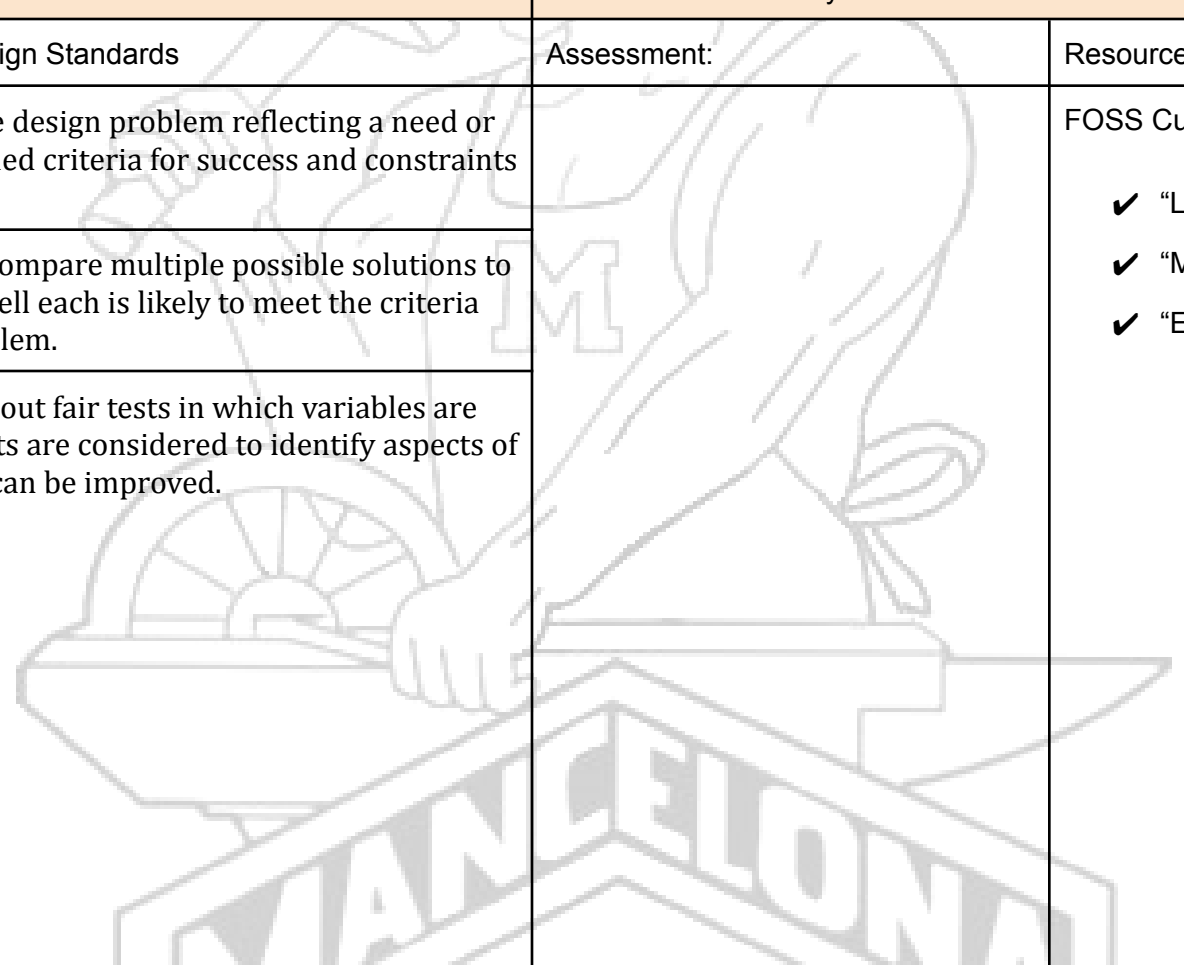




5th Grade Science Curriculum & Pacing Guide

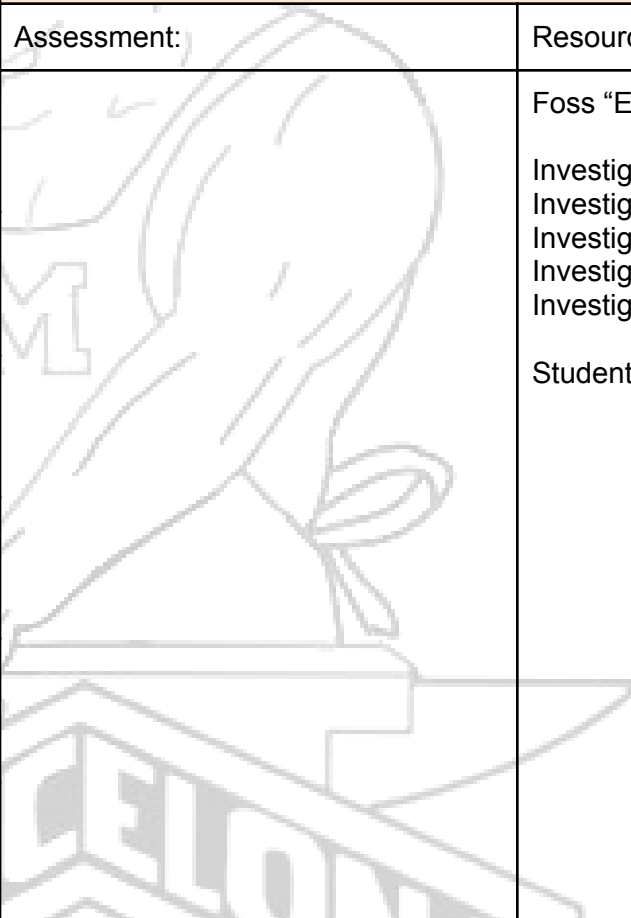


Content Area: Science		Grade Level: 5 th	
Title of Unit: All Units		Number of Weeks/Days: 36 Weeks	
Standards: Engineering Design Standards		Assessment:	Resources:
3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.			FOSS Curriculum Guides: ✓ “Living Systems” ✓ “Mixtures and Solutions” ✓ “Earth and Sun”
3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.			
3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.			



5th Grade Science Curriculum & Pacing Guide

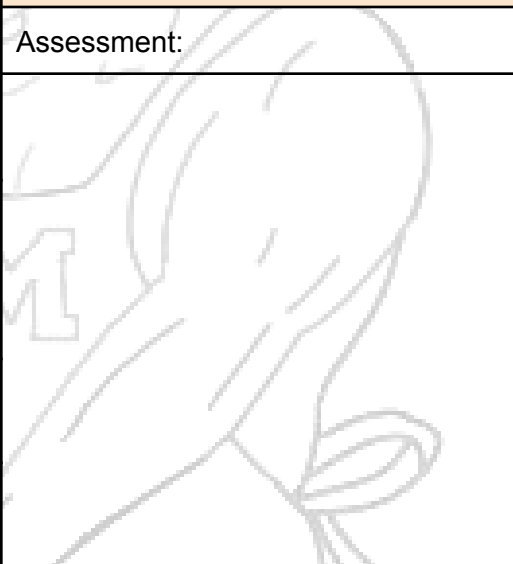


Content Area: Science		Grade Level: 5 th	
Title of Unit: Earth and Sun		Number of Weeks/Days: 12 Weeks	
Standards:		Assessment:	Resources:
5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.			Foss “Earth and Sun” Curriculum
5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.			Investigation 1 “The Sun” Investigation 2 “Planetary Systems” Investigation 3 “Earth’s Atmosphere” Investigation 4 “Heating Earth” Investigation 5 “Water Planet”
5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.			Student Edition & Online Resources
5-ESS2-1MI Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact in Michigan and the Great Lakes basin.			
5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.			
5-ESS2-2MI Describe and graph the amounts and percentages of water and fresh water in the Great Lakes to provide evidence about the distribution of water on Earth.			



