



**School Year: 2020–2021**

<b>Course Name</b>	Science	<b>Course Code</b>	
<b>School Name</b>	Sagamore Hills Elementary School	<b>Teacher Name</b>	Dr. Kristy Shackelford
<b>School Phone Number</b>	678-874-7502	<b>Teacher Email</b>	kristy_shackelford@dekalbschoolsga.org
<b>School Website</b>	<a href="http://www.sagamorehillses.dekalb.k12.ga.us">http://www.sagamorehillses.dekalb.k12.ga.us</a>	<b>Teacher Website</b>	Google Classroom Link: nv6ntfl

### **Course Description**

Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, students need to possess sufficient understanding of fundamental science content knowledge, the ability to engage in the Science and Engineering Practices, and to use scientific and technological information correctly. Technology is infused into the curriculum and the safety of the student will be foremost in instruction. The Fifth Grade DeKalb County School District Science Curriculum engages students in investigations of scientific concepts. Students are active learners and use hands-on activities to discover and explain phenomena. They understand that science is a process for gaining knowledge about the natural world, conduct experiments and report their findings in the form of written reports, charts, and various other presentations including multimedia projects. Their scientific explanations emphasize evidence GRADE and begin to use scientific principles, models, and theories. Fifth graders keep records of investigations and observations and understand why they should not alter records. They use numerical data to describe and compare objects, convert the fractions to decimals in scientific calculations, and identify the largest and smallest possible value of something. They use reference books, magazines or newspapers, and computer databases to locate scientific information.

***In Fifth Grade, students will:***

- ☐ Identify the causes of some of earth's surface features
- ☐ Explain the difference between a physical and a chemical change
- ☐ Investigate electricity and magnetism and the relationship between them
- ☐ Use scientific procedures to classify organisms
- ☐ Understand the difference between behaviors and traits
- ☐ Contrast the parts of animal and plant cells
- ☐ Argue from evidence on how microorganisms can be beneficial or harmful to other organisms

**Curriculum Overview**

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

CURRICULUM OVERVIEW—Science	
Unit 1: Classification	
Unit 2: Cells and Microorganisms	
Unit 3: Heredity	
Unit 4: Physical and Chemical Changes	
Unit 5: Earth Processes	
Unit 6: Electricity and Magnetism	

**BOARD-APPROVED INSTRUCTIONAL MATERIALS**

Title	Houghton Mifflin Harcourt Georgia Science
ISBN	N/A
Replacement Cost	N/A
Online book and/or resources	Online book available on Clever.
Online student access code	Students will login to Clever using their DeKalb

(school specific)	County student number and password.
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**GRADING SYSTEM:** The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student's opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student's academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

GRADING CATEGORIES	*GRADE PROTOCOL
Formative and Diagnostic Assessments – 0%	A 90 – 100
Assessment Tasks (Skills & Homework) – 25%	~P (pass)
Classwork (Guided, Independent, and Group Practice) – 45%	B 80 – 89
Quizzes, Tests, and Projects – 30%	~F (fail)
	C 71 – 79
	D 70
	F Below 70

**Notes:**

\*English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

~Elementary schools will utilize P (pass) and F (fail) in Health/Physical Education, Music, World Languages, Visual Arts and Performing Arts.

DISTRICT EXPECTATIONS FOR SUCCESS	
<b>STUDENT PROGRESS</b>	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. <b>See Board Policy IH.</b>
<b>ACADEMIC INTEGRITY</b>	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. <b>See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.</b>
	Homework assignments should be meaningful and should

<b>HOMEWORK</b>	be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. <b>See Board Policy IHB.</b>
<b>MAKE-UP WORK DUE TO ABSENCES</b>	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. <b>See Board Policy IHEA.</b>
<b>SCHOOL EXPECTATIONS FOR SUCCESS</b>	
<b>CLASSROOM EXPECTATIONS</b>	<p>Students should be:</p> <ul style="list-style-type: none"> <li>• Online at their designated times</li> <li>• Prepared with proper materials</li> <li>• Use proper names when signing it to Zoom meetings</li> <li>• Work at a table or desk</li> <li>• Ready to learn</li> </ul> <p>Remember to be:</p> <ul style="list-style-type: none"> <li>• Respectful</li> <li>• Resourceful</li> <li>• Responsible</li> <li>• A Risk-taker</li> </ul>
<b>MATERIALS AND SUPPLIES</b>	Students should use a composition notebook for their Science notebook, pens, pencils, and highlighters.
<b>EXTRA HELP</b>	<p>My office hours are Monday-Friday 8:00am-3:00pm.</p> <p>Please email me or call to set up an appointment.</p>
<b>PARENTS AS PARTNERS</b>	<p>Parents should:</p> <ul style="list-style-type: none"> <li>• Encourage and require the student to participate in all synchronous and asynchronous activities and assignments.</li> <li>• Inform the local school designee and teacher of an absence within a 24-hour time period of the absence.</li> <li>• Inform the school if something is occurring that is preventing the student from participating in virtual learning.</li> <li>• Ensure that your child has a workplace where they can conduct their schoolwork each day free from distractions.</li> <li>• Make sure your child has all necessary materials to complete school work (see supply lists uploaded in Google Classroom and on Sagamore homepage).</li> <li>• Help your child with logging on to Zoom calls when</li> </ul>

	<p>needed.</p> <ul style="list-style-type: none"> <li>• Contact teachers if you have any questions or concerns.</li> </ul>
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PLEASE SIGN BELOW AND RETURN.

I have read the syllabus.

Student  
Signature\_\_\_\_\_

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Parent/Guardian  
Signature\_\_\_\_\_

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Date\_\_\_\_\_

Additional information to support continued contact:

Information	Parent/Guardian
Day Time Phone Number	
Cellular Phone Number	
Home Phone Number	
Email Address	