CHCA Course Syllabus, Grades 4-6

Course or Grade Level:

Instructor:

Academic Year: 2020-2021

Course Description:

*[A paragraph descriptor to explain how benchmark learning works in your course. See* [*Mission, Vision, Standards, Benchmarks, and Assessment: A Statement of Curriculum*](https://www.chca-oh.org/academics/curriculum/chca-vsb) *and/or* [*Ohio Learning Standards*](http://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards) *to guide description. You may include content, processes, topics, skills, and units of study.]*

Example: “In Earth Science students work independently and cooperatively to inquire into \_\_\_\_, to recognize \_\_\_\_, to produce \_\_\_\_, and to analyze \_\_\_\_. Students integrate technology, theological principles, problem-solving strategies, and writing skills to understand and manipulate concepts such as life cycles, conservation of matter, and force and motion. Connections between \_\_\_\_ and \_\_\_\_ demonstrate students’ abilities to gather, evaluate, analyze, and interpret data and apply conclusions to real world situations.”

Student Assessment:

*[State in what manner students will demonstrate learning and what weights are assigned to different evaluation categories.]*

Example: “In [course name] students demonstrate learning through both practice (formative) and final (summative) performance assessments. Assessments may include demonstrations, oral presentations, modeling or construction of understanding presented in ways that include writing and speaking as well as other modes of expression. Assessments provide evaluation for benchmark learning in the context of a given topic, lesson, or thematic unit. While practice (formative) assessments will receive feedback, final (summative) assessments bear the greatest priority in the gradebook.”

Canvas Utilization:

[Briefly describe how you will utilize Canvas.]

Example: “Canvas is CHCA’s online learning management system used communicate with students and parents about class resources, assignments, and grades. Accessing Canvas regularly allows families to keep current with what is happening in [course name]. Grades appear in Canvas as soon as they are available. It is a student’s responsibility to check Canvas daily and communicate with the instructor regarding questions about resources, assignments and grades.”

Course Resources:

*[Please include the following statement in this section, followed by your currently known resource list, including workbooks, lab manuals, software, online resources, guest speakers, videos, vocabulary books, atlases, ancillary instructional materials, field trips, guest speakers, library/internet research/resources, etc.]*

Texts and other learning resources are selected for use because they promote stated CHCA content and benchmark learning and offer to students the best instructional practice currently available from all known resources as determined by CHCA faculty, curriculum council, and building administrators.

|  |
| --- |
| Preliminary List of Course Resources\* |
| Resource | Description/Comments |
|   |   |
|   |   |
|   |   |

Grading Policy:

*Please include a statement describing your grading system/methods and breakdown of categories.*

|  |  |
| --- | --- |
| Category  | Percent of Quarter Grade |
|   |   |
|   |   |
|   |   |
|   |   |

*\*Grading practices and policies should follow* [*principles of ethical, accurate grading*](https://chca-oh.instructure.com/courses/2485/pages/baseline-principles-of-ethical-grading?module_item_id=86828)*. Include grading categories that communicate skill/content mastery, and eliminate grading practices and based on completion, compliance, and rewarding/punishing behaviors (e.g., “Participation,”etc).*

*Note: Please list discipline policies, penalties and other classroom rules on a separate sheet which can be handed out to parents and students. This form is reserved for curriculum information and assessment only.*

### *If you are teaching SUBJECT-SPECIFIC courses and are NOT in a self-contained classroom, use THIS Timeline.*

### Course Title:

Instructor:

### Academic Year: 2020-2021

|  |  |
| --- | --- |
| First Quarter | Units of Study |
| [In this box include your overarching essential questions and/or themes you will explore.] ESSENTIAL QUESTIONS:THEMES: | [In this side of the table, please state the most important things your students will need to know or be able to do by the end of each unit/each quarter.]* [List any examples of content that need to be highlighted as part of the unit’s study.]
 |
| Second Quarter | Units of Study |
| ESSENTIAL QUESTIONS:THEMES:  |  |
| Third Quarter | Units of Study |
| ESSENTIAL QUESTIONS:THEMES: |  |
| Fourth Quarter | Units of Study |
| ESSENTIAL QUESTIONS: THEMES:  |  |

### *If you teach a SELF-CONTAINED ELEMENTARY class, use THIS Timeline.*

### Course Title: xxxx

* Use the Table feature with columns
* Use landscape orientation

Instructor: xxxx Times Roman 12 pt bold

### Academic Year 2020-2021

Quarter:

If UbD unit, use superscript to indicate UbD

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time period | Language Arts Units | Science/SS/Health Units | Christian Studies Units | Math Units |
| *List by Quarter, Month, or by Learning Cycle* | *[In the subject area columns, please state the most important things your students will need to know or be able to do by the end of each unit/each quarter.]** *[List any examples of content that need to be highlighted as part of the unit’s study.]*
 |  |  |  |