

# 5th Grade Science Learning Targets

## Learning Target 1: Analyzing and Interpreting Data

- Analyze and interpret data to describe patterns of Earth's features. (5.1.1) [Core Guide](#)
  - [State Formative Assessment](#)
  - Amplify Earth's Features: 4.2, 4.3, 4.4, 4.5

## Learning Target 2: Using Math and Computational Thinking

- Use mathematics and computational thinking to provide evidence that regardless of the type of change that occurs when heating, cooling, or combining substances, the total weight of matter is conserved. (5.2.4) [Core Guide](#)
  - **RISE BENCHMARK 5.2.4**
  - [State Formative Assessment](#)
- Use mathematics and computational thinking to compare the quantity of saltwater and freshwater in various reservoirs to provide evidence for the distribution of water on Earth. (5.1.2) [Core Guide](#)
  - **RISE BENCHMARK 5.1.2**
  - [State Formative Assessment](#)
  - Amplify The Earth System: 1.1, 2.3, 3.2, 4.2

## Learning Target 3: Planning and Carrying out an Investigation

- Plan and carry out investigations to determine the effect of combining two or more substances. (5.2.3) [Core Guide](#)
  - **RISE BENCHMARK 5.2.3**
  - [State Formative Assessment](#)
  - Amplify The Earth System: 2.1, 2.2, 2.3, 2.4, 2.7, 3.1, 3.2, 3.4, 4.1, 4.2, 4.5, 5.1, 5.4

#### Learning Target 4: Asking Question and Defining Problems

- Ask questions to plan and carry out investigations to identify substances based on patterns of their properties. Emphasize using properties to identify substances. (5.2.2) [Core Guide](#)
  - [State Formative Assessment](#)
  - Modeling Matter Amplify: 1.2, 3.1, 3.4
- Ask questions to plan and carry out investigations that provide evidence for the effects of weathering and the rate of erosion on the geosphere. (5.1.3) [Core Guide](#)
  - **RISE BENCHMARK 5.1.3**
  - [State Formative Assessment](#)
  - Amplify Earth's Features: 4.1, 4.2, 4.3, 4.4, 4.5

#### Learning Target 5: Developing and Using Models

- Develop and use a model to describe the movement of matter among plants, animals, decomposers, and the environment. (5.3.3) [Core Guide](#)
  - **RISE BENCHMARK 5.3.3**
  - [State Formative Assessment](#)
  - Amplify Ecosystem Restoration: 1.2, 1.4, 1.7
- Develop a model to describe interactions between Earth's systems including the geosphere, biosphere, hydrosphere, and/or atmosphere. (5.1.4) [Core Guide](#)
  - **RISE BENCHMARK 5.1.4**
  - [State Formative Assessment](#)
  - Amplify The Earth's System: 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4, 4.5, 5.3, 5.5
- Develop and use a model to describe that matter is made of particles on a scale that is too small to be seen. (5.2.1) [Core Guide](#)
  - [State Formative Assessment](#)
  - Amplify Modeling Matter: 1.3, 1.4, 1.5, 1.6, 1.8, 1.9

### **Learning Target 6: Constructing Explanations and Designing Solutions**

- Construct an explanation that plants use air, water, and energy from sunlight to produce plant matter needed for growth.(5.3.1) [Core Guide](#)
  - [State Formative Assessment](#)
  - Amplify Ecosystem Restoration: 1.1, 1.6, 1.8, 2.4, 2.7, 3.6, 3.7
- Design solutions to reduce the effects of naturally occurring events that impact humans. (5.1.5) [Core Guide](#)
  - [State Formative Assessment](#)
  - Amplify The Earth's System: 2.7, 3.4, 4.5
- Evaluate design solutions whose primary function is to conserve Earth's environments and resources.(5.3.4) [Core Guide](#)
  - [State Formative Assessment](#)

### **Learning Target 7: Obtaining, Evaluating, and Communicating Information**

- Obtain, evaluate, and communicate information that animals obtain energy and matter from the food they eat for body repair, growth, and motion and to maintain body warmth. (5.3.2) [Core Guide](#)
  - [State Formative Assessment](#)
  - Amplify Ecosystem Restoration: 1.3, 1.5, 2.2, 2.6, 3.2, 3.3, 3.5