



SCIENCE

MOVERS 1 LEVEL

I. INSTRUCTIONAL RESOURCES:

1. Textbook: Essential Science 3, Santillana, Richmond Publishing.
2. Online resources: National Geographic Kids

II. COURSE PREREQUISITE

Students who have passed Starter 2 level can study all subjects required in Movers 1. In cases of students with great consistency of English skills, they may request and be assessed for promotion to the next level. They will need to be assessed as part of their application process to the school to enable the correct level of placement.

All entry decisions will be provided by the IP management team.

III. COURSE DESCRIPTION

The 40 minute class period will be used to present the concepts in the text books through a variety of interesting and exciting teaching methods.

Science 3 introduces plant crop and animal farming to students. They study the skeleton and muscles of the human body. They study the different types of animals - vertebrates and invertebrates. They go further into the research and study of plants, animals, water and earth's other resources, such as, rocks, trees, grasses and minerals. They experience a further in-depth study of earth's landscape and weather patterns.

The aim is to encourage their curiosity and broaden their knowledge and awareness and how it impacts their daily lives.

IV. COURSE GOALS

On completion of Movers 1 level the students will:

1. Have understood more contents for Science and English skills,
2. Have learnt the scientific principles (and vocabulary) appropriate to the level of science they are studying. These would include: the life cycle, human's senses, body, classification of animals, the Earth's materials, characteristics of water...
3. Have worked on simple projects.

V. COURSE OBJECTIVES

At the end of the course, students will achieve higher level of understanding pertaining to the following objectives from AERO Curriculum Framework

LS1.4A	Observe, identify, and record external features of plants and other animals Observe that animals need water, air, food, and shelter/space to grow and reproduce Recognize that plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death
LS1.4B	Identify and compare the physical structures of a variety of animals (e.g., sensory

	organs, beaks, appendages, body covering)
LS2.4A	Explain that all organisms require a form of energy to survive and that humans and other animals obtain energy and materials from food
LS4.4A	Recognize that plants and animals go through predictable life cycles that include birth, growth, development, reproduction
LS4.4B	Investigate and describe how particular animals have offspring that are the same kind of animal
LS1.4C	Demonstrate that living things are made up of different parts
LS5.4A	Identify and explain how the physical structure/ characteristic of an organism allows it to survive and defend itself
HS1.4A	Identify ways people of all ages, genders, and backgrounds use science in their careers
PS1.4A	Compare, sort and group objects in terms of what they are made of (e.g., clay, cloth, paper, or metal)
PS1.4D	Compare the observable physical properties of solids, liquids, or gases (air) Investigate and recognize water can change from a liquid to a solid (freeze), and back again to a liquid (melt), as the result of temperature changes
PS2.4A	Demonstrate that when some substances combine, they may retain their individual properties (e.g. salt and pepper) and that some may lose their individual properties (e.g. powdered drink in water)
ESS2.4A	Investigate local landforms and how wind, water, or ice have shaped and reshaped them (e.g. severe weather) Describe mountain features by using pictures
ESS3.4A	Illustrate the locations of water on Earth by using drawings, maps, or models
ESS5.4A	Identify the sun as the source of energy that evaporates water from the surface of Earth Provide examples of how sunlight affects people and animals by providing heat and light
ESS6.4A	Describe weather by measurable quantities such as temperature, wind direction, wind speed and precipitation
ESS7.4A	Describe various resources that provide the necessary things that are used by people in their daily lives Observe and describe ways water, both as a solid and liquid, is used in everyday activities at different times of the year (e.g., bathe, drink, make ice cubes, build snowmen, cook, swim) Explain that the supply of many nonrenewable resources is limited and can be extended through reducing, reusing and recycling but cannot be extended indefinitely
SI1A	Identify the basic needs of most plants (i.e., air, water, light)

VI. COURSE REQUIREMENTS

1. Assessments

To measure student progress made in academic learning, this course will include two achievement tests, midterm (30%) and final (50%), accounting for the assigned percentage of the overall course grades. The remaining percentages (20%) of student grades will come from class performance (e.g., activity book and attendance), behavior and attitude.

