

Calendar-Based Curriculum Map: Science

5th Grade

	August/September	October	November
Essential Question	<p>How is there a fundamental unity underlying the diversity of all living organisms?</p> <p>How do living organisms carry out life processes in order to survive?</p> <p>How is the understanding of Science developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking?</p> <p>How does the Earth's systems (geosphere, atmosphere, and hydrosphere) have common components and unique structures?</p> <p>How does the Earth's systems interact with one another as they undergo change by common processes?</p> <p>How is human activity dependent upon and affect the Earth's resources and systems?</p> <p>How can the changes in properties and states of matter provide evidence of the atomic theory of matter?</p> <p>How does energy have a source that can be transferred and can be transformed into various forms but is conserved between and within systems?</p> <p>How can science and technology be affected by society?</p>	<p>How does the Earth's systems (geosphere, atmosphere, and hydrosphere) have common components and unique structures?</p> <p>How can the nature of technology be advanced by science as it seeks to apply scientific knowledge in ways that meet human needs?</p> <p>How can science and technology be affected by society?</p> <p>How do forces affect motion?</p>	<p>How do forces affect motion?</p> <p>How is the understanding of Science developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking?</p> <p>How does historical and cultural perspectives of scientific explanations help to improve the understanding of the nature of science and how science knowledge and technology evolve over time?</p> <p>How does the universe have observable properties and structure? How can regular and predictable motions of objects in the universe be described and explained as the result of gravitational forces?</p>

<p>Content</p>	<p>1.D. Plants and animals have different structures that serve similar functions necessary for the survival of the organism</p> <p>1.E. Biological classifications are based on how organisms are related.</p> <p>2.D. Complex multicellular organisms have systems that interact to carry out life processes through physical and chemical means.</p> <p>1.B. Scientific inquiry relies upon gathering evidence from qualitative and quantitative observations.</p> <p>1.C Properties of matter can be explained in terms of moving particles too small to be seen without tremendous magnification.</p> <p>1.D Physical changes in the state of matter that result from thermal changes can be explained by the Kinetic Theory of Matter.</p> <p>1.I Mass is conserved during any physical or chemical change.</p> <p>1.B The hydrosphere is composed of water (a material with unique properties) and other materials</p> <p>1.C The atmosphere (air) is composed of a mixture of gases, including water vapor, and minute particles.</p> <p>2.E Changes in the form of water as</p>	<p>1.C The atmosphere (air) is composed of a mixture of gases, including water vapor, and minute particles.</p> <p>2.E Changes in the form of water as it moves through Earth’s systems are described as the water cycle.</p> <p>1.B Advances in technology often result in improved data collection and an increase in scientific information</p> <p>1.C Technological solutions to problems often have drawbacks as well as benefits.</p> <p>3.A People, alone or in groups, are always making discoveries about nature and inventing new ways to solve problems and get work done.</p> <p>2.A Forces are classified as either contact forces, that can be described in terms of direction and magnitude.</p> <p>2.D Newton’s Laws of Motion explain the interaction of mass and forces, and are used to predict changes in motion.</p> <p>2.F Simple machines affect the force applied to an object and/or direction of movement as work is done.</p>	<p>2.A Forces are classified as either contact forces, that can be described in terms of direction and magnitude.</p> <p>2.D Newton’s Laws of Motion explain the interaction of mass and forces, and are used to predict changes in motion.</p> <p>2.F Simple machines affect the force applied to an object and/or direction of movement as work is done.</p> <p>1.B Scientific inquiry relies upon gathering evidence from qualitative and quantitative observations.</p> <p>2.A People of different gender and ethnicity have contributed to scientific discoveries and the invention of technological innovations.</p> <p>1.A The Earth, Sun and moon are part of a larger system that includes other planets and smaller celestial bodies</p> <p>1.B The Earth has a composition and location suitable to sustain life.</p> <p>2.B The apparent position of the moon as seen from Earth, and its actual position relative to Earth change in observable patterns.</p> <p>2.C The regular and predictable motions of the Earth and moon relative to the Sun explain natural phenomena on Earth, such as day, month year, shadows, moon phases, eclipses, tides and seasons.</p>

