



Teacher: Jacqueline Fawaz

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Room: 257

Syllabus for 5th Grade Science

Course Description:

Students at this grade level are able to 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, and argue from evidence on how microorganisms can be beneficial or harmful to other organisms

Units of Study:

Earth and Space Science

- S5E1. Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.

Physical Science

- S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.
- S5P2. Obtain, evaluate, and communicate information to investigate electricity.
- S5P3. Obtain, evaluate, and communicate information about magnetism and its relationship to electricity.

Life Science

- S5L1. Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.
- S5L2. Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.
- S5L3. Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells.
- S5L4. Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms.

Materials Needed:

Number 2 Pencils

Black Binder

1 Pack of Colored Pencils or Markers

Class Culture:

The Fifth Grade Georgia Standards of Excellence for science engage 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 and are able to conduct experiments and report their findings in the form of written reports, charts, and various other presentations including multi-media projects. Their scientific explanations emphasize evidence and begin to use scientific principles, models, and theories.



Participation:

- Center Rotation activities and practice
- group discussions and investigations
- communicating science through writing, graphs, and illustrations
- homework practice weekly

Classroom Agreements and Expectations:

1. Listen while others are speaking
2. Do not talk back with the teacher and follow directions the first time
3. Do the right thing when no one's looking
4. Be prepared for class
5. Keep feet and hands to yourself
6. Treat others the way you want to be treated
7. Be reasonable and fair
8. Think before you speak

CLASS DOJO is used for positive behavior; they have up to 3 points a day they can earn in science

Grading:

Westside utilizes a standards based grading system that uses a scale from 1-4

- 1 – Standard Not Met
- 2 – Approaching Standard
- 3 – Standard Met
- 4 – Exceeding Standard

Grades will be posted in infinite campus as soon as it is set up

Homework:

Homework will be given on Monday and usually due on Friday. It will be written in their agenda to be signed by you each evening.

Late Work:

All late work must be submitted by the end of that work week.

Absence Make-Up Work:

Students are allowed to turn in makeup work. Students must pick up their makeup work upon returning to class and return it the next class period.

Technology Policy:

Westside Atlanta Charter School (WACS) retains sole right of possession of all iPads, Chromebooks and related equipment (now referred to as “device”). Devices will be issued to students according to the guidelines set forth in the WACS technology contract. The technology team and school administration retain the right to inspect and/or collect a device at any time and to alter, add, or delete installed software or hardware. In order to be able to access a school-issued device, each student must have a signed technology contract on file. This contract must be signed by the student and the parent to show agreement.



Uniforms:

MIDDLE GRADES (5TH - 8TH GRADES)

BOYS	GIRLS
<p>Tops: OXFORD shirts (long or short sleeved) White, Light Blue Westside logo optional</p>	<p>Tops: OXFORD shirts or blouses (long or short sleeved) White, Light Blue Westside logo optional</p>
<p>Bottoms: Khaki pants or shorts</p>	<p>Bottoms: Khaki pants, shorts, or skirt</p>
<p>Shoes: Closed toe athletic shoes</p>	<p>Shoes: Closed toe athletic shoes</p>
<p>Classroom Outerwear: Westside sweatshirt Plain* navy blue fleece, sweater, or vest NO HOODS OR HATS *Westside logo optional, no other logos permitted</p>	<p>Classroom Outerwear: Westside sweatshirt Plain* navy blue fleece, sweater, or vest NO HOODS OR HATS *Westside logo optional, no other logos permitted</p>
<p>Playground/P.E. Outerwear: Students may wear any coat/outerwear of their choice outside the building or in the gym</p>	<p>Playground/P.E. Outerwear: Students may wear any coat/outerwear of their choice outside the building or in the gym</p>

Purchasing Uniforms:

Uniforms can be purchased from a variety of retailers including Target, Walmart, Old Navy, Lands End and Zeus' Closet. Westside Sweatshirts and logoed oxford shirts can be purchased at school. There is a gently used uniform closet in Catherine Perry's office (media center) available to all Westside families.

Parent/Student Handbook:

The parent/student handbook is an important resource that details the expectations for Westside students and their families. It is important that both the student and their parents read the handbook which is available on the Westside website.

NOTE: This course syllabus provides a general plan for the course. Deviations may be necessary.



Dear Parent(s):

Please review and discuss this syllabus with your student. Please sign below indicating that you and your student have read and understand the parent/student handbook and the syllabus for this class.

Student's Printed Name: _____

Student's Signed Name: _____

Parent's Printed Name: _____

Parent's Signed Name: _____

**** Please return this sheet to your student's teacher.****