Universal Learning Academy

28015 Joy Road, Westland, MI 48185
Ph. (734) 402-5900 Fax (734) 402-5901

ELEMENTARY & MIDDLE SCHOOL COURSE OFFERINGS

GRADES Pre-K – 8
2020-2021

TABLE OF CONTENTS

Contents

Dear Student,

Welcome to Universal Learning Academy, where learning is exciting! We have put together this course description handbook to help you decide and choose the right classes for the 2020-2021 school year.

The course abstracts will help you understand what each class has to offer. Some courses have prerequisites, be sure to pay attention to these requirements prior to your selection, your counselor or counselor advocate and or your principal can assist you if you have any questions.

Remember, the best choices are made by students who carefully study this information, explore their career goals, and share their high school plans with their parents. *"Commitment to Excellene".*

Mission

The mission of Universal Learning Academy is to provide its students with quality education that focuses on the Michigan core curriculum and international cultures, including the study of a language, culture, and history different from one's own.

The Academy shall provide an education that will enable the various ethnic traditions, values, and experiences of students to enrich and nurture one another. Moreover, the Academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives so as to make them more meaningful.

The Academy will prepare its students to be independent lifelong learners and productive working members of a global society through acquired diverse knowledge, experiences and skills. The Academy shall provide an environment that encourages students to become upright responsible decision-makers, reflective of equity, respect and understanding, maximizing each individual's intellectual, physical, psychological and moral self by utilizing a unique safe and orderly environment that is conducive to learning to meet the challenges of this ever-changing world.

PHILOSOPHY

Universal Learning Academy believes that...
- Quality education enhances the student's mental, physical, and emotional abilities and promotes altruistic thinking in this diverse and divided world.
- Quality education integrates teaching the ethnic and cultural traditions and values into the academic program and develops an awareness of their self, identity, and obligations towards self, family, community, society and the world.
- A successful school inspires the joy of learning.
- All students are capable of learning and can reach their potential if given the opportunity.
- Learning is an on-going life-long process.
- Successful learning requires active participation and involvement in the school by parents and the community.

Effective schools promote teaming, collaboration and shared decision-making among staff, students, and community.

The Four Pillars of HES and the Academy

Education at Hamadeh Educational Services and its academies is centered around FOUR PILLARS and instilling these values, ideals, and principles in ourselves and in our students. We - all students *and* staff of HES – believe in and strive to embody the following characteristics, habits, traits, and values…

I. Scholarship (based on a commitment to life-long learning)
- We are educated – familiar and informed regarding well-known concepts and ideas.
- We are inquisitive – questioning, examining, and exploring what we see/are presented with.
- We are intellectual – able to think things through, reason, and problem-solve.
- We are reflective – taking stock of how we're progressing academically and making plans for ongoing improvement.

II. Character (based on learning/acquiring habits and traits that will make one successful in *all* aspects of life, including being a leader/an example for others to follow, instilled with a sense of contribution and fulfillment)
- We have true grit.
  - We are self-motivated, driven, ambitious, and determined; we possess strong will power.
  - We are self-disciplined/self-controlled.
  - We are optimistic and confident.
  - We are tenacious, resilient, and able to persevere in the face of obstacles.
  - We understand that failure is an important and integral part of the road to success.
  - We possess a strong work ethic.
- We are honest, trustworthy, and principled.
- We are fair, moral, and ethical.
- We are respectful to ourselves, family, and all others.
- We have integrity and the strength/fortitude to stand up for our rights and what we believe in.
- We are reflective and accountable--able to admit when we are wrong, accept responsibility for our wrongdoings, and willing to learn from our mistakes.
  - We are forgiving and apologetic whenever necessary.
- We are appreciative and humble, instilled with a sense of modesty.
- We are willing, effective, and respectful communicators—even when we disagree with others or have others disagree with us.
- We are empathetic, caring, kind, understanding, and open-minded.
- We are balanced and successfully able to "juggle" the different roles of life.
- We are courageous, brave, and smart risk-takers.
- We are passionate and enthusiastic with a zest for life.
- And because we have strong character, we undoubtedly have a strong sense of contribution.
  - We are actively engaged and have a strong willingness to make a difference in the lives of others.
  - We desire to help others (based on our own intrinsic motivation to do so and a sense of responsibility to others).
  - We possess a sense of benevolence.
  - We have an innate sense of giving and generosity.

