CURRICULUM MAP

SUBJECT: Science – Physical Science: Students develop understanding of the structure and properties of objects and materials.

GRADE: 5TH 4th **QUARTER**

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;	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.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

		c. Link ideas within and across 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	● **5.3.1** Investigate that when liquid water disappears, it has turned into a gas that is mixed into the air and can reappear as a liquid or as a solid if cooled below its freezing point.	**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 or as a solid if cooled below its freezing point.	● **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 or as a solid if cooled below its freezing point.	● **5.3.7** Investigate and explain that when warm objects are put with cool objects, the warm objects lose heat and the cool objects gain heat until they are all at the same temperature.	● **5.3.2** Explain how changes in speed or direction of motion of an object are cause by forces; also, understand that the greater the force, the greater the change in motion, and the more massive an object , the less effect a given force will have on it.

SAT 10 SKILLS	• Making an inference based on changes in properties of matter. • Apply an understanding of properties of matter. • Apply an understanding of characteristics of different types of matter. • Interpret data of properties of matter.	• Making an inference based on changes in properties of matter. • Apply an understanding of properties of matter. • Apply an understanding of characteristics of different types of matter. • Interpret data of properties of matter.	• Making an inference based on changes in properties of matter. • Apply an understanding of properties of matter. • Apply an understanding of characteristics of different types of matter. • Interpret data of properties of matter.	• Identify the basic unit of an element.	• Apply an understanding of Earth's motion using a model. • Identify changes caused by motions of Earth.
UNIT & CHAPTER	**Unit E Chapter 1, Lesson 1 How Can Physical Properties Be Used to Identify Matter? Page E4 – E11 & WB.pg. 263**	**Unit E Chapter 1, Lesson 2 How Does Matter Change from One State to Another? Pages E12 - E19 & WB. pages 264-265 → →→ Students fill up ice tray and leave them in freezer for 2 day. Observe the changes from ice cube to water and gas.**	**Unit E Chapter 1 Lesson 3 How Does Matter React Chemically? Page E20 – E27 & WB. pages 268, 273**	**Unit E Chapter 2 Lesson 1 What Are Atoms and Elements? Page E36 – E43 & WB. pgs. 281-282**	**Unit F Chapter 1 Lesson 1 What Forces Affect Objects on Earth Every Day? Page F4 – F9 & WB.pgs. 294-295**
OBJECTIV	• Recognize that	• Compare and	• Compare a physical	• Identify an atom	• Describe what forces

E SKILL	matter is anything that has mass and takes up space. ● Conclude that an object's physical properties remain constant and can be used to identify it.	classify matter according to its physical state. ● Recognize that heat is responsible for changes in the state of matter. ● Identify melting and boiling points as constant temperatures at which substances change state.	change and a chemical change. ● Conclude that physical and chemical properties can be used to identify substances and to separate mixtures. ● Observe that matter is conserved during both a physical change and a chemical reaction.	and its major parts. ● Describe an element. ● Describe and compare the properties of metals.	are and what they do. ● Explain how the forces of friction, magnetism, and gravity act in our everyday lives.
Assessment	● Lesson Review page E11 **With given questions handout, students carry out observations of how liquid water disappear…..** **** Questions Handout: LAB: Materials: small gas burner, water, beaker, mirror with handle, match. Students observe gas condense on mirror to learn the concept of precipitation water to gas,**	● Lesson Review page E19 **lab continue on from last week to this week.** Handout pg.AG115.	● Lesson Review page E27 1** Students leave water in container of various sizes with water in them outside for 4 hours. Check experiment every 30 minutes and record what happen. 2. Materials: 4glass beakers, 4 sugar cubes, spoon 4 packages of Granulated sugar, warm water..	● Lesson Review page E43 Predict what will happen to the warm water in beaker when the beaker with cold water is put into it? Beaker 1 label" A" with warm water, beaker 2 label "B" with cold water. Put cold water beaker in to warm water beaker. Observe and record what happen.	● Lesson Review page F9 Materials: Text books, 1X3X7 feet board, two small toy cars with rolling wheels, pencils, notebook, and partner. * Handout AG132—136. Students Perform experiments and answer given questions.

	and out pg. AG114-115 →→				
Homework	• Workbook WB264	• Workbook WB265-266	• Workbook WB268	• Workbook WB274	• Workbook WB
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.	☑ 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.	☑ 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.	☑ 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.	☑ 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.

MONTH	WEEK 8 and 9

Common Core State Standard	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.
GDOE Standards	● **5.3.2** Explain how changes in speed or direction of motion of an object are caused by forces; also, understand that the greater the force, the greater the change in motion, and the more massive an object, the less effect a given force will have on it. ● **5.3.3** Demonstrate the use of energy to get work done. **5.3.6** Explain that objects move at different rates, with some moving very slowly and some moving too quickly to be observed.
SAT 10 SKILLS	● Use a model to determine motion. ● Draw a conclusion about motion based on a given data. ●
UNIT & CHAPTER	**Unit F Chapter 2 Lesson 1** **How Are Motion and Speed Related?** **Page F32 – 37 & WB. Pgs. 308-309, 312, 317.**
OBJECTIVE SKILL	● Recognize and describe the relationships among speed, velocity, acceleration and momentum. ● Describe how speed, velocity, acceleration and momentum are measured.
Assessment	● Lesson Review F37 Materials, Scissors, given helicopter drawings, paper clips, markers, stop watch, and partners. students predict how many seconds it'll take for the helicopter from point of drop off to the ground. (landing). Students cut out drawing and perform the task. Try different height. TEST.
Homework	● Workbook WB

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