5th Grade Science Curriculum & Pacing Guide

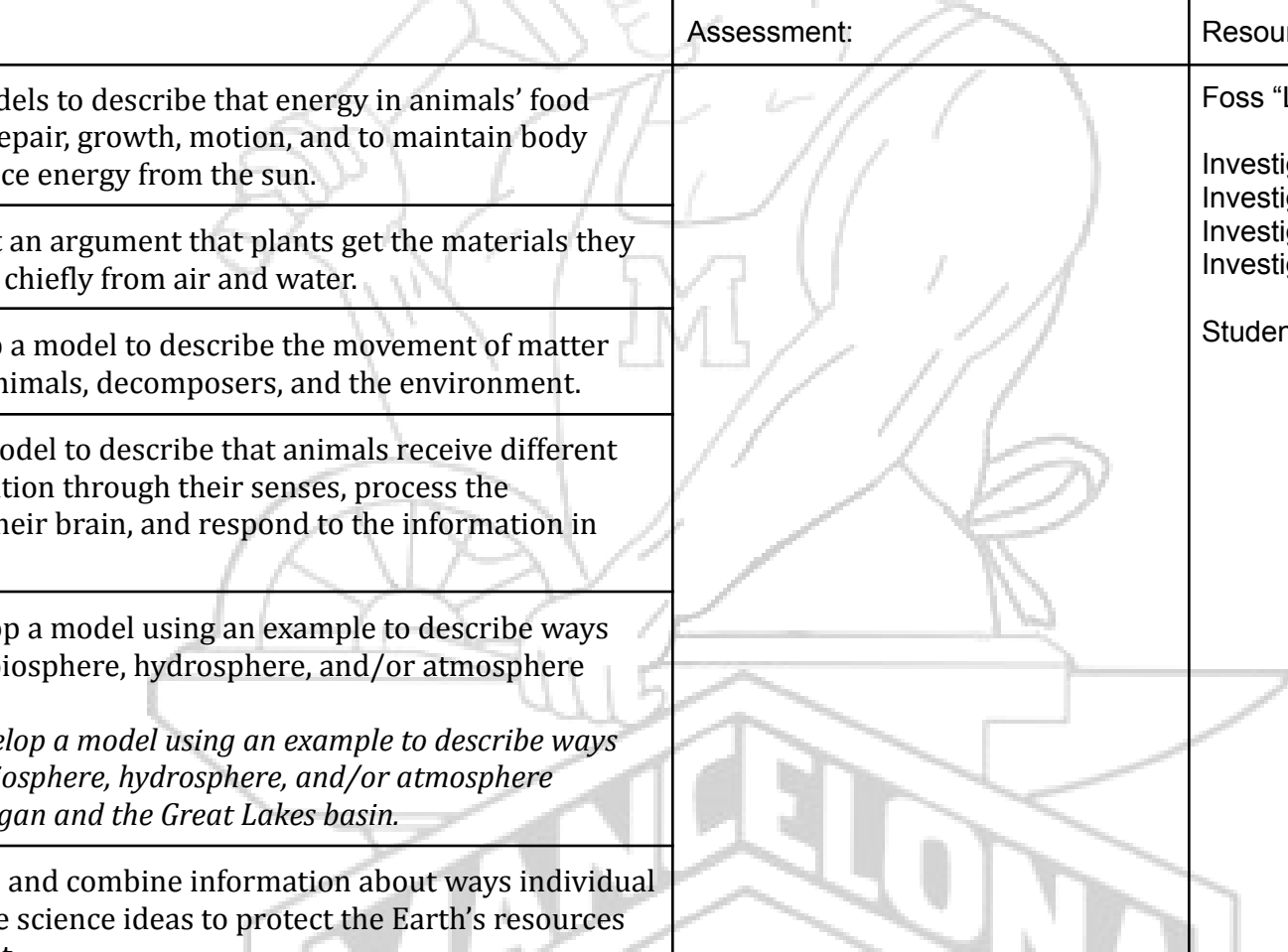


Content Area: Science		Grade Level: 5 th	
Title of Unit: Mixtures and Solutions		Number of Weeks/Days: 12 Weeks	
Standards:		Assessment:	Resources:
5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.			Foss “Mixtures & Solutions” Curriculum
5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.			Investigation 1 “Separating Mixtures” Investigation 2 “Developing Models” Investigation 3 “Concentration” Investigation 4 “Reaching Saturation” Investigation 5 “Fizz Quiz”
5-PS1-3 Make observations and measurements to identify materials based on their properties.			Student Edition & Online Resources
5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.			



5th Grade Science Curriculum & Pacing Guide



Content Area: Science		Grade Level: 5 th	
Title of Unit: Living Systems		Number of Weeks/Days: 12 Weeks	
Standards:		Assessment:	Resources:
5-PS3-1 Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.			Foss “Living Systems” Curriculum
5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.			Investigation 1 “Systems” Investigation 2 “Nutrient Systems” Investigation 3 “Transport Systems” Investigation 4 “Sensory Systems”
5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.			Student Edition & Online Resources
4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.			
5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. <i>5-ESS2-1MI Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact in Michigan and the Great Lakes basin.</i>			
5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.			