	<p>it moves through Earth's systems are described as the water cycle.</p> <p>2.F Constantly changing properties of the atmosphere occur in patterns which are described as weather.</p> <p>3.F People, alone or in groups, are always making discoveries about nature and inventing new ways to solve problems and get work done.</p>		
Skills	<p>D.a Compare structures that serve similar functions for animals belonging to different vertebrate classes.</p> <p>E.a Explain how similarities are the basis for classification.</p> <p>b Distinguish between consumption and production of food for energy with living organisms.</p> <p>c Classify animals as vertebrates and invertebrates.</p> <p>d Distinguishing classes of vertebrates into specific classes.</p> <p>e. Use dichotomous keys to classify organisms/items.</p> <p>C.a Major life processes carried out by organisms.</p> <p>B.b Determine the appropriate tools and techniques to collect data.</p> <p>C.a Recognize how changes in state provide evidence that matter is made of particles too small to be seen.</p> <p>D.b Predict the effect of heat energy on the physical properties of water as it changes to and from a solid, liquid, or gas.</p> <p>B.a Classify major bodies of surface</p>	<p>C.a Recognize the atmosphere is composed of a mixture of gases, water, and minute particles.</p> <p>E.b Identify the different forms water can take as it moves through the water cycle.</p> <p>B.a Describe how new technologies have helped scientists make better observations and measurements for investigations.</p> <p>C.a Identify how the effects of inventions or technological advances may be helpful, harmful or both.</p> <p>A.a Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario.</p> <p>A.b Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member.</p> <p>A.a Identify the forces acting on a load and use a spring scale to measure</p>	<p>A.a Identify the forces acting on a load and use a spring scale to measure the weight of the load.</p> <p>D.a Describe how friction affects the amount of force needed to do work over different surfaces or through different media.</p> <p>F.a Explain how work can be done on an object.</p> <p>F.b Recognize simple machines change the amount of effort force and/or direction of force.</p> <p>F.c Compare the measures of effort force needed to lift a load with and without the use of simple machines.</p> <p>F.d Identify the simple machines in common tools and household items.</p> <p>B.c Use a variety of tools and equipment to gather data.</p> <p>B.d Measure length to the nearest centimeter, mass to the nearest gram, volume to the nearest millimeter, temperature to the nearest degree Celsius, weight to the nearest Newton.</p> <p>A.a Research biographical information about various scientists and inventors from different gender and ethnic backgrounds, and describe how their work contributed to science</p>

