Colquitt County 5th Grade Science Pacing Guide

Grading Timeline	**1st -9 Weeks**	**2nd- 9 Weeks**	**3rd-9 Weeks**	**4th- 9 Weeks**
Progress Report Window Open	9/2-9/9	11/4-11/11	1/29-2/5	4/15-4/22
Progress Reports Home	9/14	11/16	2/10	4/27
Report Card Window Open	10/1-10/8	12/9-12/17	3/8-3/15	5/17-5/26
Report Card Home	10/13	1/7	3/19	5/26

GRADE	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May

5	Intro into Engineering Design Process (EDP) -What is a Scientist -Intro into journals and how scientist use journals **Classifications** **Traits** **Cells and Microorganisms** S5L1, a,b S5L2 a, b S5L3 a, b,c S5L4 a, b	**Cells and Microorganisms** **Energy Transfer** **Electricity and Magnetism** S5L3 a, b,c S5L4 a, b S5P2 a, b, c S5P3 a,b	**Earth and changes** S5E1a,b,c Start **Physical and Chemical Changes**	**Physical and Chemical Changes** Review EOG S5P1a,b,c

Standards	**S5L1. Obtain, evaluate, and communicate** information to group organisms using scientific classification procedures. **a. Develop a model** that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal) using data from multiple sources. **b. Develop a model** that illustrates how plants are sorted into groups (seed producers, non-seed producers) using data from multiple sources. **S5L2. Obtain, evaluate, and communicate** information showing that some characteristics of organisms are inherited and other characteristics are acquired. **a. Ask questions** to compare and contrast instincts and learned behaviors. **b. Ask questions** to compare and contrast inherited and acquired physical traits. (Clarification statement: Punnett squares and genetics are taught in future grades.) **S5L3. Obtain, evaluate, and communicate** information to compare and contrast the parts of plant and animal cells. **a. Gather evidence** by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification. **b. Develop a model**to identify	**S5L3. Obtain, evaluate, and communicate** information to compare and contrast the parts of plant and animal cells. **a. Gather evidence** by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification. **b. Develop a model** to identify and label parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus). **c. Construct an explanation** that differentiates between the structure of plant and animal cells **S5L4. Obtain, evaluate, and communicate** information about how microorganisms benefit or harm larger organisms. (Clarification statement: Possible microorganisms could include Tardigrades, Lactobacillus, Probiotics, Rotifers, Salmonella, Clostridium botulinum (Botox), E-coli, Algae, etc. Students are not expected to know these specific microorganisms. The list is provided to give teachers examples.) **a. Construct an argument** using scientific evidence to support a claim that some microorganisms are beneficial. **b. Construct an argument** using scientific evidence to support a claim that some microorganisms are harmful.	**S5E1. Obtain, evaluate, and communicate** information to identify surface features on the Earth caused by constructive and/or destructive processes. **a. Construct an argument** supported by scientific evidence to identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes (examples could include deposition, weathering, erosion, and impact of organisms). **b. Develop simple interactive models** to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes. **c. Ask questions** to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes. (Clarification statement: Examples could include seismological studies, flood forecasting (GIS maps), **engineering/construction methods and materials, and infrared/satellite imagery.)**	**S5P1. Obtain, evaluate, and communicate** information to explain the differences between a physical change and a chemical change. **a. Plan and carry out investigations** of physical changes by manipulating, separating and mixing dry and liquid materials. **b. Construct an argument** based on observations to support a claim that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently. **c. Plan and carry out an investigation** to determine if a chemical change occurred based on observable evidence (color, gas, temperature change, odor, new substance produced).

	and label parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus). c. Construct an explanation that differentiates between the structure of plant and animal cells **S5L4. Obtain, evaluate, and communicate** information about how microorganisms benefit or harm larger organisms. (Clarification statement: Possible microorganisms could include Tardigrades, Lactobacillus, Probiotics, Rotifers, Salmonella, Clostridium botulinum (Botox), E-coli, Algae, etc. Students are not expected to know these specific microorganisms. The list is provided to give teachers examples.) **a. Construct an argument** using scientific evidence to support a claim that some microorganisms are beneficial. **b. Construct an argument** using scientific evidence to support a claim that some microorganisms are harmful.	**S5P2. Obtain, evaluate, and communicate** information to investigate electricity. **a. Obtain and combine information** from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity. **b. Design a complete, simple electric circuit, and explain** all necessary components. **c. Plan and carry out investigations** on common materials to determine if they are insulators or conductors of electricity. **S5P3. Obtain, evaluate, and communicate** information about magnetism and its relationship to electricity. **a. Construct an argument** based on experimental evidence to communicate the differences in function and purpose of an electromagnet and a magnet. (Clarification statement: Function is limited to understanding temporary and permanent magnetism.)		
Resource Links	**State Standards:** https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-5.aspx **SLDS-TRL tab** GYSTC Resource Guide Units 5 & 6 **State Units and Resources:**	**State Standards:** https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-5.aspx **SLDS-TRL tab** GYSTC Resource Guide Units 3 & 4	**State Standards:** https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-5.aspx **SLDS-TRL tab** GYSTC Resource Guide Units 1 & 2 **State Standards:**	**State Standards:** https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-5.aspx **SLDS-TRL tab** GYSTC Resource Guide Unit 2 **State Standards:** https://www.gadoe.org/Curricu

