CURRICULUM MAP

SUBJECT: Science – Students will use scientific inquiry to research information, utilizing technological resources to gather evidence through investigations to show their results in models or experiments.

GRADE: 5TH 3rd **QUARTER SY 14-15**

Month	WEEK 1	WEEK 2and 3	WEEK 4	WEEK 5 and 6	WEEK 7
Common Core State Standard	5.RI.10 By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grade level text complexity band independently and proficiently.	5.W.2a-e Write informative/ explanatory texts to examine a topic and convey ideas and information clearly: a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension; b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; c. Link ideas within and across	5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.

		categories of information using words, phrases, and clauses; d. Use precise language and domain specific vocabulary to inform about or explain the topic; e. Provide a concluding statement or section related to the information or explanation presented.			
GDOE Standards	● **5.1.1** Using evidence gathered from investigations, make and defend conclusions.	**5.1.2** Identify variables in scientific investigations and recognize the importance of controlling variables in scientific explorations.	● **5.1.3** Use models to represent and study objects, events, or processes in the real world.	● **5.1.4** Explain how scientific work is varied and engages men, women, and children of all ages and backgrounds.	● **5.5.1** Give examples of how technology extends the ability of people to make positive and/ or negative changes in the world.
SAT 10 SKILLS	-Apply an understanding of the type of questions that can be answered by experimentation -Use observation skills to make inferences about objects in the solar system	-Identify a procedure that should be followed to correct a possible experimental error	-Use observation skills to make inferences about objects in the solar system -Apply an understanding of Earth's motion using a model -Use a model to determine motion	- Identify the effects on a population from a given environmental change.	-Identify the effects on a population from a given environmental change.

Resource and Material	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	Harcourt Textbook Workbook Vocabulary Transparencies Harcourt Science activity Video Internet Site Supplements	Harcourt Textbook Workbook Vocabulary Transparencies Harcourt Science activity Video Internet Site Supplements
OBJECTIVE SKILL	Provide students with a web organizer or flow chart to fill in the steps of the scientific process. Using a sequence of events graphic organizer, organizes the process.	Provide students with a web organizer or flow chart to fill in the steps of the scientific process. Using a sequence of events graphic organizer, organizes the process. Students can also add an illustration to their notes to create a stronger, mental association with the steps (Marzano: Summarizing and Note Taking & Nonlinguistic Representations).	Provide students with a web organizer or flow chart to fill in the steps of the scientific process. Using a sequence of events graphic organizer, organizes the process. Students can also add an illustration to their notes to create a stronger, mental association with the steps (Marzano: Summarizing and Note Taking & Nonlinguistic Representations).	Students need to develop accountability skills through group activities. Outline rules and procedures for students when working in groups to help them become familiar with the process.	Students need to develop accountability skills through group activities. Outline rules and procedures for students when working in groups to help them become familiar with the process. Providing students with cues, such as video clips, can help reinforce knowledge regarding a specific topic as illustrated in the following strategy: in the carousal activity, present a clip of an experiment and post each step of the

					scientific process on chart paper. In small groups, students indicate which part of the experiment fits into each section. Student groups rotate to each piece of chart paper (Marzano: Cooperative Learning & Cues, Questions, Advance Organizers).
Assessment	Review pages Q&A Observations Checklist Portfolio Supplementary Resources	Review pages Q&A Observations Checklist Portfolio Supplementary Resources	Review pages Q&A Observations Checklist Portfolio Supplementary Resources	Review pages Q&A Observations Checklist Portfolio Supplementary Resources	Review pages Q&A Observations Checklist Portfolio Supplementary Resources
Homework					
ESLRS	☑ Use effective oral and written communication. ☑ Participate as productive members of the community. ☑ Integrate learning and apply to real life situation. ☑ Explore concepts and	☑ Use effective oral and written communication. ☑ Participate as productive members of the community. ☑ Integrate learning and apply to real life situation. ☑ Explore concepts and	☑ Use effective oral and written communication. ☑ Participate as productive members of the community. ☑ Integrate learning and apply to real life situation. ☑ Explore concepts and	☑ Use effective oral and written communication. ☑ Participate as productive members of the community. ☑ Integrate learning and apply to real life situation. ☑ Explore concepts and	☑ Use effective oral and written communication. ☑ Participate as productive members of the community. ☑ Integrate learning and apply to real life situation.

	skills needed for future world experiences. □ Set personal goals and work towards achieving them.	skills needed for future world experiences. □ Set personal goals and work towards achieving them.	skills needed for future world experiences. □ Set personal goals and work towards achieving them.	skills needed for future world experiences. □ Set personal goals and work towards achieving them.	☑ Explore concepts and skills needed for future world experiences. □ Set personal goals and work towards achieving them.

Month	WEEK 8 and 9
Common Core State Standard	5.RI.10 By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grade level text complexity band independently and proficiently.
GDOE Standards	● **5.5.2** Describe how a solution to one problem may create other problems.
SAT 10 SKILLS	● Identify the effects on a population from a given environmental change. ● Analyze author's purpose/ viewpoint in material listened to every day.
Resource and Material	Harcourt Textbook Workbook

	Vocabulary Transparencies Harcourt Science activity Video Internet Site Supplements
OBJECTIVE SKILL	Students will get multiple opportunities to practice using technology to gather information for research. You will need to explicitly model this process (Marzano: Providing Practice).
Assessment	Review pages Q&A Observations Checklist Portfolio Supplementary Resources
Homework	
ESLRS	☑ Use effective oral and written communication. ☑ Participate as productive members of the community. ☑ Integrate learning and apply to real life situation. ☑ Explore concepts and skills needed for future world experiences. □ Set personal goals and work towards achieving them.