	<p>water as fresh or salt water, flowing or stationary, large or small, solid or liquid, surface or groundwater.</p> <p>C.a Recognize the atmosphere is composed of a mixture of gases, water, and minute particles.</p> <p>E.a Describe and trace the path of water as it cycles through the hydrosphere, geosphere and atmosphere.</p> <p>E.b Identify the different forms water can take as it moves through the water cycle.</p> <p>A.a Explain how major bodies of water are important natural resources for human activity.</p> <p>A.b Describe how human needs and activities have affected the quantity and quality of major bodies of fresh water.</p> <p>A.a Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario.</p>	<p>the weight of the load.</p> <p>D.a Describe how friction affects the amount of force needed to do work over different surfaces or through different media.</p> <p>F.a Explain how work can be done on an object.</p> <p>F.b Recognize simple machines change the amount of effort force and/or direction of force.</p> <p>F.c Compare the measures of effort force needed to lift a load with and without the use of simple machines.</p> <p>F.d Identify the simple machines in common tools and household items.</p>	<p>and technology.</p> <p>A.a Recognize the Earth is one of several planets within a solar system that orbits the Sun.</p> <p>A.b Recognize the moon orbits the Earth.</p> <p>A.c Recognize planets look like stars and appear to move across the sky among the stars.</p> <p>B.a Describe physical features of the planet Earth that allows life to exist and compare these to the physical features of the Sun, the moon and other planets.</p> <p>B.a Sequence images of the lit portion of the moon seen from Earth as it cycles day-to-day in about a month in order of occurrence</p> <p>C.a Recognize the Earth rotates once every 24 hours.</p> <p>C.b Relate changes in the length and position of a shadow to the time of day and apparent position of the Sun in the sky, as determined by Earth's rotation.</p> <p>C.c Relate the apparent motion of the Sun, moon, and stars in the sky to the rotation of the Earth.</p>
<p>Assessments</p>	<p>Lesson Checkpoints Chapter Test Group Activities Science Binder Scaffold Questions Group Presentation KWL chart</p> <p>Vocabulary Preview WS Chapter 1 Vocabulary Preview Chapter 7 Vocabulary Preview Chapter 8 Compare and Contrast WS (Spiders)</p>	<p>Lesson Checkpoints Chapter Test Science Binder Scaffold Questions Group Activity Foldables Experiments Promethean Planet Web Site</p> <ul style="list-style-type: none"> • Water Cycle Quiz • Water Cycle by Candy Baker • The Water Cycle and Clouds by Tania Simmons 	<p>Lesson Checkpoints Chapter Test Scaffold questions KWL Chart Foldables Experiments Vocabulary Preview Chapter 13 Cause and Effect (Gravity) Ch 13 Vocabulary Preview Chapter 17 Make Inferences (Health Risks for Astronauts) Chapter 17 Summarize (Constellations) Chapter</p>

	<p>and Lizards) Ch 1 Sequence (Lab Report) Ch 7 Drawing Conclusions (Observations about weather) Ch 8</p> <p>Promethean Planet Web Site</p> <ul style="list-style-type: none"> • Water Cycle Quiz • Water Cycle by Candy Baker • The Water Cycle and Clouds by Tania Simmons 	<p>KWL Chart Drawing Conclusions WS Vocabulary Preview Chapter 7 Vocabulary Preview Chapter 8 Vocabulary Preview Chapter 13 Sequence (Lab Report) Ch 7 Drawing Conclusions (Observations about weather) Ch 8 Cause and Effect (Gravity) Ch 13</p>	<p>16 Moon Phases assignment</p>
<p>Activities/Resources</p>	<p>Scott Foresman Grade 5 Science Textbook Text Readings Lab Activities United Streaming Videos</p> <ul style="list-style-type: none"> • Classification of Living Things <p>Promethean Planet Website Lessons</p> <ul style="list-style-type: none"> • Animal Classification by Colby Counter • Vertebrates and Invertebrates by Donna Harward • Binomial Nomenclature 2 by Kim Benzie • The Water Cycle • The Magic School Bus: Wet all over <p>Promethean Planet Website</p> <ul style="list-style-type: none"> • Water Cycle by Candy Baker • The Water Cycle and Clouds by Tania Simmons 	<p>Scott Foresman Grade 5 Science Textbook Text Readings Lab Activities Meterologist visit Possible visit to the National Weather Service United Streaming Videos</p> <ul style="list-style-type: none"> • The Water Cycle • The Magic School Bus: Wet all over • The Magic School Bus: Goes on Air • Earth Science: Weather and Climate • Weather Smart: Forecasting and Weather Instruments • Physical Science: Forces and Gravity • Simple Machines • <p>Promethean Planet Website</p> <ul style="list-style-type: none"> • Water Cycle by Candy Baker • The Water Cycle and Clouds by Tania Simmons • Clouds, What are they? By Shylo Zebkar • Weather – Air Masses and Fronts by Mary Morrison • Weather Conditions by Amanda Carter 	<p>Scott Foresman Grade 5 Science Textbook Text Readings Lab Activities United Streaming Videos</p> <ul style="list-style-type: none"> • Physical Science: Forces and Gravity • Simple Machines • The Magic School Bus: Out of this world • The Magic School Bus: Gets lost in Space • TLC Elementary School: The Story of the Solar System • Phases of the moon • TLC Elementary School: Exploring Stars <p>Promethean Planet Website</p> <ul style="list-style-type: none"> • Earth’s Movement in Space by Sharon Miller • Solar System by Janell Woodward • Our Solar System by Anna Mika • The Planets – Space by Colleen Marvin • Phases of the Moon by Sarah Funderburk • Phases of the Moon by Gina Haggerty, Amber Hoke, Brent McBride • What stars are in our galaxy by Cheri Dame