III. Culture (based on a sense of respecting, honoring, understanding, and valuing the practices, ideas, and experiences shared by a common group—integral when building community)
- We realize just how crucial it is to know, understand, and appreciate our own culture.
- We know how vital culture is to all peoples and that we must seek to understand not only our own culture, but the culture of other peoples as well.
- We value, respect, and understand how the common experiences of a group/community help shape the way its members understand the world—that culture is a collective, agreed-upon set of familiar

values, beliefs, perspectives, practices, products (e.g. books, foods, laws, dress, music, arts and crafts, games, etc.), and ideas that bind a group together in harmony.

- We appreciate and value how one's culture influences one's views, ideas, loyalties, perspectives, fears, hopes, and other characteristics.
- We understand and empathize with the concept that while all groups/cultures certainly have diverse and distinctive characteristics, all cultures are composed of human beings who ultimately share the same basic needs and want the same things in life: physical needs (food, water, etc…), safety and security, supporting relationships--specially family, a sense of accomplishment and realization of hopes and dreams, etc.
- We realize that each cultural group has unique strengths and perspectives that the larger community – the world – can benefit from.
- We are aware that understanding culture and cultural differences will help us all overcome and prevent division and misunderstandings (like racial and ethnic division, gender bias, stereotyping, etc.).
- We know that understanding and appreciating culture is a vital first step to building community.

IV. Community (based on a sense of belonging and *responsibility* to others/*all* the diverse groups we are a part of – a sense and understanding that we are all brothers and sisters of the human race)

- We *know* – not just recognize – that while we must be aware of and learn from others different from us (capitalizing on the diversity of the world), we are *more* similar than different and are all brothers and sisters of the human race.
- We consistently and actively communicate with those around us – those in our various communities.
- We are responsible for more than just ourselves; we belong to, support, and are responsible/loyal to a great variety of groups/communities including:
  o One's family (parents, siblings, immediate and extended family), neighbors, friends, teams, and school.
  o One's affiliations/organizations/memberships, city/village/tribe, state, country, culture, species, environment, and the entire world.

Educational program

The Academy offers a variety of educational programs that comply with the Michigan Core/Merit Curriculum Content (MMC) and Common Core Standards recommended by the Michigan State Board of Education. Students will receive instruction in the following areas:

Computer and Information Sciences	Life and Physical Sciences
English Language and Literature (Reading/Writing)	Life/Study Skills & Other Electives
Fine and Performing Arts	Mathematics
Foreign Language and Literature	Social Sciences and History
Physical Health and Safety Education	Violence Prevention/Character Education
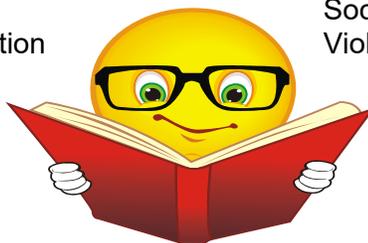
All students are expected to follow a course of study. Beginning with students entering 8th grade in 2006 (Class of 2011) schools were expected to give 7th grade students the opportunity to create an Educational Development Plan based on a Career Pathways Program, or a similar Career Exploration Program. At Universal Learning Academy, 6th grade students are involved in this expectation as well. All students must create a plan before entering high school, and the Academy currently uses Career Cruising. All 6-8th grade students outline their course of study in their Educational Development Plan (EDP), in preparation for high school and Post-secondary education or career readiness. Each plan is individualized to address individual student needs to ensure successful completion of the educational program itself.

