

CURRICULUM MAP

Subject: LIFE/NATURE OF SCIENCE

Teacher(s): Mr. Figueora, Mr. Mortera, Mrs. Wesley, Mr. Santiago, Ms. Duenas

Grade: 5th

Harcourt Website: <http://el014.k12.sd.us/5th%20Grade%20Science%20Websites.htm#UA>

Month Aug/ Sept/ Oct	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Concept	<p>GDOE Standard 1: Science As Inquiry 5.1.1 Using evidence gathered from investigations, make, and defend conclusions.</p> <p>SAT</p> <ul style="list-style-type: none"> ◆ Draw a conclusion based on an understanding of structure and function (growth patterns) <p>Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology. 5.2.2 Describe how some living things consists of a single cell that needs food, water, air, a way to dispose of waste, and an environment in which to live. 5.2.3 Explain that although some organisms are made of a collection of similar cells, some organisms' cells, such as human nerve and muscle cells, vary greatly in appearance and perform very different roles in the organisms. 5.2.8 Explain that, like other animals, human beings have body systems</p> <p>SAT:</p> <ul style="list-style-type: none"> ◆ Identify the structure of an organism required for a given function ◆ Identify the basic units of organisms 	<p>GDOE Standard 1: Science As Inquiry 5.1.1 Using evidence gathered from investigations, make, and defend conclusions. 5.1.1 – Use evidence gathered from an investigation to make and defend a conclusion. 5.1.2 – Identify and control variable in an experiment. 5.1.3 Use models to represent and objects, events or processes in the world 5.1.4 Explain how scientific work is and engages men, women, and of all ages and backgrounds</p> <p>SAT</p> <ul style="list-style-type: none"> ◆ Identify appropriate units of measure for length <p>Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology. 5.2.2 – Describe how some living things consist of a single cell that needs food, water, air, a way to dispose of waste, and an environment in which to live. 5.2.8 – Explain that, like other animals, human beings have body systems.</p> <p>SAT</p> <ul style="list-style-type: none"> ◆ Identify the complexity in organisms ◆ Identify methods of disease transfer in humans 	<p>GDOE Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.</p> <ul style="list-style-type: none"> • 5.2.4 Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all and how changes in those environments can sometimes be beneficial or harmful. • 5.2.6 Explain that living things, such as plants and animals, differ in their characteristics and that sometimes these differences can give members of these groups (plants and animals) an advantage in surviving and reproducing <p>SAT</p> <ul style="list-style-type: none"> ◆ Identify the function of types of organisms in ecosystems ◆ Identify the basic units of a food web ◆ Evaluate evidence for a conclusion about adaptation of organisms 	<p>GDOE Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.</p> <ul style="list-style-type: none"> • 5.2.4 Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all and how changes in those environments can sometimes be beneficial or harmful. • 5.2.6 Explain that living things, such as plants and animals, differ in their characteristics and that sometimes these differences can give members of these groups (plants and animals) an advantage in surviving and reproducing <p>SAT</p> <ul style="list-style-type: none"> ◆ Identify the function of types of organisms in ecosystems ◆ Identify the basic units of a food web ◆ Identify examples of populations ◆ Interpret graphic information about natural environments ◆ 	<p>GDOE Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology. 5.2.1 Explain that for offspring to resemble their parents there must be a reliable way to transfer information from one generation to the next.</p> <p>SAT</p> <ul style="list-style-type: none"> ◆ Identify examples of inherited traits ◆ Apply an understanding of the advantages required for natural selection <p>GDOE Standard 1: Science As Inquiry 5.1.1 Using evidence gathered from investigations, make, and defend conclusions.</p> <p>SAT</p> <ul style="list-style-type: none"> ◆ Draw a conclusion based on an understanding of structure and function (growth patterns) 	<p>GDOE Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology. 5.2.1 Explain that for offspring to resemble their parents there must be a reliable way to transfer information from one generation to the next.</p> <p>SAT</p> <ul style="list-style-type: none"> ◆ Identify examples of inherited traits ◆ Apply an understanding of the advantages required for natural selection <p>GDOE Standard 1: Science As Inquiry 5.1.1 Using evidence gathered from investigations, make, and defend conclusions.</p> <p>SAT</p> <ul style="list-style-type: none"> ◆ Draw a conclusion based on an understanding of structure and function (growth patterns) ◆ Identify appropriate units of measure for length ◆ Draw a conclusion based on data of animal responses ◆ Apply an understanding of the type of questions that can be answered by experimentation
Common Core State Standard	5.RI.10 By the end of the year, read and comprehend informational texts, including soc. St., sci., and technical texts, at the high end of the grades 4-5 text	5.W.4 Produce clear and coherent writing in which the development and organization are approp. To task , purpose, and audience. 5.W.5 With guidance and support	5.RI.10 By the end of the year, read and comprehend informational texts, including soc. St., sci., and technical texts, at the high end of the grades 4-5 text	5.W.4 Produce clear and coherent writing in which the development and organization are approp. To task , purpose, and audience. 5.W.5 With guidance and support	5.W.2a Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Intro. A topic clearly provide a g observation and focus, and group	5.RI.10 By the end of the year, read and comprehend informational texts, including soc. St., sci., and technical texts, at the high end of the grades 4-5 text complexity band

