

RCSD Elective/Course Review Form

Teachers: Please use this form to provide information so HR can determine which credential pathway may be needed to approve your elective course you will be teaching. Please complete ONE FORM for EACH elective or course you will teach.

The respondent's email (**eperkins@rcsdk8.net**) was recorded on submission of this form.

Teacher Full Name *

Eric Perkins

Credentials I hold (please be specific eg, Multiple Subject, Single Subject Math, added/
supplemental authorization etc)

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Single Subject Social Studies

School Site *

- ☐ Adelante/Selby
- ☐ Clifford
- ☐ Cloud
- ☐ Garfield
- ☐ Hoover
- ☐ Kennedy
- ☐ MIT
- ☒ NSA
- ☐ Orion
- ☐ Roosevelt
- ☐ Taft

Grade Level *

6th

Elective Course title *

6th Grade Science

We have different models of elective delivery in RCSD. I will be teaching this course in: *

- ☐ Trimester 1
- ☐ Trimester 2
- ☐ Trimester 3
- ☒ The entire school year
- ☐ Aug-Dec
- ☐ Jan-June

Outcomes/Goals for students. What project or end product will be produced? *

The goal for students is to develop an understanding of the major science concepts in each unit and be able to clearly articulate those concepts. Additionally, students should be able to read and analyze science texts as well as construct explanations using CER format (Claim, Evidence, Reasoning). Each unit has activities, written responses, discussions, investigations and assessments. Students also work on a student choice project that allows them to showcase their understanding in the way that works best for them. Examples include designing a comic book, infographic, marketing pitch, or short lesson for younger students. For these projects, students are expected to demonstrate a good enough grasp of the science content to explain it clearly and accurately.

Describe the standards/topics/activities that will be taught. *

The sixth grade science course follows the district adopted Amplify Science curriculum, which is aligned with NGSS. Units included are: Microbiome, Traits and Reproduction, Thermal Energy, Metabolism, Weather Patterns and Climate Change. In each unit I make sure that students develop not only knowledge about the subject, but also build on and practice skills such as analyzing evidence, conducting investigations, constructing explanations and argumentative writing.

Amplify does not always have hands-on activities for every unit, so. I often supplement activities that are aligned with NGSS but give students more interactive opportunities for learning. For example, in the Thermal Energy unit, I have included an activity where students investigate a mystery of stolen goods. They investigate who the thief was through their understanding of properties of different materials. Students use their knowledge of thermal energy, temperature change, and material properties to investigate the evidence left at the scene of the crime and match that with one of the suspects. This activity gives students the opportunity to use the science content in a problem-solving situation instead of just reading or answering questions about the concept.

I also incorporate the history of scientists whose contributions are not always fully acknowledge. For instance, Rosalind Franklin's crucial contribution to the discovery of DNA is taught to students. All things considered, the course blends the district-approved Amplify Science curriculum with additional practical research, group projects, writing, discussion, and projects that demonstrate students' comprehension.

What background do you have to teach this course? Does the standards fall within your credential? Are these topics a hobby? Please explain. *

I have a Social Studies credential but have been teaching sixth grade science for more than 2 years. Having already taught this grade and course, I am familiar with the content, the Amplify Science curriculum, and I have developed strategies needed to make the material more accessible and engaging.

I have continued to build my science content knowledge through university classes and collaboration with other science teachers. This course is not merely a hobby; it is a course I truly enjoy teaching and have worked hard to teach well. My qualifications stem from more than two years of teaching experience in this course, knowledge of the districted-adoped Amplify Science curriculum, adaptations of building more differentiation through interactive experiences and multiple ways for students to demonstrate their knowledge and skills.

The CTC requires the District to prove you are qualified to teach this course. Please explain how * you qualified to teach this course.

Although my credential is in Social Studies, many of the core instructional skills are transferable to teach science. In both subjects students build skills including reading comprehension, analyzing informational texts, developing claims supported by evidence, explanatory writing, argumentative writing, critical thinking, discussion, and making connections between content and real-world issues. These same skills are used throughout my science classes. Students regularly collaborate with each other, read scientific texts, analyze data and evidence to prove their claims.

I agree I would like the Local Committee on Assignments to review this course information and * recommend an approval to the School Board so students may take this course. Please type your name as your signature.

Eric Perkins

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MM DD YYYY

07 / 07 / 2026

This form was created inside of Redwood City School District.

Google Forms