MDE CORE COURSES

- **English Language Arts**: Language Arts, English, Reading
- **Social Studies**: Social Studies, Economics, Geography, History, Political Science
- **Science**: Science, Biology, Chemistry, Physics, Geology-Earth Science, Astronomy, Integrated Science, Physical Science
- **Mathematics**: Mathematics
- **World Language**: French, German, Greek, Latin, Russian, Spanish, Other World Languages, Italian, Polish, Hebrew, Japanese, Chinese, Arabic
- **The Arts**: Music Education, Visual Art, Theatre/Performance, Dance
- **Level-Related Assignments**: General Elementary, K-5 All Subjects, K-8 Self-Contained

Grade Scale & Schedule

The following grade scale is used for students to determine their proficiency:

A	93-100 4.0	C	73-77 2.3
A-	90-92 3.7	C-	70-72 1.8
B+	88-89 3.5	D+	65-69 1.5
B	83-87 3.3	D	64-63 1.3
B-	80-82 2.8	F	0-62 0.0
C+	78-79 2.5		

Semester I	**August 31, 2020 – January 22, 2021**
Semester II	**January 25, 2021 – June 17, 2021**

PRE-K HIGH SCOPE CURRICULUM

The High Scope Curriculum for Preschool addresses children's development through eight content areas. Each one includes key developmental indicators, or specific learning experiences. The curriculum defines **what** to teach; **why** the content and skills are appropriate expectations for young children; and **where, when, and how** to teach effectively. It is linked to an assessment system so the teachers can use information from assessments to plan and guide instructions both for individuals and groups of students. The High Scope Curriculum for Preschool is based on five fundamental principles. They guide the teacher's planning and help them to understand the reasons for intentionally setting up and operating our program in particular ways. These principles are:

☐ Positive interactions and relationships with adults provide critical foundation for successful learning.
☐ Social-emotional competence is a significant factor in school success.
☐ Constructive, purposeful play supports essential learning.
☐ The physical environment affects the type and quality of learning interactions.

☐ Teacher-family partnerships promote development and learning.

High Scope Preschool Curriculum Content Key Developmental Indicators (KDIs)

Within High Scope's eight content areas, listed below, are 58 key developmental indicators (KDIs) that define important learning goals for young children.

A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world. 2. Planning: Children make plans and follow through on their intentions. 3. Engagement: Children focus on activities that interest them. 4. Problem solving: Children solve problems encountered in play. 5. Use of resources: Children gather information and formulate ideas about their world. 6. Reflection: Children reflect on their experiences.

B. Social and Emotional Development 7. Self-identity: Children have a positive self-identity. 8. Sense of competence: Children feel they are competent. 9. Emotions: Children recognize, label, and regulate their feelings. 10. Empathy: Children demonstrate empathy toward others. 11. Community: Children participate in the community of the classroom. 12. Building relationships: Children build relationships with other children and adults. 13. Cooperative play: Children engage in cooperative play. 14. Moral development: Children develop an internal sense of right and wrong. 15. Conflict resolution: Children resolve social conflicts.

C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles. 17. Fine-motor skills: Children demonstrate dexterity and hand eye coordination in using their small muscles. 18. Body awareness: Children know about their bodies and how to navigate them in space. 19. Personal care: Children carry out personal care routines on their own. 20. Healthy behavior: Children engage in healthy practices.

D. Language, Literacy, and Communication1 21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language. 23. Vocabulary: Children understand and use a variety of words and phrases. 24. Phonological awareness: Children identify distinct sounds in spoken language. 25. Alphabetic knowledge: Children identify letter names and their sounds. 26. Reading: Children read for pleasure and information. 27. Concepts about print: Children demonstrate knowledge about environmental print. 28. Book knowledge: Children demonstrate knowledge about books. 29. Writing: Children write for many different purposes. 30. English language learning: (If applicable) Children use English and their home language(s) (including sign language).

