

Science Curriculum: Grade 5

Georgia Performance Standards: Year Curriculum Map

This document is part of a framework that was designed to support the major concepts addressed in the 5th Grade Science Curriculum of the Georgia Performance Standards through the processes of inquiry. These units are written to be stand alone units that may be taught in any sequence.

Students will gather evidence of life, physical, and earth concepts in 5th grade. In life science students will use scientific tools to look at smaller components of animals and plants. Hand lenses or microscopes will be used to discover microscopic components of organisms in our world. Students will utilize observable evidence to classify organisms and recognize genetic traits.

During the study of physical science concepts, students will investigate and measure the observable effects of chemical and physical changes while recognizing that an object is the sum of its parts. Students will also explore the relationship between electricity and magnetism.

A study of earth science concepts will enable students to compare and contrast the positive and negative impact of forces of Earth's surface. Students will also utilize geographical features as evidence to identify technological and human interventions used to shape the Earth's surface

Unit: I Earth	Unit: II Chemical and Physical Changes	Unit: III Electricity and Magnetism	Unit: IV Cells & Microorganisms	Unit: V Classification	Unit: VI Genetics
6 Weeks	5 Weeks	4 Weeks	2 Weeks	5 Weeks	2 Weeks
Focus:	Focus:	Focus:	Focus:	Focus:	Focus:
<p><i>Demonstrate knowledge of terms, geological processes and landforms</i> <i>Identify constructive and destructive forces</i> <i>Recognize weathering agents and processes</i> <i>Recognize human methods to control constructive and destructive forces</i> <i>Demonstrate understanding of human interaction and earth's processes</i></p>	<p><i>Identify chemical and physical changes</i> <i>Construct a basic understanding of the Law of Conservation of Matter.</i> <i>Conduct basic experiments to determine if matter has changed physically or chemically</i></p>	<p><i>Investigate static electricity</i> <i>Compare/contrast electricity and magnetism</i> <i>Construct an electromagnet</i> <i>Design a simple electric circuit</i> <i>Identify characteristics of good conductors and good insulators</i></p>	<p><i>Use magnifiers to observe cells and their structure</i> <i>Identify parts of plant and animal cells</i> <i>Explain how cells are similar and different in multi-celled and single-celled organisms</i> <i>Identify and explain impact of beneficial and harmful microorganisms</i></p>	<p><i>Systems of classification to determine relationships</i> <i>Group organisms and communicate system used</i> <i>Group according to interactions and habitats</i> <i>Use classification to understand interactions, conservation, and identify/study new species</i></p>	<p><i>Recognize and define traits</i> <i>Traits are passed from parent to offspring</i> <i>Traits of offspring can be predicted by knowing traits of parents</i> <i>Learned behaviors are not the same as inherited traits</i> <i>Difference between a learned behavior and an inherited trait</i></p>

*Note: Beginning of the Year - Unit 0: Getting Ready for Science = 1 Week End of the Year - Unit VII: Culminating Essential Lab = 4 weeks