Calendar-Based Curriculum Map: Science

5th grade

	December	January	February
Essential Question	<p>How is the understanding of Science developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking?</p> <p>How does historical and cultural perspectives of scientific explanations help to improve the understanding of the nature of science and how science knowledge and technology evolve over time?</p> <p>How does the universe have observable properties and structure? How can regular and predictable motions of objects in the universe be described and explained as the result of gravitational forces?</p> <p>How can energy have a source that can be transferred, and can be transformed into various forms but is conserved between and within systems?</p> <p>How can the nature of technology be advanced by science as it seeks to apply scientific knowledge in ways that meet human needs?</p> <p>How do living organisms carry out</p>	<p>How do living organisms carry out life processes in order to survive?</p> <p>How can the nature of technology be advanced by, science as it seeks to apply scientific knowledge in ways that meet human needs?</p>	<p>How can the nature of technology be advanced by, science as it seeks to apply scientific knowledge in ways that meet human needs?</p> <p>How is the understanding of Science developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking?</p> <p>How is there a fundamental unity underlying the diversity of all living organisms? How do living organisms carry out life processes in order to survive?</p>

	life processes in order to survive?		
Content	<p>1.B Scientific inquiry relies upon gathering evidence from qualitative and quantitative observations.</p> <p>1.D Scientific inquiry includes evaluation of explanations in light of scientific principles.</p> <p>1.E The nature of science relies upon communication of results and justification of explanations.</p> <p>2.A People of different gender and ethnicity have contributed to scientific discoveries and the invention of technological innovations.</p> <p>1.A The Earth, Sun and moon are part of a larger system that includes other planets and smaller celestial bodies</p> <p>1.B The Earth has a composition and location suitable to sustain life.</p> <p>2.B The apparent position of the moon as seen from Earth, and its actual position relative to Earth change in observable patterns.</p> <p>2.C The regular and predictable motions of the Earth and moon relative to the Sun explain natural phenomena on Earth, such as day, month year, shadows, moon phases, eclipses, tides and seasons.</p> <p>2.A Forms of energy have a source, a means of transfer and a receiver.</p> <p>1.B Advances in technology often result in improved data collection and an increase in scientific information.</p> <p>1.C Technological solutions to problems often have drawbacks as well as benefits.</p>	<p>2.D. Complex multicellular organisms have systems that interact to carry out life processes through physical and chemical means.</p> <p>1.B Advances in technology often result in improved data collection and an increase in scientific information.</p> <p>1.C Technological solutions to problems often have drawbacks as well as benefits.</p>	<p>1.B Advances in technology often result in improved data collection and an increase in scientific information.</p> <p>1.C Technological solutions to problems often have drawbacks as well as benefits.</p> <p>1.A Scientific inquiry includes the ability of students to formulate a testable question and explanation, and to select appropriate investigative methods in order to obtain evidence relevant to the explanation.</p> <p>1.B Scientific inquiry relies upon gathering evidence from qualitative and quantitative observations.</p> <p>1.C Evidence is used to formulate explanations.</p> <p>1.D Scientific inquiry includes evaluation of explanations in light of scientific principles.</p> <p>1.E The nature or science relies upon communication of results and justification of explanations.</p> <p>1.D. Plants and animals have different structures that serve similar functions necessary for the survival of the organism.</p> <p>1.E. Biological classifications are based on how organisms are related.</p> <p>2.D. Complex multicellular organisms have systems that interact to carry out life processes through physical and chemical means.</p>