E. Mathematics 31. Number words and symbols: Children recognize and use number words and symbols. 32. Counting: Children count things. 33. Part-whole relationships: Children combine and separate quantities of objects. 34. Shapes: Children identify, name, and describe shapes. 35. Spatial awareness: Children recognize spatial relationships among people and objects. 36. Measuring: Children measure to describe, compare, and order things. 37. Unit: Children understand and use the concept of unit. 38. Patterns: Children identify, describe, copy, complete, and create patterns. 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.

F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art. 41. Music: Children express and represent what they observe,

think, imagine, and feel through music. 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement. 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play. 44. Appreciating the arts: Children appreciate the creative arts.

G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 46. Classifying: Children classify materials, actions, people, and events. 47. Experimenting: Children experiment to test their ideas. 48. Predicting: Children predict what they expect will happen. 49. Drawing conclusions: Children draw conclusions based on their experiences and observations. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work. 51. Natural and physical world: Children gather knowledge about the natural and physical world. 52. Tools and technology: Children explore and use tools and technology.

H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities. 54. Community roles: Children recognize that people have different roles and functions in the community. 55. Decision making: Children participate in making classroom decisions. 56. Geography: Children recognize and interpret features and locations in their environment. 57. History: Children understand past, present, and future. 58. Ecology: Children understand the importance of taking care of their environment.

About the High Scope Curriculum
HighScope is a high quality approach to learning based on more than 40 years of longitudinal research and practice. It is a coherent curriculum which draws on the constructivist theories of Piaget, Dewey, Erikson, Vygotsky and others. HighScope was developed by Dr. David Weikart in 1962 in Ipsilanti, Michigan USA and is now used in over 90 countries around the world. It is a flexible framework and can be used across all settings, ages and abilities. The High Scope classroom is a materials-rich learning environment that is purposely arranged to allow children to explore and build social relationships, often with well-defined areas for different activities. The curriculum content, according to the High Scope Foundation, is organized into eight main categories: Approach to learning; social and emotional development; physical development and health; language, literacy and communication; mathematics; creative arts; science and technology; and social studies.

TURN DATA INTO ACTION- ONLINE CHILD OBSERVATION RECORD (COR) ASSESSMENT

COR Advantage is built on 36 items that are proven by research to best prepare children for school success. With the fewest items of any early childhood assessment, COR saves teachers time and keeps them focused on what matters most. Teachers can use the valuable insight that they put in to the tool to create individualized lesson plans and detailed reports on child and classroom progress. The online tool's in-the-moment support increases the accuracy of teacher's scores, delivering consistent data administrators can rely on to meaningfully guide their program to the next level.

COR ADVANTAGE'S 8 CATEGORIES:

1. Approaches to Learning
2. Social and Emotional Development
3. Physical Development and Health
4. Language, Literacy, and Communication
5. Mathematics
6. Creative Arts
7. Science and Technology
8. Social Studies

9. English language learners

Language, Literacy, and Communication KDIs 21–29 may be used for the child's home language(s) as well as English. KDI 30 refers specifically to English language learning.

Foreign Language in Pre-School

Michigan students, like students throughout the United States, are living in and contributing to an increasingly diverse society and interdependent community of nations in the 21st century. To realize their personal, social and long-term career goals, individuals need to be able to communicate with others skillfully, appropriately, and effectively. The challenge of contemporary education is to prepare all students for life in this new world. Because language and communication are at the heart of the human experience, the United States must equip students linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative addition to our students' learning experience envisions a future in which all students develop and maintain proficiency in English and in at least one other language. Michigan has setup its standards to cover five major areas of learning:

- Communication – communicate in languages other than English
- Cultures – gain knowledge and understanding of other cultures
- Connections – connect with other disciplines and acquire information
- Comparisons – develop insight into the nature of language and culture
- Communities – participate in multilingual communities at home and around the world

The proficiency guidelines of the American Council on the Teaching of Foreign Languages (**ACTFL**) describe language proficiency in terms of five levels: Novice, Intermediate, Advanced, Superior and Distinguished. At the Novice, Intermediate, and Advanced levels, proficiency is further defined as low, mid, or high. This is why we offer Arabic language for students from Kindergarten through 8th grade as students will need the opportunity to attain high levels of proficiency for meeting proficiency guidelines and requirements.

