



# Course Syllabus Report

## SC1510 Science 5 (SC1510)

**DISTRICT APPROVED CURRICULA:** Teacher Created, Mystery Science

**STATE COURSE CODE:** MISC0007 (Elementary Curriculum)

**GRADE LEVELS:** 5th Grade

**CREDITS:**

**PREREQUISITES:**

**COURSE GRADING SCALE:**

Excelling - EX = 100%-90%

Meeting - ME = 89%-70%

Approaching - AP = 69%-60%

Beginning - BE = 59%-0%

**INSTRUCTIONAL MATERIALS NEEDED:** Internet access, computer, printer, printer paper and ink, modern OS/software/web

browser, webcam, headphones with microphone- if not built into computer, binder, filler paper, tabs, pencil,

crayons, scissors, glue, small whiteboard with eraser and markers, camera (cell phone is fine)

\*Please also see the Material lists for 1st and 2nd Semester in the WSLP Module.

**DEFAULT CERTIFICATED TEACHER:** Jessica Turnley

**DESCRIPTION** Fifth graders will embark on an exciting science adventure. Topics for the year will

include Matter is Everywhere, Matter Changing States, Properties of Matter, Mixtures, Gravity, Energy

Transfer, Matter and Energy in Plants, Basic Needs, Food Webs, Ecosystems, Matter Cycles, Observing the

Stars, Earth's Rotation, Objects in the Sky, Earth's System and Interactions, Water Sources, Human

Footprint, and Reducing the Human Footprint. Students will use the STEMscopes online curriculum to

complete interactive lessons in order to fulfill science standards. Lessons consist of grade appropriate web

links, video clips, and audio clips that appeal to diverse learners. In addition, students are given hands-on

activities to do off the computer to support what they are learning and to meet a variety of learning styles.

**ESSENTIAL LEARNINGS:** - Develop a model to describe that matter is made of particles too small to be seen.

- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

- Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

- Make observations and measurements to identify materials based on their properties.

- Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

- Support an argument that the gravitational force exerted by Earth on objects is directed toward the center of the Earth.

- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

- Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

- Support an argument that plants get the materials they need for growth chiefly from air and water.

- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

# **SYLLABUS iA Science, Fifth Grade, 2021/22**

## **Course Description: SC1510**

**Scholars will receive a broad overview of many different types of science in order to better understand the world around them through four mystery modules: Chemical Magic, Web of Life, Sp**

### **OBJECTIVES** Course Description: SC1510

Scholars will receive a broad overview of many different types of science in order to better understand the world around them through four mystery modules: Chemical Magic, Web of Life, Spaceship Earth, and Water Works. They will develop an understanding of the scientific method and the steps to designing a good experiment. Scholars will become skilled at representing data in graphical forms and developing models for a variety of reasons: including describing the movement of matter.

#### What We Will Study

Chemical Magic: 5-PS1.1,

5-PS1.2, 5-PS1.3, & 5-PS1.4

Web of Life: 5-LS.1.1,

5-LS.2.1, 5-PS.1.1, & 5-PS.3.1

Spaceship Earth: 5-ESS.1.2 &

5-PS.2.1,

Water Works: 5-ESS.2.1,

5-ESS.2.2, 5-ESS.3.1,

5-ETS.1.1, 5-ETS.1.2, &

5-ETS.3.3

Reference Priority Standards and course Learning Plan Contract (LPC) for additional details

### **STANDARDS**

FWPS Priority Standards

<https://fwps.instructure.com/courses/75624/files/4384651/download?wrap=1>

### **LEARNING REQUIREMENTS**

Weekly Work Completion: Scholars will submit original work in all classes each week.

Original Work Submissions: Scholars will only submit their original work. If a scholar uses outside sources in the creation of their original work, citations must be present in the format requested by their teacher.

Weekly Communication: Scholars will communicate weekly with their teachers regarding their academic progress.

Functioning Technology/Required Materials: Scholars will always have constant and consistent access to the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

Academic Integrity: Academic integrity is essential to learning. scholars are expected to complete their own work. Copying, plagiarizing, cheating, or other methods of intentional deception are prohibited and could result in the scholar's removal from the class or iA entirely.

