

Grade 5 Matter, Energy, Life-on-Earth
Quarter 3

2013-2014 School Year

Welcome!

Please read the syllabus and project trees with your parents this week. Consider how far you would like to climb up the Grading Scale. **Have a parent sign this sheet, and turn it in to Ms. Miller for an Extra Credit Point.**

Signature:

4/5th Science Lab Intern: Ms. Miller
Contact: ecmiller@ucsd.edu

How your final quarter grade is Determined:

25% Theory

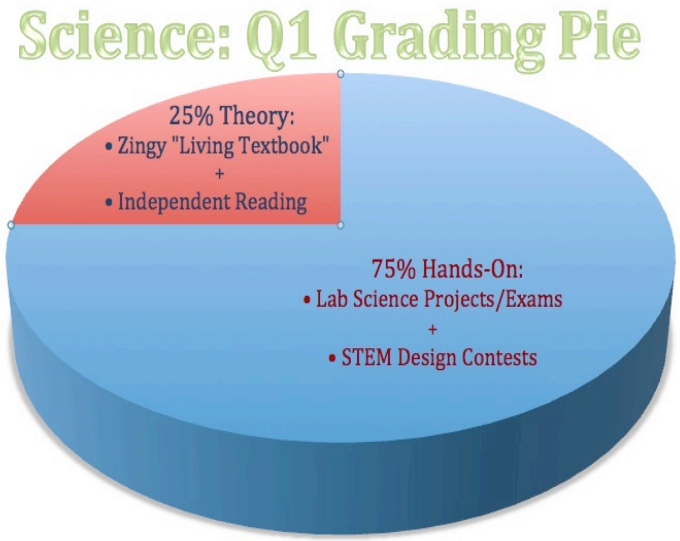
(Separate grade for Zingy lessons)

75% Projects:

Grading Scale
(Achievement Ladder)

8/9 Projects Passed = A+
7/9 Projects Passed = A
6/9 Projects Passed = B+
5/9 Projects Passed = B
4/9 Projects Passed = C+
3/9 Projects Passed = C

Grading Pie



Notes:

Exceptional Projects pass with " **Flying Colors** " and earn **EXTRA CREDIT** .

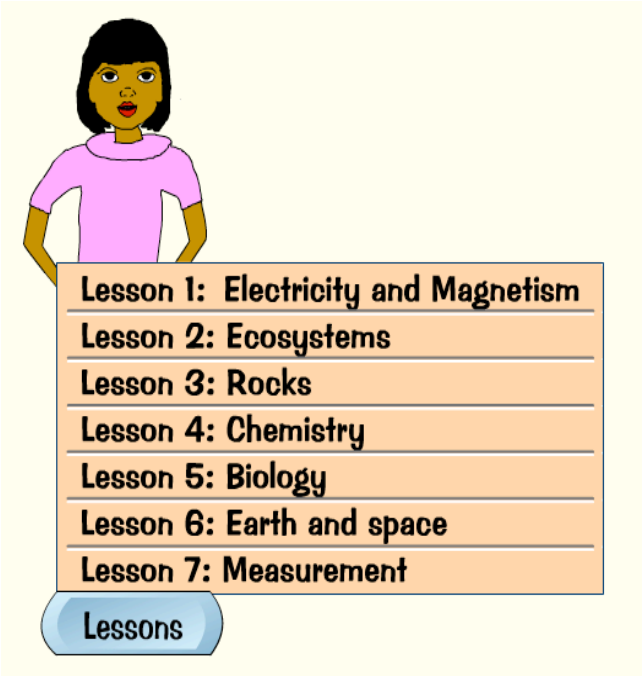
10 Extra Credit points = 1 Project Point. Extra Credit Points roll over between quarters.

These Projects are to be done BY YOURSELF or in your ASSIGNED GROUP (with coaching from teachers and family members, of course). To earn a Project Point, each student must do a fair share and be able to pass the Project Oral Exam by themselves.

You have 10 weeks of class and 2 Project work-periods a week. There are 9 Projects total. There will not be class time set aside for you to work on all 9 PROJECTS. Therefore you will probably have to do some on YOUR OWN TIME TO RECEIVE AN “A” in Science.

INDEPENDENT PROJECTS: Projects for which there is no planned class time are marked as “**Optional**”. These projects must be completed at home. **START EARLY. FINISH EARLY**!

25% Theory Portion: Zingy Online Textbook



Zingy Lessons for Quarter 3:

Lesson 6: Earth and Space
Topic 1: Fresh Water and Salt Water
Topic 2: The Water Cycle
Topic 3: Water resources
Topic 4: Atmosphere
Topic 5: Wind and weather
Topic 6: Severe Weather
Topic 7: The Sun
Topic 8: Gravitational Attraction
Topic 9: The solar system
Topic 10: Activity

Lesson 4: Chemistry
Topic 5: States of Matter
Topic 6: Chemical and Physical Change
Topic 7: Chemical Reactions II
Topic 8: Compounds and Mixtures

Total: 14 Lessons

Zingy Access: zingylearning.com

Tips for Accessing Zingy:

- Each student has a "How to Access Zingy" sheet in their binder from first quarter.
- Check that your browser is compatible: Google Chrome or Safari work well. Internet Explorer will have problems.
- Students have to click the "Lessons" Bar at the top and go through the lessons BEFORE attempting the quizzes. Otherwise your progress might not save.
- There will not be much class time for working on Zingy. **Please work on Zingy as homework.**
- Check Zingy Tree or syllabus for **specific assigned lessons** for the quarter.
- Students must pass quizzes to receive credit.