Our Foreign Language and Literature courses are setup so that students' progress from one level to another each trimester and are able to enroll in higher levels at a grade level based on their proficiency. Courses are scheduled at the school level based on need and levels of experience of students and classes.

Students may fulfill the language requirements for Arabic by demonstrating proficiency at the Novice High level in speaking and writing (productive skills) and in listening and reading (interpretive skills) based on years of experience per Principal and Assistant Superintendent approval.

The assessment process can be a powerful tool when students are actively involved in the process. Involvement allows students to take ownership of their learning and builds confidence in their ability over time. Reliable formative and summative assessments** provide teachers with information they need to make informed instructional decisions and be more responsive to students' needs. Both assessment of learning and assessment for learning are essential and share common elements. World languages assessments will:

- Align with learning goals and instruction;
- Incorporate performance-based assessments that have application beyond the classroom;
- Vary in type and format;
- Use criteria scoring tools such as rubrics or exemplars;
- Demonstrate the acquisition of important language skills and cultural knowledge;
- Cause students to use critical thinking skills;
- Meet the needs of diverse learners;
- Provide opportunities for students to reflect on their own learning and progress through timely feedback.

Arabic/VCO

(Pre-K)   **CREDIT TYPE: ForeignLanguageandLiterature**

Arabic courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Arabic language and students' knowledge of Arabic-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Arabic-speaking people to deepen their understanding of the culture(s). Students are leveled by section in grades 2nd-8th: Novice, Low Intermediate, High Intermediate & Advanced. This course may offer sections of Virtual Course Offering (VCO).

COVID-19 Continuity of Learning Plan 2020-2021

Pre-Kindergarten – 8th Grade

In the event of a pandemic that forces schools to shut-down, the Academy will move to an online based platform to continue the educational year remotely. The district will provide Chromebooks to all Pre-K-12 students to help support them with remote learning. For students who do not have access to the Internet, our Family Engagement Liaisons have reached out to these families and are working with local businesses, such as Comcast and AT&T, to get access to the Internet for a very low fee. Other needs that come up throughout the remote learning process will be identified, addressed, and supported through the building principal, with support, guidance and resources from various departments within the district. All students will have access to grade-level/course instructional materials and text as needed to complete their work either remotely and/or hard copy format.

The district has also included alternative modes of learning to students to ensure that differentiation of instruction is provided to students given that every student has different needs. These tools include:

Technology Platforms: other technology platforms that students are more comfortable with: Classroom Dojo, Edmodo, and or Remind. These tools are used for ongoing communication about lessons, engagement, and resources to promote learning.

Communication: using PowerSchool and district created Gmail accounts for staff and students, instructional information and support is being provided and communicated. For students who struggle with using technology as a means of learning, teachers are providing instructional packets instead. These packets are created and individualized for student's base upon written request to the teacher and or school principal.

High School Dual Enrollment: Our partnership with community colleges and university will continue for semester 2 as instruction and/or materials are being provided by virtually through Blackboard and or Canvas platform. The district will continue to pay for these courses and resources for students who have elected this as their learning platforms. Additionally, students are able to elect not to continue in these courses with no academic penalty

Social Media Sites: these sites are used within the district to provide ongoing communication to students and parents::

Remind (@uapa)

Facebook (@uadetroit)

Instagram (@uadetroit)

Class Dojo

With the implementation of an online platform for remote learning the following will be taking place:

Teachers will be posting threaded discussions for students everyday to think and respond to. Assignment will also be given to students on a weekly basis that are in direct alignment to grade level state standards.

'Live' sessions will be held on a weekly basis with students and the teacher. Times and dates to the live sessions will be shared with the classroom teacher

Students will also be receiving learning links to help support the lesson. These links include: Khan Academy (https://www.khanacademy.org/), IXL (https://www.ixl.com/), Reading A-Z (https://www.readinga-z.com/), Mystery Science (https://mysteryscience.com/), Math Xl (https://www.mathxl.com/), and many others will be uploading pre-recorded videos of direct instruction.