The summary of assessment is the following:

Midterm test.....30%

Final Test..... 50%

Others..... (20%): attendance, classroom participation includes quizzes, projects and exercises which will cover text material assigned and presentation of knowledge and ideas.

2. Special Class Activities

Students will also be assigned research projects to develop scientific thinking. They visit the E-library to research information and report back to class with short paragraph conclusion. They record the research in their own handwriting, then learn data entry by computer keyboard and printout their research report submission to their teacher. This is a key skill for students to learn to use, as the future demands the use of hi-tech devices and knowledge.

VII. GRADING PROCEDURE

Students' progress in this subject will be evaluated and measured in accordance with the standard procedures of the school and applied by every teacher teaching the subject. The following tabulation will be followed for the whole academic year.

1. Achievement Test	80%
• Midterm Test	30%
• Final Test	50%
2. Other Assessment	20%
• Attendance • Classroom participation • Attitude and Behavior • Activity Book	
Special Activities • Online research • Quizzes • Writing	

VIII. GRADING SCALE

This scale is operated to translate letter grades to numerical values and vice versa when computing and calculating student final grades.

LETTER MARKS	RANGE	PERCENTAGES
A	9-10	90-100%
B	8- 8.9	80-89%
C	6.5- 7.9	65-79%
D	5- 6.4	50-64%
F	0-4.9	0-49%

IX. POLICIES

1. Foreign Teacher's Responsibilities

- All foreign teachers are expected to provide rigorous and high level of standards for what an accomplished teacher should know and advocates significant duty and responsibilities to achieve goals and objectives of the subject. Accomplished teachers are dedicated to making knowledge accessible to all students.

- All foreign teachers should be committed, dedicated, responsible mentors to their students learning process and progress. Ready in their everyday teaching of the lesson with well-equipped teaching materials and complete lesson plan. Follow the sequence of the syllabus and apply the modern approach of teaching using technology.
- All foreign teachers should attend scheduled trainings and seminars for reflective professional development that links to the new research program and projects of the organization for the new discovery approach and techniques of teaching. Accomplished teachers should maintain the professionalism at all times.
- All foreign teachers are expected to write and express explicit comments with fair judgment based on their class standing and abilities without any prejudices and partiality and write correct marks on their report card of each semester and other related significant contribution to the progress of every student.

2. Student Responsibilities

- All students must respect teachers and other students at all times. This includes their responsibility in knowing the school rules and regulations. Students are responsible for the consequences of their behavior. Students should know that a classroom is the extension of their house and they need to practice harmonious relationship with one another.
- All students must conduct themselves in an orderly manner, always walk, speak clearly, and respect the activities of others around them. Keep decisions that have positive results. Use appropriate language at all times.
- All students must carry necessary classroom materials each time. Personal necessities request permission to be out of seats or classroom.
- All students are productive and potential participants, they need to listen carefully and attentively to the teacher. Be a responsible for helping to make the classroom atmosphere conducive to learning.
- Let the teacher recognize the student before speaking out.
- Failures to abide the rules above are sanction to minimal penalty duly approved by the teacher and the students from the start of the school year

X. COURSE SCHEDULE

Movers 1

MONTH	TOPIC/LESSON	CONTENT OF INSTRUCTION	TIME FRAME	NOTES
August	Crop and animal farming Worksheet	Ask the questions Write the animal's name	A period in a week	
	Industry Worksheet	Compare Draw and match Handcrafted objects	A period in a week	
	Living Things Worksheet	Teacher draws pictures showing human changes for ages Students classify living and non-living things	A period in a week	
	Animals and Plants Where Do Animals and Plants Live?	Play games Match	A period in a week	