IA Policy 1st Offense: The scholar will be contacted by the teacher via phone call, the scholar will be made aware of the plagiarism and examples of how this can be avoided will be discussed. Direct instruction on plagiarism will be delivered by the teacher. iA Administration and other teachers will be made aware of the plagiarism. The work must be redone without plagiarism.

2nd Offense: The scholar and parents will be contacted by the teacher directly and the scholar will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware.

3rd Offense: The scholar will be withdrawn from the course or iA depending on the severity and/or frequency of the plagiarism.

WAC (Weekly Academic Contact): State regulations require scholars in online programs to have weekly academic contact with each teacher. This occurs by engaging with the curriculum and online instruction, submitting assignments to make progress in learning, and successfully completing courses. Scholars have multiple opportunities and methods to achieve weekly academic contact and receive teacher assistance and feedback: email, message, live online sessions, assignments, phone, and/or face-to-face meetings by appointment when applicable and in accordance with social distancing guidelines. In accordance with new state law the iA Weekly Academic Contact policies are changing. To ensure the success of all iA scholars, Weekly Academic Contact is required to remain enrolled at iA.

1st week missed WAC= Notification of missed WAC that informs scholars and parents of the consequences of additional missed WAC.

(Step 1)

2nd consecutive or 3rd cumulative week of missed WAC= The scholar and parent must conference with a designee to discuss the missed contact, administer a “screener”, and develop a data-based interventions plan. (Step 2)

5th consecutive OR 6 cumulative of missed WAC= BECCA petition will be filed. (Step 3)

## **ACADEMIC GOALS**

### **LEARNING ACTIVITIES**

Projects., Activities., Private Lessons., Experiments., Hands-on Projects., Discussion., Journaling., Internet Research.

### **EVALUATIONS**

Monthly Progress Review: State law also requires enrolled

scholars to maintain monthly forward progress toward completing classes with success. Scholars are expected to complete one monthly module of at-standard work or have completed the teacher-prescribed plan as assigned by the certificated teacher of that course. If the assigned at-standard work is submitted, the scholar will be considered having made Satisfactory Progress. If the assigned work is not submitted and/or is not at standard, the scholar will be considered having made Unsatisfactory Progress.

An overall Monthly Progress Review (MPR) score will be prepared in the ALE App and notification that they are ready to be viewed will be emailed to every family once a month by the Advisory/Homeroom teacher to communicate overall progress towards mastery and passing of the courses.

Scholars are either making Satisfactory Progress or Unsatisfactory Progress. If a scholar is considered having made Satisfactory progress (by the individual teachers in individual courses) in 50% or more of their courses, they will be considered having made Satisfactory progress overall. If a scholar is considered having made Unsatisfactory progress (by the individual teachers in individual courses) in more than 50% of their courses they will be considered having made Unsatisfactory Progress overall. If a scholar is determined to have made Unsatisfactory Progress for consecutive months, the Advisory/Homeroom teacher will include escalating intervention plans each month in the Monthly Progress Review. If a scholar reaches 3 months of Unsatisfactory Progress they may be withdrawn by the administration.

## **TIMELINES**

**OCTOBER** Complete all lessons and assignments in the October module on your "modules" page in Canvas.

**NOVEMBER** Complete all lessons and assignments in the November module on your "modules" page in Canvas.

**DECEMBER** Complete all lessons and assignments in the December module on your "modules" page in Canvas.

**JANUARY** Complete all lessons and assignments in the January module on your "modules" page in Canvas.

**FEBRUARY** Complete all lessons and assignments in the February module on your "modules" page in Canvas.

**MARCH** Complete all lessons and assignments in the March module on your "modules" page in Canvas.

**APRIL** Complete all lessons and assignments in the April module on your "modules" page in Canvas.

**MAY** Complete all lessons and assignments in the May module on your "modules" page in Canvas.

**JUNE** Complete all lessons and assignments in the June module on your "modules" page in Canvas.