Parents are highly encouraged to sit through a live session and or engage with their children on threaded discussions and or assignments given by classroom teachers.

New learning will focus on those concepts most important for the content area or course for the remainder of the year.

Teachers will be available for students and families when needed. We highly encourage email notifications so the classroom teacher can provide a date and time to meet virtually to answer questions and or provide additional support.

Technology support is available throughout the school day and beyond. When students are struggling with the Chromebook or have questions in

relations to our online learning, questions are submitted to the technology department (via by the teacher on behalf of the student/parent).

ELL and Special Education Services

All students, including the specials population will be provided with Chromebooks and equal opportunities to have equal access as per their individualized plans and applicable laws and regulations.

During remote learning, the Academy will provide alternative modes of instruction for English Language Learners (ELL) and using multiple online resources to address the individualized needs. ESL teachers and interventionists will continue to facilitate English Language Development (ELD) sessions via online platforms. Paraprofessionals have been collaborating and will continue to work closely but virtually with teachers to provide additional layer of learning opportunities to students to accelerate their learning process with the guidance of the teachers.

Students with Individualized Educational Plans (IEPs) will also be provided with alternative and accommodated instruction that meets each students IEP goals. Using mixed learning platforms to match student needs (i.e. online, videos, and packets), the Academy will ensure that students with IEPs get the full level of support and services they need to be successful. Resource room teachers will ensure that every student with an IEP gets the one on one interaction and support needed. Para-educators and

paraprofessionals are supporting the delivery of instruction and provision of services in collaboration with resource room teachers and grade level content teachers. All services that are contracted through third party vendors to support occupational and physical therapy for students who are in need will continue to stay active but move to an online platform. Speech and language therapy will continue to take place with students remotely. School psychologists will continue to work with students via phone/online methods.

Social workers are communicating with families and students either/or by phone, ClassDojo messages, email, and through online platforms to support them with any resources or social-emotional supports they may need during this time. Social workers will use an online platform, uploading lessons and activities, videos and links for students to work on and hold meetings virtually to review the lessons posted. Students with transition services are provided with the services remotely. Parents are informed about all online meetings.

The priority is providing students and families with support. Making phone calls to student families and connecting families with resources to make sure their basic needs are being met which is crucial at this time. Parent consent was retrieved via phone to speak with the student via phone or virtually to do a check in or provide social-emotional support and build on their social skills during these strenuous times.

Remote Learning: Accountability

Teachers and administrators will continue to monitor all students through a variety of ways to ensure all students have access and are continuing the educational learning from home, either remotely and or packet format. Despite moving to an online platform, ALL students will be held accountable for their work (formative, summative, live sessions) and earn their letter grade based on a 80/20 split (80% summative /20% formative).

Aside from formative and summative assessments, teachers will continuously monitor learning through the following ways:

Using the district's online platform, many reports on participation, posting, and submitting assignments can be generated on a daily or weekly basis for teachers and support staff to see the level of participation per student.

Daily and ongoing feedback will be provided to students by the teacher on their postings, assignments, and or projects students posted

PowerSchool, student data management system, will be used to track who has been participating and submitting in assignments.

Progress reports will be generated from PowerSchool and send remotely to students and parents through the district Gmail account

Parent Portal applications will be active for parents to continuously check in on their child(s) status in each of their classes.

In the fall 2020, Students will be assessed in the NWEA where applicable. We will use the assessment results to identify gabs and adjust instruction and tutorial support as part of the MTSS process to provide differentiated instruction based on individual student needs and the curriculum expectations.

For students with special needs, we will be following state guidelines to utilize best efforts to manage and monitor IEP goals. Resource room teachers and grade level teachers will be communicating with families who children have IEP's to keep an open dialogue and provide ongoing support to ensure each child is successful. ESL teachers (and paraprofessionals) will be working with teachers to support students and families who need language accommodations.