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EOG Resources	**Achievement Level Descriptors:** https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_5_Milestones_EOG_Science.pdf **Content Weights for EOG** https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf	**Achievement Level Descriptors:** https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_5_Milestones_EOG_Science.pdf **Content Weights for EOG** https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf	**Achievement Level Descriptors:** https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_5_Milestones_EOG_Science.pdf **Content Weights for EOG** https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf	**Achievement Level Descriptors:** https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_5_Milestones_EOG_Science.pdf **Content Weights for EOG** https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf

	EOG Resource Guide https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/EGA025_GR05_EMSC_SG_0001_20200218.pdf	**EOG Resource Guide** https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/EGA025_GR05_EMSC_SG_0001_20200218.pdf	**EOG Resource Guide** https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/EGA025_GR05_EMSC_SG_0001_20200218.pdf	**EOG Resource Guide** https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/EGA025_GR05_EMSC_SG_0001_20200218.pdf

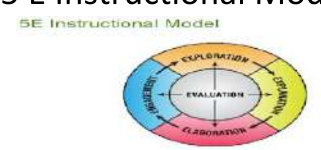
Possible District Approved Field Trips
Virtual field trip offered through GYSTC

Grade	Trip	Standard
Smooth Moves	WJW	
Career Fair	SRTC	

What is STEM

STEM education is an interdisciplinary approach to learning which removes the traditional instructional setting of teaching isolated subjects and integrates science, technology, engineering and math into real world learning experiences for students.

5 E Instructional Model



The 5E instructional model is built on the idea that learners build on and construct new ideas on top of their old ones. Advantages of the 5E model include: Enhancing mastery of subject matter,Developing scientific reasoning, Understanding the complexity and ambiguity of empirical work, Developing practical skills, Understanding the nature of science, Cultivating interest in science and interest in learning science,Developing teamwork abilities.

Engagement	Exploration	Explanation	Extend/Elaboration	Evaluation
Teacher generates interest, assess prior knowledge, connects prior knowledge, sets instructional focus on the concept,	Students experience key concepts, learn new skills, asking question,reflect on their thinking and develop relationships and understanding of concepts	Connecting prior knowledge to new content/discoveries, use of academic language, teacher and students work together	Apply learning to similar situations, explain new situation with formal academic language,	Should be ongoing throughout the learning phase, shows evidence of accomplishment,Teacher, peer and self assessments
Teacher actions: Motivates, creates interest, raises questions, taps into prior knowledge	**Teacher actions:** Moves into a facilitator role, observes students, asks guiding questions, encourages teamwork, provides materials and resources, provide adequate time for students to engage with the materials	**Teacher actions:** Encourages students to explain understandings in their own words, provides explanations of definitions, laws, theories, ask clarifying questions, builds onto students understanding, provide a variety of instructional strategies, develop academic language, formative assessments to gauge understanding	**Teacher actions:** Provide an opportunity for students to apply their new gained information to enhance additional learning, remind students to look for alternative ways to solve the problem,providing guidance on perseverance	**Teacher actions:** Observes students, asks open-ended questions,assess students, encourages students to self assess
Student actions: Ask questions, attentive to teacher/classmates, makes connections to prior learning, self reflects on what they already know, what do they want to know	**Student actions:** Conducts experiments, activities, work with groups to make meaning of the problem, record observations, use journals, listen to others ideas,	**Student actions:** Explain solutions, critiques or ask further questions of others solutions,refers back to notes and journals to communicate findings and understanding, self assesses	**Student actions:** Generates interest in new learning, explore related content, records observations and interacts with peers to broaden one's o	**Student actions:** Self evaluates, uses academic language, demonstrates understanding of concept, solves problems

