Worthington Independent School District 518

Essential Outcomes & Student Learning Targets

Standards define expectations for the educational achievement of all students. The Essential Outcomes listed below were determined through a process of evaluating standards based on; endurance, leverage, readiness, and "high testing value." A learning target describes the standard from a student's point of view.

Team SMART Goal (Based on a quarter or trimester):

Rationale for SMART Goal (Why did the PLC select this SMART goal?):

Below is a summary of the Essential Outcomes and learning targets for the listed grade/team and subject.

Grade/Team: 5th Grade Julie Bauman, Stacy Wiebersch, and Tori Baumgartner	**Subject:** Science

Essential Outcomes:
Students will generate a scientific question and plan an appropriate scientific investigation, such as systematic observations, field studies, open-ended exploration or controlled experiments to answer questions.
5.1.1.2.1

Learning Targets:

- **I can distinguish between a scientific and non-scientific question.**
- **I can develop a scientific question.**

Essential Outcomes:
Students will identify and collect relevant evidence, make systematic observations and accurate measurements, and identify variables in a scientific investigation.
5.1.1.2.2

Learning Targets:

- **I can identify how scientists collect and interpret data using many different kinds of tools.**
- **I can make observations using my senses.**
- **I can analyze how scientists draw conclusions and support them using evidence.**

Essential Outcomes:

Students will use appropriate tools and techniques in gathering, analyzing and interpreting data. For example: Spring scale, metric measurements, tables, mean/median/range, spreadsheets, and appropriate graphs.

5.1.3.4.1

Learning Targets:

- **I can recognize the appropriate scientific tool to use in a given situation.**
- **I can create a graph using data collected.**
- **I can create a table using data collected.**
- **I can create a chart using data collected.**
- **I can identify different scientific tools.**

Essential Outcomes:

Students will identify renewable and non-renewable energy and material resources that are found in Minnesota and describe how they are used. For example: Water, iron ore, granite, sand and gravel, wind, and forests.

5.3.4.1.1

Learning Targets:

- **I can compare and contrast renewable and non-renewable resources.**
- **I can create a list of renewable resources.**
- **I can create a list of non-renewable resources.**
- **I can describe how resources found in MN are used in our daily lives (example: iron ore, logging, and wind turbines).**

Essential Outcomes:

Students will describe how plant and animal structures and their functions provide an advantage for survival in a given natural system. For example: Compare the physical characteristics of plants or animals from widely different environment, such as desert versus tropical, and explore how each has adapted to its environment.

5.4.1.1.1

Learning Targets:

- **I can identify physical structures of plants.**
- **I can identify physical structures of animals.**
- **I can recognize that animals can survive in different environments because of adaptations.**
- **I can connect that plants can survive in different environments because of adaptations**

Essential Outcomes:
Students will describe a natural system in Minnesota, such as a wetland, prairie, or garden, in terms of the relationships among its living and nonliving parts, as well as inputs and outputs. For example: Design and construct a habitat for a living organism that meets its need for food, air and water. 5.4.2.1.1

Learning Targets:

- **I can summarize how organisms live and interact within an ecosystem.**
- **I can create a habitat and explain the living and nonliving things within it.**
- **I can identify a food chain within a given ecosystem.**

Essential Outcomes:
Students will explain how, over time, rocks weather and combine with organic matter to form soil.
5.3.1.2.1

Learning Targets:

- **I can name the parts that make up soil.**
- **I can prove how weathering causes rocks to break down into soil.**

Essential Outcomes:
Students will explain how slow processes, such as water erosion, and rapid processes, such as landslides and volcanic eruptions, form features of the Earth's surface.
5.3.1.2.2

Learning Targets:

- **I can decipher the difference between a slow and a fast change to Earth's surface.**
- **I can interpret how forces change Earth's surface.**
- **I can connect how the effects of erosion and deposition can change Earth's surface.**