Grading System:

In the event the district moves to an online platform, the grading system will continue to follow the HES grading scale:

A	93-100 4.0	C	73-77 2.3
A-	90-92 3.7	C-	70-72 1.8
B+	88-89 3.5	D+	65-69 1.5
B	83-87 3.3	D	64-63 1.3
B-	80-82 2.8	F	0-62 0.0
C+	78-79 2.5		

Participation

Student participation is MANDATORY for all students. While the Academy understands the the pandemic situation, flexibility and patience is key to getting student engagement. For students who do not participate with online learning and or paper pencil learning the following are taking place at the Academy to address the lack of participation:

1.   Teachers will call home to ensure parents and students understand the requirements of their participation to ensure the students learn their grade level content standards so they can advance to the next grade level.

2.   Administration team will work with teachers on providing support by following up with parents and students to ensure they are engaging within online/paper pencil learning by:

a.   Utilizing social media and sending messages to all stakeholders about the requirements of online/paper pencil learning

b.   Calling home to parents and students

c.   Sending written notices to the home (if needed, via mail and/or email) to let them know the student's lack of participation may affect her/his overall grade level content and he/she may not be ready to advance to the next grade level.

3.   Teachers in elementary will mark '0' in the gradebook for high school students who do not participate with online learning or paper perncil learning which quickly alerts parents via text message generated in Parent Portal (parent gradebook view).

COMPUTER AND INFORMATION SCIENCES DEPARTMENTS

The MMC's Online Learning Experience Guidelines document[1] identifies the three manners in which a student in middle school can have a meaningful online learning experience. From the guidelines we see that online learning is identified as "a structured learning activity that utilizes technology with intranet/Internet-based tools and resources as the delivery method for instruction, research, assessment, and communication." The three manners in which a student can have an online learning experience are Online Courses, Online Learning Experiences & Online Learning incorporated into each of the Required Credits.

Based on the guidelines, a quality online learning experience is a combination of structured, sustained, integrated, meaningful learning activities accessed via a telecommunications network. A student that has been successful in this type of experience should develop competency for being able to learn in a virtual environment (life-long learning). The total collection across all grades 6-8 of these experiences are required to be a minimum of 20 hours. Since Online Learning is incorporated into each of the Required Core Classes, students will not be required to submit learning experience logs. Instructional Staff will collaborate at the beginning of the school year to include specific activities in the course syllabus and planning documents so that one full year meets a minimum of 20 hours giving students the opportunity to accumulate 140+ hours of online learning experience.

 Courses in computer and information science departments can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD, authorizer, and/or State approval as may be applicable.

Virtual Course Offering (VCO) could be all virtual or blended learning course where students receive academic instruction online through a computer over the internet in addition to traditional academic instruction.

Computer & Information Technology   **Course No/MI ID: 60003**
GRADES: (K-5)   CREDIT TYPE: Technology   **CREDIT(S): 0.5**

---

[1] http://www.michigan.gov/documents/mde/Online10.06_final_175750_7.pdf

Computer and Information Technology courses teach students to operate and use computer and information technology, emphasizing their role as tools to communicate more effectively, conduct research more efficiently, and increase productivity. Course content includes the legal and ethical issues involved with computer technology and use.

