

<b>Course Title: GRADE FIVE SCIENCE-A</b>	<b>Course Description</b>
<p><b>Course No.</b> N/A <b>Grade level:</b> 5</p> <p><b>Text and Resources:</b>  A. <i>Science: California Edition, Grade Five</i>; McGraw-Hill  B. <i>Practice Workbook</i>; McGraw-Hill  C. <i>Focus on Science, Level E</i>; Steck-Vaughn</p>	<p><b>Course Duration:</b> *One Semester</p> <p><b>Credit Value:</b> One Course</p>
<p align="center"><b>Course Content: Key Content Standards and Course Objectives</b></p>	<p>This course continues the introduction of basic scientific concepts and the observations that support them. Students will study concepts related to the physical science, life science and earth science strands and will conduct investigations and experimentations related to those strands.</p>
<p><b>The following standards are the Grade Five Science Standards:</b></p> <p><b><u>Physical Sciences</u></b>  1. Elements and their combinations account for all the varied types of matter in the world.</p> <p><b><u>Life Sciences</u></b>  1. Plants and animals have structures for respiration, digestion, waste disposal and transport of materials.</p> <p><b><u>Earth Sciences</u></b>  1. Water on Earth moves between the oceans and land through the processes of evaporation and condensation.  2. Energy from the sun heats the Earth unevenly, causing air movements resulting in changing weather patterns.  3. The solar system consists of planets and other bodies that orbit the sun in predictable paths.</p> <p><b><u>Investigation and Experimentation</u></b>  Students will ask meaningful questions and conduct careful investigations addressing the content of other three strands.</p>	<p>The elementary and middle school science standards provide the foundational skills and knowledge for students to learn core concepts, principles, and theories of science at the high school level. The standards are organized in sets under broad concepts.</p> <p>*Open entry/open exit</p>
<p align="center"><b>Methods of Study</b></p>	<p align="center"><b>Evaluation of Performance Standards</b></p>
<p>1. Students will complete all activities assigned.  2. Students will participate in discussion with other class members and/or teacher.</p>	<p>1. Students will complete all assignments and assessments with a minimum of 70% accuracy.  2. The supervising teacher will be satisfied with the quality of the student's work.</p>

# GRADE FIVE SCIENCE A

## Course Outline

### I. Textbook Assignment Options:

#### A. *Science: California Edition Grade Five (1 Course)*

- Read and complete all activities in Chapters 1-5
- Complete all activities in Practice Workbook for Chapters 1-5.
- Complete one Extension Activity

#### B. *Focus on Science, Level E (1 Course)*

- Read and complete all activities in textbook.
- Complete one Extension Activity

### II. Extension Activities

- Write a multiple paragraph composition that answers the following questions: What do plants have in common? How can plants be grouped? What are two major plant groups? How are plant groups divided?
- Create a poster about thunderstorms, tornados, or hurricanes. Include in your poster a picture and a description of how it forms, how it happens, where it happens, and the different stages, if any. Also include three safety rules for the storm you chose.
- Draw and label the parts of a flower. Write a single paragraph describing each part. Draw and label a picture of pollination. Write a single paragraph explaining how pollination works and the difference between self-pollination and cross-pollination. Draw and label a picture of fertilization. Write a single paragraph explaining the fertilization process.
- Write a multiple paragraph composition that answers the following questions: What are elements? What are they made of? What properties do elements have? How can they be grouped? What are compounds? How do we use compounds?
- Teacher generated activity, approved by the site administrator.

### III. Evaluation

- Unit and/or final test.
- All textbook work must meet the 70% accuracy level for a “C” grade.