Mark Swavel

EDTL 7100

February 24, 2010

swavel.sequencingrationale.docx

Sequencing Rationale: 5th Grade Science

The sequencing rationale for fifth grade science is fairly straightforward. The science standards cover a broad vision for all students. Each of the six standards are covered in fifth grade. They include: earth and space sciences, life sciences, physical sciences, science and technology, scientific ways of knowing, and scientific inquiry. Fifth grade is a key year because it is a benchmark year. Concepts from grades three, four, and five are all covered on the fifth grade Ohio Achievement Assessment.

The year always begins by looking at what stereotypes students may have about scientists. They learn that anyone can be a scientist, no matter their race, gender, or disability. Some standards such as ways of knowing, inquiry, and technology are spread throughout the year because they are broad concepts that take time and skill. Life science indicators are taught in the fall when it is still easy for students to go outside and learn about the environment around them. Physical science indicators are taught in the winter when students are stuck inside because of the cold temperatures. Earth and space science indicators are left for the spring when seasons are changing and students can get outside to observe the moon and the world around them.

A lot of time and work went into creating the schedule for fifth grade science. The students must create a strong foundation in science before jumping into experiments and new concepts. The scientific method is that foundation. It is another example of a year long concept important to fifth grade. The year wraps up with students exploring topics more in-depth. Also, after the state tests in April, more time can be given to introducing the indicators in sixth grade.