Outside Reading and Viewing:

For **Flying Colors** extra credit points: See Zingy Tree for a list of Extra Credit Opportunities! Remember 10 Extra Credit Points = 1 Project Point

Foundation Project Checklists (To be completed in class)

1	**Evaporation Experiments**	Start ☛	**2/24**

Students will test the following **variables** that influence evaporation of water: heat, wind, and surface area. This is a group project.

To receive credit for this Project:

☐ Set up evaporation experiments and make predictions.
☐ Collect data over two days (amount of water lost).
☐ Write 1 page report detailing your results and conclusions.

To Pass with Flying Colors:
Present a poster as a group to illustrate your findings.

2	**Cloud Forecast (ongoing project)**	Start ☛	**2/26**
	Due	**4/7**	

Students will use cloud poster in class to make forecast predictions about the weather.

To receive credit for this Project:

☐ Follow instructions to make weather observations and forecast on your assigned day. Each student will have 1 day assigned to them this quarter to complete this project.

3	**Water Cycle and Wind Models**	Start ☛	**3/3**

Students will set up models for wind and the water cycle. This is a group project.

To receive credit for this Project:

☐ Set up both models
☐ Answer in-class questions and pass oral exam

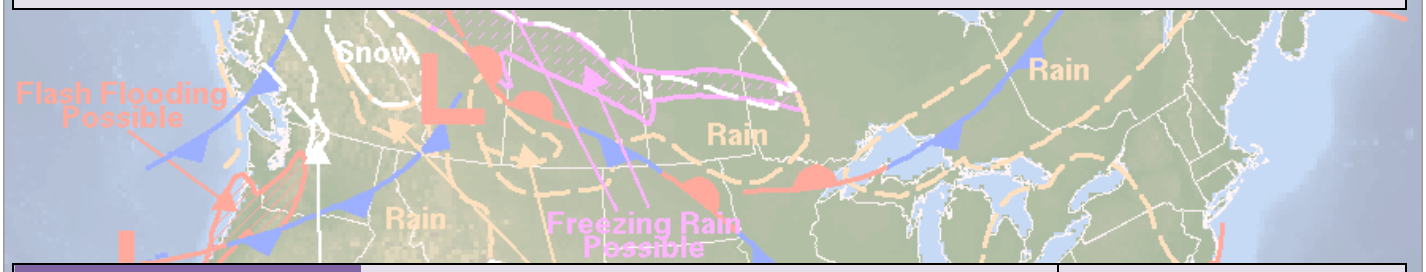
4	**Reading Weather Maps**	Start ☛	**3/10**

Students will learn to read weather maps. This is an individual project.

To receive credit for this Project:

☐ Complete in-class assignment

☐ Pass oral exam



5	**Weather Forecast**	Start ☛	**3/17**

Students will be given a weather map, and will present information from it. This is a group project.

To receive credit for this Project:

☐ Work in your group to create a 3-minute minimum weather forecast based on the weather map you are given. All students in your group must have speaking parts.

CONTEST: The group with the best presentation will win 5 Flying Colors points each.

6	**Water Quality Tests**	Start ☛	**3/24**
		Due	**1/15**

Students will test water samples to learn about water quality and pH.

To receive credit for this Project:

☐ Work in group to test water samples.

☐ Complete in-class assignment

☐ Pass an oral exam.

Take-Home Project: Research Report

This project has a suggested start date of 5/5 and a Due Date of 4/7. That means you have the entire quarter to work on it, but it is up to you to manage your time! Reports are worth 1 Project Point each. Students may complete more than one to make up absent days, or achieve an A+ in science.

Choose **one topic out of the following** to write a research report on. Reports must be typed, and must be a **minimum of 1 page long, 12pt font, double-spaced**. **All reports must include a bibliography.** This is a list of sources used. For example, if you used awebsite, list the title of the website and the URL link. If you used a book, list the author and title. **Parents: I will post some helpful links on the 5th grade blog to help your student get started.**

Here is a list of topics, and some questions you should answer in your report:

1) San Diego's Water Sources
    - What kind of climate does San Diego have?
    - What are San Diego's biggest sources of water?
    - What are the San Diego Aqueduct and California State Water Project?
    - What is "reclaimed" water?
    - Why is it important to reduce our water use? How can we do this?

2) The Oceans
    - How does water in the ocean differ from fresh water (in chemical content, volume, etc.)
    - In what ways does the ocean affect climate on land? (Hint: compare the weather forecasts of a place near the ocean, to a place inland)
    - How do the oceans contribute to precipitation? When water evaporates from the ocean, does it change in chemical composition?
    - What are currents? What effect do they have on climate (especially the Gulf Stream?)

3) Extreme Weather
    - Choose to focus on: hurricanes, snowstorms, tornadoes, or drought.
    - How is your type of extreme weather formed?
    - Discuss one or two occasions of your extreme weather, including the date and its effects.

All responses must be written in the student's own words. Plagiarized responses will need to be re-written. Plagiarism includes: writing sentences from a source word-for-word, or using a source without including it in your bibliography.