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Month Aug/ Sept/ Oct	WEEK 7	WEEK 8	WEEK 9
Concept	<p>GDOE</p> <p>Standard 3: Physical Science</p> <p>5.3.4 Compare and contrast renewable and non-renewable sources of energy.</p> <p>SAT</p> <ul style="list-style-type: none"> ◆ Draw a conclusion based on an understanding of structure and function. 	<p>GDOE</p> <p>Standard 1: Science As Inquiry</p> <p>5.1.1 Using evidence gathered from investigations, make, and defend conclusions.</p> <p>5.1.1 – Use evidence gathered from an investigation to make and defend a conclusion</p> <p>5.1.2 – Identify and control variable in an experiment.</p> <p>5.1.3 Use models to represent objects, events or processes in the world</p> <p>5.1.4 Explain how scientific work and engages men, women, and all ages and backgrounds</p> <p>SAT</p> <ul style="list-style-type: none"> ◆ Identify appropriate units of measure for length <p>Standard 3: Physical Science</p> <p>5.3.4 Compare and contrast renewable and non-renewable sources of energy.</p> <p>SAT</p> <ul style="list-style-type: none"> ◆ Draw a conclusion based on an understanding of structure and function. 	<p>GDOE</p> <p>Standard 3: Physical Science</p> <p>5.3.1 Investigate that when liquid water disappears, it has turned into a gas that is mixed into the air and can reappear as a liquid if cooled or as a solid if cooled below its freezing point.</p> <p>SAT</p> <ul style="list-style-type: none"> ◆ Apply an understanding of the properties of matter
Common Core State Standard	<p>5.RI.10 By the end of the year, read and comprehend informational texts, including soc. St., sci., and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>5.W.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Intro. A topic clearly provide a general observation and focus, and group related information</p>	<p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate, purpose, and audience.</p> <p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed through planning, revising, editing, reviewing, or trying a new approach.</p>	<p>5.RI.10 By the end of the year, read and comprehend informational texts, including soc. St., sci., and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>

	logically; include formatting, illustrations, and multimedia when useful to aid comprehension.		
Skill	<ul style="list-style-type: none"> Identify renewable resources Identify nonrenewable resources Explain resources that can be used for energy 	<ul style="list-style-type: none"> Identify renewable resources Identify nonrenewable resources Explain resources that can be used for energy 	<ul style="list-style-type: none"> Identify the three states of matter Name the 6 processes that cause matter to change state. Explain the difference between physical and chemical change.
Assessment	Review pages on Unit F Q&A Observations Checklist Portfolio Supplementary Resources	Review pages on Unit F Q&A Observations Checklist Portfolio Supplementary Resources	Review pages on Unit E Q&A Observations Checklist Portfolio Supplementary Resources
Unit/Chapter	Harcourt Science Unit F; Energy and Motion	Harcourt Science Unit F; Energy and Motion	Harcourt Science Unit E: Matter and its Properties
Resources	Harcourt Textbook Workbook Vocabulary Transparencies Harcourt Science activity Video Internet Site Supplements	Harcourt Textbook Workbook Vocabulary Transparencies Harcourt Science activity Video Internet Site Supplements	Harcourt Textbook Workbook Vocabulary Transparencies Harcourt Science activity Video Internet Site Supplements
Modifications	Peer Tutoring Simplify directions Decrease amount of work Accept work given by student	Peer Tutoring Simplify directions Decrease amount of work Accept work given by student	Peer Tutoring Simplify directions Decrease amount of work Accept work given by student