- **WebQuests** – an inquiry-oriented activity in which most or all of the information used by students is online.
- **Educational Blog** – a personal online journal that is frequently updated and intended for public consumption.
- **Wiki** – collaborative editing place on the web.
- **Podcast/Videocast** – the distribution of audio or video files over the Internet for listening on mobile devices and personal computers.
- **RSS Feed** – RSS stands for "Really Simple Syndication". It is a way to easily distribute a list of headlines, update notices, and sometimes content to a wide number of people. It is used by computer programs that organize those headlines and notices for easy reading.
- **Learning Management System** – a software application or Web-based technology that provides a teacher a way to create and deliver content, monitor student progress and assess performance.
- **Online Research** – teacher directed and guided practical online searching that weeds out poor or non-relevant sites and directs students to sites easily recognizable as valid and trustworthy.
- **Electronic Portfolio** – a type of learning record that provides actual evidence of achievement – a collection of electronic documents that demonstrate your skills.
- **Online Resource Validation** – process of confirming the validity of the data, information and/or source of web information.
- **Interactive Discussions with Experts** – a connection via audio and video (video conferencing) or audio (phone conferencing) with an expert.
- **Interactive Discussions between Students** – a connection using video and audio (video conferencing) or audio (phone conferencing) with another class.
- **Online Field Trips** – high-tech field trips on the web that offer video and audio segments to make the visit more interactive and provide opportunities for new discovery in the classroom.
- **Online Simulations** – a web-based re-creation of an authentic experience.
- **Educational Gaming** – Online gaming in education implies experiential, discovery-driven learning through play.
- **Online Project** – a curriculum lesson that incorporates a variety of online activities.
- **Test Preparation Tool** – web-based practice test taking and feedback.
- **Career Planning Tools** – structured and extended web-based programs incorporating interest inventories, career exploration and portfolio compilation.

Students are expected to meet technology proficiency standard requirements by no later than the 8th grade. Below are the MDE's technology standards for grades K-8 that teachers will incorporate into their lessons:

PK-2.CI. Creativity and Innovation—By the end of grade 2 each student will:

PK-2.CI.1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts

PK-2.CC. Communication and Collaboration—By the end of grade 2 each student will:

PK-2.CC.1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project

PK-2.CC.2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others

PK-2.RI. Research and Information Literacy—By the end of grade 2 each student will:

PK-2.RI.1. interact with Internet based resources

PK-2.RI.2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners

PK-2.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 2 each student will:

PK-2.CT.1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)

PK-2.CT.2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners

PK-2.DC. Digital Citizenship—By the end of grade 2 each student will:

PK-2.DC.1. describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses

PK-2.DC.2. know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)

PK-2.DC.3. identify personal information that should not be shared on the Internet (e.g. name, address, phone)

PK-2.DC.4. know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information

PK-2.TC. Technology Operations and Concepts—By the end of grade 2 each student will:

PK-2.TC.1. discuss advantages and disadvantages of using technology

PK-2.TC.2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)

PK-2.TC.3. recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)

PK-2.TC.4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs)

PK-2.TC.5. use developmentally appropriate and accurate terminology when talking about technology

PK-2.TC.6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment

PK-2.TC.7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)

Approved by the Michigan State Board of Education—October 2009

2009 Michigan Educational Technology Standards—Grades 3-5

3-5.CI. Creativity and Innovation—By the end of grade 5 each student will:

3-5.CI.1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)

3-5.CI.2. use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations

3-5.CI.3. participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity

3-5.CC. Communication and Collaboration—By the end of grade 5 each student will:

3-5.CC.1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects

3-5-2.CC.2. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)

3-5-2.CC.3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences

3-5.RI. Research and Information Literacy—By the end of grade 5 each student will:

3-5.RI.1. identify search strategies for locating information with support from teachers or library media specialists

3-5.RI.2. use digital tools to find, organize, analyze, synthesize, and evaluate information

3-5.RI.3. understand and discuss that web sites and digital resources may contain inaccurate or biased information

3-5.RI.4. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched

3-5.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 5 each student will:

3-5.CT.1. use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)

3-5.CT.2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems

3-5.CT.3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)

3-5.DC. Digital Citizenship—By the end of grade 5 each student will:

3-5.DC.1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)

3-5.DC.2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)

3-5.DC.3. describe precautions surrounding personal safety that should be taken when online

3-5.DC.4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)

3-5.TC. Technology Operations and Concepts—By the end of grade 5 each student will:

3-5.TC.1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)

3-5.TC.2. describe ways technology has changed life at school and at home

3-5.TC.3. understand and discuss how assistive technologies can benefit all individuals

3-5.TC.4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media

3-5.TC.5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)