	Worksheet			
September	Our Body Worksheet	Play Simon says Look at the pictures Decide and complete	A period in a week	
	The Skeleton Worksheet	Play Hang man game Names of bones	A period in a week	
	Muscles How Do We Use Our Muscles? Worksheet	Match Answer the questions Types of muscles	A period in a week	
	Review		A period in a week	
October	Midterm Test		A period in a week	
	Animals What Do Animals Eat? Worksheet	Sing a song Ask students to compare the animals circle the correct answers Play a game: Animal and food memory game	A period in a week	
	How Are Animals Born? Worksheet	Circle the answer Match the halves Draw or photos of different stages in the life cycle of animals	A period in a week	
	Vertebrates and Invertebrates Vertebrates Worksheet	Write the vocabulary Compare and match the skeletons to the animals Collect different types of feathers and explain their function	A period in a week	
	Invertebrates Worksheet	Write the words and gap sentences on the BB Describe insects	A period in a week	
November	The Earth Worksheet	Classifying vocabulary Match the halves Show a globe of the Earth and ask students some questions	A period in a week	
	Solids, liquids and gases Worksheet	Summary table Answer the questions Revise the sentences with True or False	A period in a week	
	Changes in Matter Worksheet	Practicing sequence Read the text combine, they may retain their individual properties (e.g. salt and pepper) and that some may lose their individual properties (e.g. powdered drink in water)	A period in a week	
	Review	Review unit 4, 5, 6	A period in a week	
December	Final Term Test		A period in a week	

	Water Worksheet	Answer the questions Circle the correct answer Hand on Propose a situation. Tell students that we must encourage people to save water	A period in a week	
	School Report		A period in a week	
	Water, a Valuable Resource Worksheet	Listen and choose the correct answer Use a globe and atlas to show the polar ice caps	A period in a week	
	The Three States of Water Worksheet	Complete the sentences with the correct word Ask students to find one word in each list which is different from the others and say why	A period in a week	
January	The Water Cycle Worksheet	Present the cycle Write the sentences and choose the correct words	A period in a week	
	Air Air is a Gas Worksheet	Match the halves Word order Illustrations Experiments with air	A period in a week	
	The Atmosphere Worksheet	Choose the correct words Write the word on the BB	A period in a week	
	Plants Worksheet	Experiments Write the sentences on the BB Listen and correct them	A period in a week	
February	Plants Have Stems Leaves and Roots Worksheet	Draw a plant Show students several types of leaves and ask them to compare them Match the sentences	A period in a week	
	Trees, Bushes and Grasses Worksheet	Answer the questions Write the words Point out that the difference between trees and bushes Complete the sentences	A period in a week	
March	Review	Review unit 7, 8, 9	A period in a week	
	Midterm Test		A period in a week	
	Flowering Plants Worksheet	Pictures/samples Write the answers Present the three photos with the texts	A period in a week	
	Plants, Seeds and Fruits Worksheet	Read out the following descriptions and ask the students to guess with fruit is being described A class survey	A period in a week	

		Samples Compare the different seeds and fruit		
	Plants are Born Worksheet	Draw of the flower Pictures Circle the correct answers Put the sentences in the right order	A period in a week	
April	Plants Grow and Change Worksheet	Match the sentence halves Make a diagram with the plant's life processes Describe the life of a plant Hands on: Plants grow	A period in a week	
	The Landscape Changes in Landscapes Worksheet	Compare some photos to class of different landscapes Draw a picture Discuss Work in group Students listen and circle the words they hear	A period in a week	
	Mountains and Flat Lands Worksheet	Answer the questions pictures Discuss the difference between mountains and plains Write the words in the box in the correct column	A period in a week	
	Review	Review unit 10, 11	A period in a week	
May	Final Test		A period in a week	
	School Report		A period in a week	
	Water and weather The coast and the sea Worksheet	Complete the words Discuss Use a globe or atlas to show some important rivers Make a chart on the BB	A period in a week	
	Weather Worksheet	Compare the weather Write the words and sentences Work in pairs	A period in a week	