Syllabus Science
Adapted Curriculum
9th ,10th &12th Grades

INSTRUCTORS: **Irma Elekes-Littles** **e-mail:** ielittles@burke.k12.ga.us

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Course Description: This course is designed to continue student investigations of the physical sciences. This class will include a study of scientific methods used in research and in lab settings. The class will study the structure and function of living organisms and their environment. Related skills for independence living and self-determination are developed within the course content. Scientific method, metric conversions and measurement are stressed. Student will use problem-solving skills as related to science.

Also this year we will focus on *Literacy skills* that will allow students access to age and grade appropriate reading materials and these skills can be applied to learning core content materials later such as science, civics, math, etc.
IEP goals and objectives will be addressed as these units are taught.

Material to be Covered

Environmental Science:
SEV2. Students will demonstrate an understanding that the Earth is one interconnected system.
c. Characterize the components that define a Biome.
Abiotic Factors-to include precipitation, temperature, soil.
Biotic Factors-plant and animal adaptations characteristic to that system.
SEV5. Students will recognize that human beings are part of the global ecosystem and will evaluate the effects of human activities and technology on ecosystems.
c. Explain how human activities affect global and local sustainability.
d. Describe the actual and potential effects of habitat destruction, erosion, and depletion of soil fertility associated with human activities.
f. Describe how political, legal, social, and economic decisions may affect global and local ecosystems and local ecosystems

Earth Systems:
SCSh5. Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.
b. Consider possible effects of measurement errors on calculations.
SCSh8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
a. Scientific investigators control the conditions of their experiments in order to produce valuable data.

Physical Science:
SPS2Students will explore the nature of matter, its classifications, and its system for naming types of matter.

a.Calculate density when given a means to determine a substance's mass and volume.

SPS6 Students will investigate the properties of solutions.

a. Describe solutions in terms of: solute/solvent; conductivity; concentration.

b. Observe factors affecting the rate a solute dissolves in a specific solvent.

SPS8 Students will determine relationships among force, mass, and motion.

b. Apply Newton's three laws to everyday situations by explaining the following:

- Inertia
- Relationship between force, mass and acceleration
- Equal and opposite forces

The teacher does reserve the right to adjust the syllabus as needed to best teach the class.

School provided materials: Boardmaker: pictures with enlarged letters, Name stamp, Talking switches in student's making choices, greetings, answering yes/no questions and saying their names, Touch screen , Dolch sight word cards, Teacher formulated adapted books, Symbolate Tool, Music, Book on tape, Movie, Coloring pages, Adapted scissor, Computer, Family Info for our Biographies and Timelines, Recipes added to recipe book, Magazines, Articles, Advertisements, Menus, News-2-you, Want Ads, ActivBoard, Magazines: National Geographic, Science Series , Environmental Models, Wild Life Atlas, Plants.

Grading System

Formative Assesment 60%
Summative Assessment 40%

Students will create a Vocabulary Book and Adapted Books using real pictures, Pre-typed or printed words/descriptors, coloring pages or boardaker pictures through the unit. Evaluation data and formal and informal assessments are used to develop annual IEP's with appropriate goals and objectives. An individual criterion for the mastery of each objective is included in the IEP as are methods by which mastery will be assessed. Testing: 11th Graders (GAA) Georgia Alternate Assessment .

Students will be assessed continuously based on their level of communication:

- **Awareness** (Limited intentionality of movement, level of alertness, change in responding)
- **Presymbolic** (Beginning with symbols: objects or gestures to communicate; immediate context to use object symbolically (e.g., show cup to drink).
- **Concrete Symbolic**: moving forward with symbols, students recognizes pictures, photos, picture representations.

Class Rules and Discipline Plan

A. CLASSROOM PROCEDURE: Captivate student's attention and assign students to the two paraprofessionals or to the classroom volunteers, facilitate interaction among students and adults. Students make choices of picture/tactile graphics to describe the events chose, using AAC devices, eye gaze, verbalizations, and

gesture/sign language. Student's place and/or glue pre-printed descriptive words/phrases/sentences in the appropriate places on their project, matching to sample as needed. All students need to be engaged in the same standard, but working within it via different activities.

B. BEHAVIOR EXPECTATIONS: Etiquette and good manners prompts are posted through on the classroom walls. Classroom rules have been developed with the understanding level of the students. Each student is asked to follow the 4 rules listed below: Sit up straight, Look, Listen, Have fun while learning.

C. CLASSROOM BEHAVIOR MANAGEMENT PLAN: Both of my assistants have detailed schedules. The rules in my classroom are posted using picture symbols, as this is the method the majority of my students use for communication purposes. Good behavior is rewarded with praise and sometimes a special activity. Positive behaviors are always reinforced.

D. DISCIPLINARY PROCEDURES

1. One-on-one assistance all day
2. Verbal Re-direction/reminders of task expectations
3. Provide rewards (music and/or food) to minimize the yelling and other behaviors.
4. For her negative behaviors due to sensory seeking: teacher or paraprofessionals provide sensory input as: Gross motor input: walking, dancing and Snoezelen therapy room: light tubes, multi-colored fiber lamp, Color Wheel/Spotlight.
5. If the behavior continues to escalate, physical restrain may needed

Severe discipline problems and/or major infractions will result in immediate referral to the office and parent contact.

Additional Information:

Progress Reports in accordance with the school schedule.

Each student objectives are driven by his or her IEP goals and Transition goals.
The order of the syllabus is subject to change.

Parent Signature _____

Teacher: *Irma Elekes-Littles*