

# Curriculum Mapping-5th Grade Science

Grade: 5 Content: Science Teacher: Ms. Neadom

	<b>Time period (month? Weeks? Quarter?)</b>	<b>Focus Standard</b>	<b>Assessment</b>	<b>Essential Question</b>	<b>Resources</b>	<b>Differentiation</b>
<b>Unit 1 Scientific Method</b>	4 weeks	<p>3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are</p>	<p>Group work</p> <p>Exit tickets</p> <p>Focus questions</p> <p>Written work</p> <p>Scientific method format sheet</p>	<p>How do I apply the scientific method?</p> <p>What is the scientific method?</p>	<p>Steam activities</p> <p>Varied passages</p> <p>Books</p> <p>Discovery Education</p> <p>Computer</p> <p>SMART Board</p> <p>Videos/ Images</p> <p>Google Classroom</p>	<p>Videos/ images</p> <p>Different level text</p> <p>Heterogeneous groupings</p> <p>Accommodations per IEP's</p> <p>Varied projects</p>

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		controlled and failure points are considered to identify aspects of a model or prototype that can be improved.				
<b>Unit 2 Structure and Properties of Matter</b>	10 weeks	<p>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen</p> <p>5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p> <p>5-PS1-3. Make observations and measurements to identify materials</p>	<p>Group work</p> <p>Exit tickets</p> <p>Focus questions</p> <p>Written work</p> <p>Performance Summative Assessment</p> <p>Written Summative Assessment</p>	How can we identify materials based on their properties?	<p>Online Resources</p> <p>Varied passages</p> <p>Books</p> <p>Discovery Education</p> <p>Smithsonian Kit</p> <p>Computer</p> <p>SMART Board</p> <p>Videos/ Images</p> <p>Google Classroom</p>	<p>Videos/ images</p> <p>Different level text</p> <p>Hands on-active learning</p> <p>Heterogeneous groupings</p> <p>Accommodations per IEP's</p>

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		<p>based on their properties.</p> <p>5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p> <p>5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.</p>				
<p><b>Unit 3</b> <b>Earth's Systems</b></p>	10 weeks	<p><b>3-5-ETS1-1:</b> Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p><b>3-5-ETS1-2:</b></p>	<p>Group work</p> <p>Exit tickets</p> <p>Focus questions</p> <p>Written work</p> <p>Performance Summative Assessment</p> <p>Written</p>	How can we provide freshwater to those in need?	<p>Online Resources</p> <p>Varied passages</p> <p>Books</p> <p>Discovery Education</p> <p>Smithsonian Kits</p> <p>Computer</p>	<p>Videos/ images</p> <p>Different level text</p> <p>Hands on-active learning</p> <p>Heterogeneous groupings</p> <p>Accommodations per IEP's</p>

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		<p>Generate and compare multiple possible solutions to a problem based on how well each solution is likely to meet the criteria and constraints of the problem.</p> <p><b>3-5-ETS1-3:</b> Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p> <p><b>5-ESS2-1:</b> Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p><b>5-ESS2-2:</b></p>	Summative Assessment		SMART Board Videos/ Images Google Classroom	
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		<p>Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p><b>5-ESS3-1:</b> Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p>				
<p><b>Unit 4 Matter and Energy in Organisms and Ecosystems</b></p>	10 weeks	<p>5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the Sun.</p>	<p>Group work</p> <p>Exit tickets</p> <p>Focus questions</p> <p>Written work</p> <p>Research</p> <p>End of unit assessment</p>	<p>How can we predict change in ecosystems?</p>	<p>Online Resources</p> <p>Varied passages</p> <p>Books</p> <p>Discovery Education</p> <p>Britannica</p> <p>Smithsonian Kit</p>	<p>Videos/ images</p> <p>Different level text</p> <p>Hands on-active learning</p> <p>Heterogeneous groupings</p> <p>Accommodations</p>

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		<p>5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p>5-LS2-1. Develop a model to describe the movement of matter among plants (producers), animals (consumers), decomposers, and the environment.</p>			<p>Computer</p> <p>SMART Board</p> <p>Videos/ Images</p> <p>Google Classroom</p>	<p>per IEP's</p>
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<p><b>Unit 5</b>  <b>Space Systems:</b>  <b>Stars and the</b>  <b>Solar System</b></p>	<p><b>10 weeks</b></p>	<p>5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.</p> <p>5-ESS1-1. Support an argument that differences in the apparent brightness of the Sun compared to other stars is due to their relative distances from Earth.</p> <p>5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p>	<p>Group work</p> <p>Exit tickets</p> <p>Focus questions</p> <p>Written work</p> <p>Research</p> <p>End of unit assessment</p>	<p>How can we use the sky to navigate?</p>	<p>Varied passages</p> <p>Books</p> <p>Discovery Education</p> <p>Britannica</p> <p>Online Resources</p> <p>Computer</p> <p>SMART Board</p> <p>Videos/ Images</p> <p>Google Classroom</p>	<p>Videos/ images</p> <p>Different level text</p> <p>Heterogeneous groupings</p> <p>Accommodations per IEP's</p>
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<p><b>Unit 6 Engineering Design</b></p>	<p>10 weeks</p>	<p>3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or</p>	<p>Group work</p> <p>Projects</p> <p>Exit tickets</p> <p>Focus questions</p> <p>Written work</p> <p>Research</p> <p>End of unit assessment</p> <p>Scientific method format sheet</p>	<p>How can my design impact the outcome?</p> <p>How can I apply the scientific method to my design?</p>	<p>Steam activities</p> <p>Varied passages</p> <p>Books</p> <p>Discovery Education</p> <p>Computer</p> <p>SMART Board</p> <p>Videos/ Images</p> <p>Google Classroom</p>	<p>Videos/ images</p> <p>Different level text</p> <p>Heterogeneous groupings</p> <p>Accommodations per IEP's</p> <p>Varied projects</p>
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		prototype that can be improved.				
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