



SCIENCE

STARTERS 1 LEVEL

I. INSTRUCTIONAL RESOURCES:

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

II. COURSE PREREQUISITE

Not applicable at primary entry level, i.e. no previous English or Science experience is required. 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 1 is the introduction of science to young students. Students will learn about seasons, plants and animals. Students will understand that weather affects the growth and development of plants and animals and they have interdependence. Students will learn how humans dominate over animals and plants and depend on them for food, clothing and other uses. The students will also learn about the earth's resources of sunlight, air, water and plants/animals. They will learn about the difference between living and non-living things, the earth's natural or raw resources and man-made things. They will also be introduced to infrastructures build by humans, electricity and machinery developed.

IV. COURSE GOALS

On completion of Starters 1 level the students will:

1. Have learnt and understood basic concepts of Science through English,
2. Have improved their pronunciation and self-confidence,
3. Have showed interest in citizenship questions,
4. Have observed experiments about plant and animal needs, then made hypotheses.

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	Identify humans' basic needs Living things Plant needs.
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LS1.4B	Birds Mammal, fish Classify plant or animal. Identify relationships between physical structures of animals and the function of these structures (obtaining food)
LS2.4A	Food and energy transformations Healthy foods Animal needs Basic needs of plants, humans
LS3.4A	Plants and animals depend on each other. Different environments support different types of plants and animals Humans depend on animals and plants.
LS4.4A	Life stages Life stages of trees.
LS4.4B	Body parts Human growth and development
LS5.4A	Parts of a plant
ESS3.4A	Earth materials for growing plants
ESS6.4A	Observe changes in weather.
ESS7.4A	Using water resources in people's daily lives
PS1.4A	Materials that make up an object, clothes, common products Natural materials that make up an object
PS1.4C	Identify observable properties of clothes
PS1.4D	States of water
PS.3.4A	Energy/Electricity Landscapes Different environments
PS.3.4C	Sounds
PS3.4D	Natural/ Artificial sources of light
PS.6.4A	Physical Processes – Push/Pull
HS1.4A	Humans influence the environment. Compare observable physical properties of solid, liquids or gases (steam) Home/ School rules
SI.1A	Observe, collect and report data

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

Starters 1

MONTH	TOPIC/LESSON	CONTENT OF INSTRUCTION	TIME FRAME	NOTES
August	The season My Body	Speak the words and identify the pictures. Listen and identify	1 period in a week	
	The season My Face and Hands	Ask and answer what is missing in picture. Listen and sing the song “Head, shoulder, knees and toes”.	1 period in a week	
	My body Grows	Look, do, write chart. Minean action game. Group “Hand on” exercise with	1 period in a week	

		photos.		
	I can...	Present and review abilities with mime. Ask questions about students' abilities.	1 period in a week	
September	I can move Fast and slow	Present actions Show students how to take their pulse.	1 period in a week	
	I need Hygiene Health (Optional)	Ask students to hold their breath and count. Explain how air, food, sunlight and water are important for life.	1 period in a week	
	Breakfast, Lunch... My Health (Optional)	Talk about order in which we eat meal. Explain food provides nutrients and energy.	1 period in a week	
	My meals My Favourite Food (Optional)	Students trace the words, color, match foods with meals	1 period in a week	
October	Review and Midterm Test	Review Unit 1, 2	1 period in a week	
	Living Things Living or non-living?	Establish that we are living things because we grow, need water, food, air. Students focus on the pictures and classify things as living/ non-living.	1 period in a week	
	Birds	Students label body parts of birds, trace the words.	1 period in a week	
	Mammals and Fish Animal Bodies (Optional)	Explain animals are divided into different groups. Students classify groups of animals	1 period in a week	
	Animals Animal needs and habitats	Explain that puppies are born, chicken have hatched from eggs. Help students identify animal needs.	1 period in a week	
November	Plants	Present students with the photo. Students label the trees and write the parts.	1 period in a week	
	Plants need... Plan an experiment (Optional)	Ask students to recall human and animal needs, compare with plant needs. Students use food coloring to show how plants absorb water.	1 period in a week	

		Students plant seeds in 3 containers, count the days it takes the seeds to grow leaves.		
	Plants grow An experiment	Students number the pictures in sequence. Students do the experiment and predict.	1 period in a week	
	Shells, feathers, hair and scales	Review living/ non-living things. Classify animals. Plant needs.	1 period in a week	
December	Final Term Test		1 period in a week	
	Food Plant or animal?	Tell the story of “The little red hen” and talk about what the hen eats. Explain what food products we get from plants and animals.	1 period in a week	
	School Report		1 period in a week	
	Materials	Listen to story of The Three Little Pigs and choose what material is best for building a house Practice vocabulary and pronunciation	1 period in a week	
	Natural Materials	Match the materials with the sources Describe materials of clothes	1 period in a week	
January	Winter Clothes Summer Clothes	Do experiments with texture of clothes Circle warm or waterproof clothes with the corresponding color	1 period in a week	
	Material detective Which Material...?	Identify Products with Materials Students color “green” (in Part 1, Page 54) the Materials they recycle at home	1 period in a week	
	Physical Processes Push or Pull	Students do activities of Push and Pull of an Object (i.e., a suitcase), they say the associated word Push or Pull	1 period in a week	
	Energy Electricity	Look at the pictures and circle red for electric energy, blue for human energy Circle the appliances that are safe	1 period in a week	
February	Light	Classify some pictures of natural	1 period in	

		light and artificial light. Explain why light is important (teacher darkens the classroom and asks questions)	a week	
	Sounds	Recognize sources of sounds. Sing the song “If you’re happy” or “Old Mac Donald had a farm” Imitate sounds of animals.	1 period in a week	
March	Review	Review Unit 8, 9	1 period in a week	
	Midterm Test		1 period in a week	
	Our world	Identify Ask and answer	1 period in a week	
	City and country	Discuss Compare and contrast	1 period in a week	
April	Animal habitats	Students number the pictures and write about the animals’ habitats.	1 period in a week	
	Water	Identify water resources and color them. Check the activities of using water	1 period in a week	
	Ice and steam	Identify forms of water. Discuss what is good or bad for the environment	1 period in a week	
	Review	Review Pages 62-67	1 period in a week	
May	Final Term Test		1 period in a week	
	School Report	Ask and answer	1 period in a week	
	Daily routines	Students classify their routine activities. Discuss what safety rules are	1 period in a week	
	We need plants We need animals	Present the importance of plants and animals. Students complete the sentences.	1 period in a week	