	<p>2.D. Complex multicellular organisms have systems that interact to carry out life processes through physical and chemical means.</p>		
<p>Skills</p>	<p>B.c Use a variety of tools and equipment to gather data. B.d Measure length to the nearest centimeter, mass to the nearest gram, volume to the nearest millimeter, temperature to the nearest degree Celsius, weight to the nearest Newton. D.a Evaluate the reasonableness of an explanation. E.a Communicate the procedures and results of investigations and explanations through: oral presentations, drawings and maps, data tables, graphs, writings.</p> <p>A.a Research biographical information about various scientists and inventors from different gender and ethnic backgrounds, and describe how their work contributed to science and technology.</p> <p>A.a Recognize the Earth is one of several planets within a solar system that orbits the Sun. A.b Recognize the moon orbits the Earth. A.c Recognize planets look like stars and appear to move across the sky among the stars. B.a Describe physical features of the planet Earth that allows life to exist and compare these to the physical features of the Sun, the moon and other planets.</p>	<p>C.a Recognize the major life processes carried out by the major systems of plants and animals.</p> <p>B.a Describe how new technologies have helped scientists make better observations and measurements for investigations. C.a Identify how the effects of inventions or technological advances may be helpful, harmful or both.</p>	<p>B.a Describe how new technologies have helped scientists make better observations and measurements for investigations. C.a Identify how the effects of inventions or technological advances may be helpful, harmful or both.</p> <p>A.a formulate testable questions and explanations. A.b Recognize the characteristics of a fair and unbiased test. A.c Conduct a fair test to answer a question. A.d Make suggestions for reasonable improvements or extensions of a fair test. B.b Determine the appropriate tools and techniques to collect data. B.c Use a variety of tools and equipment to gather data. C.a Use quantitative and qualitative data as support for reasonable explanations. C.b Use data as support for observed patterns and relationships, and to make predictions to be tested. D.a Evaluate the reasonableness of an explanation. D.b Analyze whether evidence and scientific principles support proposed explanations. E.a Communicate the procedures and results of investigations and explanations through: oral presentations, drawings and maps, data tables, graphs, writings</p>

	<p>B.a Sequence images of the lit portion of the moon seen from Earth as it cycles day-to-day in about a month in order of occurrence.</p> <p>C.a Recognize the Earth rotates once every 24 hours.</p> <p>C.b Relate changes in the length and position of a shadow to the time of day and apparent position of the Sun in the sky, as determined by Earth's rotation.</p> <p>C.c Relate the apparent motion of the Sun, moon, and stars in the sky to the rotation of the Earth.</p> <p>A.a Recognize light can be transferred from the source to the receiver through space in straight lines.</p> <p>A.b Recognize how an object can only be seen when light is reflected from that object to the receiver.</p> <p>B.a Describe how new technologies have helped scientists make better observations and measurements for investigations.</p> <p>C.a Identify how the effects of inventions or technological advances may be helpful, harmful or both.</p> <p>C.a Recognize the major life processes carried out by the major systems of plants and animals.</p>		<p>D.a Compare structures that serve similar functions for animals belonging to different vertebrate classes.</p> <p>E.a Explain how similarities are the basis for classification.</p> <p>b Distinguish between consumption and production of food for energy with living organisms.</p> <p>c Classify animals as vertebrates and invertebrates.</p> <p>d Distinguishing classes of vertebrates into specific classes</p> <p>e. Use dichotomous keys to classify organisms/items.</p> <p>C.a Major life processes carried out by organisms.</p>
<p>Assessments</p>	<p>Lesson Checkpoints Chapter Test Vocabulary Preview Chapter 17 Make Inferences (Health Risks for Astronauts) Chapter 17 Summarize (Constellations) Chapter 16 Moon phases assignment Foldables Scaffold questions</p>	<p>Lesson Checkpoints Chapter Test Vocabulary Preview Chapter 3 Sequence (Process of Hearing) Chapter 3 Foldables Scaffold questions Group Activities Vocabulary Preview Chapter 18 Sequence (The Television Set)</p>	<p>Lesson Checkpoints Chapter Test Foldables Scaffold questions Group Activities Research Project Vocabulary Preview Chapter 18 Sequence (The Television Set) Chapter 18</p>

