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| <b>Grade Level:</b>                            | <b>5th</b>  |
| <b>Class Title:</b>                            | <b>Science</b>  |
| <b>Subject:</b>                                | <b>Science</b>  |
| <b>Class Description:</b>                      | <p>This class will encourage the student’s natural curiosity to become a better questioner, observer, and thinker. The Student will develop the ability to use simple tools and to solve problems in creative ways.</p> <p>This course will introduce the student to the fundamentals of the following Science topics:</p> <p>Physical Science</p> <ul style="list-style-type: none"> <li>• Students are able to describe that matter is made of particles too small to be seen through the development of a model.</li> <li>• Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved.</li> <li>• Students determine whether the mixing of two or more substances results in new substances.</li> </ul> <p>Life Science</p> <ul style="list-style-type: none"> <li>• Using models, students can describe the movement of matter among plants, animals, and decomposers, and the environment and that energy in animals’ food was once energy from the sun.</li> <li>•</li> </ul> <p>Earth and Space</p> <p>Students are expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p> <p>This class will work toward one or more CCSS. This will be a year-long class, spanning the 2020-2021 school year.</p> <p>The estimated instructional hours for this class are ____per week.</p> |
| <b>Learning Materials:</b>                     | List all materials.   |
| <b>Learning Goals/ Performance Objectives:</b> | <ol style="list-style-type: none"> <li>1. Observe and describe using senses</li> <li>2. Compare and Contrast important points and key details-CCS</li> <li>3. Ask questions about key details in text-CCS</li> <li>4. Use information from illustrations or text to demonstrate understanding of key details in a text-CCS</li> <li>5. Recall information-CCS</li> <li>6. Sort and Classify</li> <li>7. Explore Cause and Effect</li> <li>8. Examine ideas with in topic of study</li> <li>9. Find examples in nature</li> <li>10. Summarize topics</li> <li>11. Identify main idea-CCS</li> <li>12. Describe connections between scientific ideas or concepts</li> <li>13. Recognize ideas and vocabulary with in topic of study</li> <li>14. Measure and order by weight, capacity, height, length, and temperature</li> <li>15. Integrate information from two texts on the same topic-CCS</li> <li>16. Record and graph data</li> </ol>   |

17. Label and explain diagrams
18. Define terms related to study
19. Conduct short research and writing projects and with adult support and use digital tools to produce and publish project and/or writing-CCS
20. Use drawing, dictating, and/or writing to explain about a topic-CCS
21. Relate the process of scientific investigation to designing and investigation
22. Plan and conduct different types of investigations – field studies, models, open ended explorations, and controlled experiment
23. Conduct multiple trials
24. Analyze, critique, interpret and communicate results of investigation

**Physical Science—Structure and Properties of Matter**

1. Develop a model to describe that matter is made of particles too small to be seen.
2. 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.
3. Make observations and measurements to identify materials based on their properties.
4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
5. Use models to describe that that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

**Life Science—Matter and Energy in Organisms and Ecosystems**

1. Support an argument that plants get the materials they need for growth chiefly from air and water.
2. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

**Earth and Space Science—Earth's Systems**

1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
2. 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.
3. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

**Earth and Space Science—Space Systems: Stars and the Solar System**

1. Support an argument that the gravitational force exerted by Earth on objects is directed down.
2. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth
3. 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.

A team of certificated teachers who are highly qualified in this subject matter has reviewed this WSLP.

**Activities:**

Please take a look at the sample learning activities below. Use them as a model to describe what your child will be doing at home. Adjust and modify them to match what you are doing at home. Just do your best, your consultant will give you more assistance at your meeting, if necessary.

(Student Name) Read for 50 minutes for information on a topic each week

(Student Name) will participate in conducting one experiment each week

(Student Name) will present orally once each month

(Student Name) will complete a research project each month

(Student Name) will complete \_\_\_\_pages per week/month in Science workbook

(Student Name) will compare and contrast two objects (using a Venn diagram) each month

(Student Name) will draw or label a diagram each month

(Student Name) will keep a list of vocabulary words for the topic of study each month

**Progress  
Criteria/  
Methods of  
Evaluation:**

[Student's name] will keep a portfolio of weekly work samples and any written assessments to present to consultant at face-to-face meetings each month. Monthly assessments will be completed by the consultant/certified teacher. Monthly Progress will be marked satisfactory or unsatisfactory based on the professional judgment of the certified teacher using parent input, work samples, and monthly assessments.