of an artist's sketchbook

### Good-Bye Middle Ages, Hello Renaissance: 1300–1400s

- Describe characteristics of or facts about early Renaissance art or architecture, such as *Gattamelata* by Donatello and Brunelleschi's Dome
- Describe characteristics of or facts about Medieval European and Byzantine art or architecture, such as the Cathedral of Notre Dame, Paris and Byzantine *Madonna and Child on a Curved Throne*
- Explain that classical Greek and Roman art and architecture inspired early Renaissance artists

### The Renaissance in Italy: 1500s

- Describe characteristics of or facts about Italian Renaissance art or architecture, such as *The Last Supper* by Leonardo da Vinci, *Tombs of Guiliamo and Lorenzo De' Medici* by Michelangelo, *The Small Cowper Madonna* by Raphael, and *Portrait of a Man* by Titian
- Describe events in the lives of Leonardo da Vinci, Michelangelo, and Sofonisba Anguissola, and characteristics of their art

### The Renaissance in Northern Europe: 1500s

- Describe characteristics of or facts about Renaissance art or architecture in northern Europe, such as *Self-Portrait* by Albrecht Dürer, *Henry VIII* by Hans Holbein the Younger, *Hunters in the Snow* by Pieter Brueghel the Elder, and St. Basil's Cathedral in Russia
- Describe events in the lives of Albrecht Dürer and Pieter Brueghel the Elder, and characteristics of their art

### Baroque and Rococo Art: 1600–1700s

- Describe characteristics of or facts about Baroque or Rococo art or architecture, such as *David* by Gian Lorenzo Bernini, *Self-Portrait* by Judith Leyster, *Self-Portrait* by Rembrandt, and *Prince Balthasar Carlos on Horseback* by Diego Velázquez
- Describe events in the lives of Judith Leyster and Rachel Ruysch, and characteristics of their art

### Asia and Africa: 1500–1700s

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## Master Syllabi for Grade 3 Courses

- Describe characteristics of or facts about Japanese, Chinese, Indian, or African art or architecture, such as *Act II of Chushingura* by Utamaro, a Ming porcelain jar, the Taj Mahal, and a Benin plaque from Africa

### American Indians: 1500–1700s

- Describe characteristics of or facts about American Indian art, such as an Aztec calendar stone, an Inca toucan sculpture, and a Haudenosaunee wampum belt

### Colonial America: 1600–1700s

- Describe characteristics of or facts about Colonial American art or architecture, such as an American Windsor chair and a teapot by Paul Revere
- Describe how the desire for European luxuries affected Colonial American art

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## Master Syllabi for Grade 3 Courses

### COURSE SYLLABUS

#### Music Grade 3

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.

# TEXAS ONLINE PREPARATORY SCHOOL

## Master Syllabi for Grade 3 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 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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## Master Syllabi for Grade 3 Courses

### 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:

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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:

- **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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**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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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.

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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

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- 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