	Vocabulary Preview Chapter 3 Sequence (Process of Hearing) Chapter 3 Group activities Group Presentation	Chapter 18	Vocabulary Preview Chapter 11 Vocabulary Preview Chapter 14 Predict (Science Challenge) Chapter 11 Predict (A Sound Experiment) Chapter 14 Vocabulary Preview Chapter 4 Cause and Effect (A Dying Maple Tree) Chapter 4
Activities/Resources	<p>Scott Foresman Grade 5 Science Textbook Text Readings Lab Activities United Streaming Videos</p> <ul style="list-style-type: none"> Physical Science: Forces and Gravity Simple Machines The Magic School Bus: Out of this world The Magic School Bus: Gets lost in Space TLC Elementary School: The Story of the Solar System Phases of the moon TLC Elementary School: Exploring Stars The Inside Story with Slim Goodbody: Lubba Dubba: The Inside Story of Your Heart and Blood The Magic School Bus: Works Out The Inside Story with Slim Goodbody: The Breath of Life: The Inside Story of Respiration The Inside Story with Slim Goodbody: Down, Down, Down: The Inside Story of Digestion The Magic School Bus: For Lunch <p>Promethean Planet Website</p> <ul style="list-style-type: none"> Earth's Movement in Space by Sharon Miller 	<p>Scott Foresman Grade 5 Science Textbook Text Readings Lab Activities United Streaming Videos</p> <ul style="list-style-type: none"> The Inside Story with Slim Goodbody: Lubba Dubba: The Inside Story of Your Heart and Blood The Magic School Bus: Works Out The Inside Story with Slim Goodbody: The Breath of Life: The Inside Story of Respiration The Inside Story with Slim Goodbody: Down, Down, Down: The Inside Story of Digestion The Magic School Bus: For Lunch Technology at Work: Part 1 and Part 2 The Magic School Bus: Gets programmed <p>Promethean Planet Website</p> <ul style="list-style-type: none"> The Respiratory System by Carol Morrison The Circulatory System by Beth Waller Technological Design by Megan Carson 	<p>Scott Foresman Grade 5 Science Textbook Text Readings Lab Activities United Streaming Videos</p> <ul style="list-style-type: none"> Technology at Work: Part 1 and Part 2 The Magic School Bus: Gets programmed Properties of Matter: Part 1 and 2 Getting to know: Energy Magic School Bus: Gets a Bright Idea Magic School Bus: Makes a rainbow Magic School Bus: Gets planted Magic School Bus: Goes to seed <p>Promethean Planet Website</p> <ul style="list-style-type: none"> Technological Design by Megan Carson States of Matter by Denise Hunt States of Matter by Tai Anderson Types of Energy by Jamie Flint Plants and how they grow by Kelly Kuchera Parts of Seeds, Plants and Flowers by Teresa Branson

	<ul style="list-style-type: none">• Solar System by Janell Woodward• Our Solar System by Anna Mika• The Planets – Space by Colleen Marvin• Phases of the Moon by Sarah Funderburk• Phases of the Moon by Gina Haggerty, Amber Hoke, Brent McBride• What stars are in our galaxy by Cheri Dame• The Respiratory System by Carol Morrison• The Circulatory System by Beth Waller		
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Calendar-Based Curriculum Map: Science

	March	April	May
Essential Question	<p>How is there a fundamental unity underlying the diversity of all living organisms?</p> <p>How do living organisms carry out life processes in order to survive?</p>	<p>How are organisms interdependent with one another and with their environment?</p> <p>How does matter and energy flow through an ecosystem?</p> <p>How does genetic variation sorted by the natural selection process explain evidence of biological evolution?</p>	<p>Review Grade 4.</p> <p>How are organisms interdependent with one another and with their environment?</p> <p>How does matter and energy flow through an ecosystem?</p> <p>How does genetic variation sorted by the natural selection process explain evidence of biological evolution?</p> <p>How does energy have a source, can be transferred, and can be transformed into various forms but is conserved between and within systems?</p>
Content	<p>1.D. Plants and animals have different structures that serve similar functions necessary for the survival of the organism.</p> <p>1.E. Biological classifications are based on how organisms are related.</p> <p>2.D. Complex multicellular organisms have systems that interact to carry out life processes through physical and chemical means.</p>	<p>1.A All populations living together within a community interact with one another and with their environment in order to survive and maintain a balanced ecosystem.</p> <p>1.D The diversity of species within an ecosystem is affected by changes in the environment, which can be caused by other organisms or outside processes.</p> <p>2.A As energy flows through the ecosystem, all organisms capture a portion of that energy and transform it to a form they can use.</p> <p>3.A Evidence for the nature and rates of evolution can be found in anatomical and molecular characteristics of organisms and in the fossil record.</p> <p>3.C Natural selection is the process of</p>	<p>1.A All populations living together within a community interact with one another and with their environment in order to survive and maintain a balanced ecosystem.</p> <p>1.D The diversity of species within an ecosystem is affected by changes in the environment, which can be caused by other organisms or outside processes.</p> <p>2.A As energy flows through the ecosystem, all organisms capture a portion of that energy and transform it to a form they can use.</p> <p>3.A Evidence for the nature and rates of evolution can be found in anatomical and molecular characteristics of organisms and in the fossil record.</p> <p>3.C Natural selection is the process of sorting individuals based on their ability to survive and reproduce</p>

		<p>sorting individuals based on their ability to survive and reproduce within their ecosystem.</p>	<p>within their ecosystem.</p> <p>2.A Forms of energy have a source, a means of transfer and a receiver.</p> <p>2.F Energy can change from one form to another within systems, but the total amount remains the same.</p>
Skills	<p>D.a Compare structures that serve similar functions for animals belonging to different vertebrate classes.</p> <p>E.a Explain how similarities are the basis for classification.</p> <p>b Distinguish between consumption and production of food for energy with living organisms.</p> <p>c Classify animals as vertebrates and invertebrates.</p> <p>d Distinguishing classes of vertebrates into specific classes.</p> <p>e. Use dichotomous keys to classify organisms/items.</p> <p>C.a Major life processes carried out by organisms.</p>	<p>A.a Identify the ways a specific organism may interact with other organisms or with the environment.</p> <p>b. Recognize different environments support the life of different types of plants and animals.</p> <p>D.a Identify examples in Missouri where human activity has had a beneficial or harmful effect on other organisms.</p> <p>A.a Classify populations of organisms as producers, consumers, or decomposers by the role they serve in the ecosystems.</p> <p>b. Differentiate between the three types of consumers (herbivore, carnivore, omnivore).</p> <p>c. Categorize organisms as predator or prey in a given ecosystems</p> <p>A.a Compare and contrast common fossils found in Missouri to organisms present on Earth today.</p> <p>C.a Identify specialized structures and describe how they help plants survive in their environment.</p> <p>b. Identify specialized structures and senses and describe how they help animals survive in their environment.</p> <p>c. Recognize internal cues and external cues that cause organisms to behave in certain ways.</p> <p>d. Predict which plant of animal will be able to survive in a specific environment based on its special structures or behaviors.</p>	<p>A.a Identify the ways a specific organism may interact with other organisms or with the environment.</p> <p>b. Recognize different environments support the life of different types of plants and animals.</p> <p>D.a Identify examples in Missouri where human activity has had a beneficial or harmful effect on other organisms.</p> <p>A.a Classify populations of organisms as producers, consumers, or decomposers by the role they serve in the ecosystems.</p> <p>b. Differentiate between the three types of consumers (herbivore, carnivore, omnivore).</p> <p>c. Categorize organisms as predator or prey in a given ecosystems.</p> <p>A.a Compare and contrast common fossils found in Missouri to organisms present on Earth today.</p> <p>C.a Identify specialized structures and describe how they help plants survive in their environment.</p> <p>b. Identify specialized structures and senses and describe how they help animals survive in their environment.</p> <p>c. Recognize internal cues and external cues that cause organisms to behave in certain ways.</p> <p>d. Predict which plant of animal will be able to survive in a specific environment based on its special structures or behaviors.</p>

			<p>A.a Consult and diagram a complete electric circuit by using a source, means of transfer and receiver.</p> <p>b. Observe and describe the evidence of energy transfer in a closed series circuit.</p> <p>c. Classify materials as conductors or insulators of electricity when placed within a circuit.</p> <p>F.a Identify the evidence of energy transformations that occur in electrical circuits.</p>
Assessments	<p>Lesson Checkpoints Chapter Test Vocabulary Preview Chapter 4 Cause and Effect (A Dying Maple Tree) Chapter 4 Scaffold questions Foldables Group Activities Lab Activities</p> <p>End March beginning April MAP Testing.</p>	<p>Lesson Checkpoints Chapter Test Scaffold Questions Foldables Group Activities Lab Activities Vocabulary Preview Chapter 5 Predict (A balanced ecosystem) Chapter 5 Chapter 5</p> <p>End March beginning April MAP Testing.</p>	<p>Lesson Checkpoints Chapter Test Scaffold Questions Foldables Group Activities Vocabulary Preview Chapter 5 Predict (A balanced ecosystem) Chapter 5 Predict (A Sound Experiment) Chapter 14 Vocabulary Preview Chapter 14 Vocabulary Preview Chapter 6 Cause and Effect (European Starlings) Chapter 6</p>
Activities/Resources	<p>Scott Foresman Grade 5 Science Textbook Text Readings Lab Activities United Streaming Videos</p> <ul style="list-style-type: none"> • Magic School Bus: Gets planted • Magic School Bus: Goes to seed <p>Promethean Planet Website</p> <ul style="list-style-type: none"> • Plants and how they grow by Kelly Kuchera • Parts of Seeds, Plants and Flowers by Teresa Branson 	<p>Scott Foresman Grade 5 Science Textbook Text Readings Lab Activities</p> <p>United Streaming Videos</p> <ul style="list-style-type: none"> • Magic School Bus: In the Rain Forest • Magic School Bus: All Dried up <p>Promethean Planet Website</p> <ul style="list-style-type: none"> • Ecosystems by Laura Brown • Ecosystems by Denise Isom 	<p>Scott Foresman Grade 5 Science Textbook Text Readings Lab Activities United Streaming Videos</p> <ul style="list-style-type: none"> • Magic School Bus: In the Rain Forest • Magic School Bus: All Dried up • Getting to know: Energy • Magic School Bus: Gets a Bright Idea • Magic School Bus: Makes a rainbow • Magic School Bus: Gets planted

			<ul style="list-style-type: none">• Magic School Bus: Goes to seed <p>Promethean Planet Website</p> <ul style="list-style-type: none">• Ecosystems by Laura Brown• Ecosystems by Denise Isom
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