		their own learning		
Example: Topic : Observe and describe the process of erosion, transportation, and deposition of the earth's land surface using natural phenomena and models Materials : paint tray (the kind used for a paint roller), pieces of sod (enough for each group), potting soil, heavy clay like soil, Rainmaker (paper cup with about ten tiny holes poked in the bottom) , Water. Activity 1.bottom of slide under swing 2.end of splash guard by rain spout at entrance to door 3. path leading to the playground at the bottom of hill/slope Do you notice anything different about these areas? (They are just dirt; no grass is growing here.) What do you think caused these changes? (Students walking over them; water running through it)	**Example:** Construct a model to investigate how these changes may have occurred. Provide materials so the students can construct their own model of a landscape. It should include a piece of sod, fine potting soil, and a heavy clay like soil. Have them use a paint roller tray as the base of the landscape. Do not put any landscape materials in the bottom well; it should remain empty. Once students have constructed their models, have them diagram and label their models and make a prediction as to what will happen if it "rains" on their landscape. One student pours a cup of water all at once into the rainmaker. Hold the rainmaker about 4 inches above the upper end of the landscape and slowly move it back and forth so the water "rains" down on the model landscape. Observe what happens to the landscape. When it is finished raining the students observe the final effects of	**Example:** Tell me what some of your prediction were before it rained on your landscape. (Record on board.) What actually happened to your landscape when it rained on it? (record so you can make comparisons.) How is your landscape different after the rain than before it rained on it? What happened to the soil? Where did it go? Why did this happen? As students share their ideas and understandings, record key phrases on the board. Some phases that may be valuable to your later discussion may include:dirt and soil washed away,the soil collected at the bottom of the slope,the water hollowed out the soil, the rain carried the soil down the hill,when the water washed away the soil it formed a hole Relate their observations to the processes scientists observe over an extended period of time. Use student models to identify and label erosion and deposition.	**Example:** Using the same paint roller tray as the base for their landscape, have the groups of students plan a method to decrease or eliminate erosion. Students should draw a diagram of the model planned and label the materials used in their landscape. They should write a short explanation explaining why they think this will work to curb erosion. (Tell students that you will provide the same materials that they used today and they are responsible for supplying the rest of the materials to build their new landscape tomorrow.) Have students use a variety of resources and references to research various landmarks that are the result of these processes.	**Example:** Have photographs representing each process and have students identify and explain why they identified it as such. Have students take a walk in their own neighborhood tonight to find examples of each process. They should draw and write one sentence telling what they observed. Have students write their own definition and list an example for each process in their science journals.

	the rain on their landscape. Have students go back to their predictions and record what actually happened.	Have students work to create definitions for these terms. When you are sure students have a real understanding of the terms, formulate a final definition and post on board or chart in the classroom for future reference. Demonstrate the process of transportation and lead students to understand that it is the movement of soil particles from one place to another. Refer to the list generated during the engagement and have students make connections; they should use the new terms to discuss and explain what they saw. Help them to understand that they just used water to simulate erosion, transportation, and deposition, but it can also be caused by wind, people, animals, etc.		

Science and Engineering Practices

Asking questions and defining problems	Developing and using models
A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world(s) works and which can be empirically tested. Engineering questions clarify problems to	A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations,

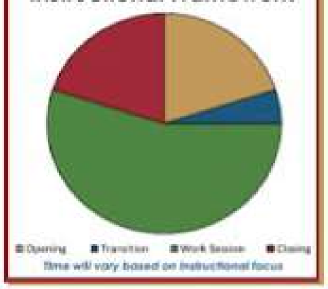
determine criteria for successful solutions and identify constraints to solve problems about the designed world. Both scientists and engineers also ask questions to clarify ideas.	analogies, and computer simulations. Modeling tools are used to develop questions, predictions and explanations; analyze and identify flaws in systems; and communicate ideas. Models are used to build and revise scientific explanations and proposed engineered systems. Measurements and observations are used to revise models and designs.
Planning and carrying out investigations	Using mathematics and computational thinking
Scientists and engineers plan and carry out investigations in the field or laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters. Engineering investigations identify the effectiveness, efficiency, and durability of designs under different conditions	In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. Mathematical and computational approaches enable scientists and engineers to predict the behavior of systems and test the validity of such predictions.
Analyzing and interpreting data	Constructing explanations and designing solutions
Scientific investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists use a range of tools—including tabulation, graphical interpretation, visualization, and statistical analysis—to identify the significant features and patterns in the data. Scientists identify sources of error in the investigations and calculate the degree of certainty in the results. Modern technology makes the collection of large data sets much easier, providing secondary sources for analysis. Engineering investigations include analysis of data collected in the tests of designs. This allows comparison of different solutions and determines how well each meets specific design criteria—that is, which design best solves the problem within given constraints. Like scientists, engineers require a range of tools to identify patterns within data and interpret the results. Advances in science make analysis of proposed solutions more efficient and effective.	The end-products of science are explanations and the end-products of engineering are solutions. The goal of science is the construction of theories that provide explanatory accounts of the world. A theory becomes accepted when it has multiple lines of empirical evidence and greater explanatory power of phenomena than previous theories. The goal of engineering design is to find a systematic solution to problems that is based on scientific knowledge and models of the material world. Each proposed solution results from a process of balancing competing criteria of desired functions, technical feasibility, cost, safety, aesthetics, and compliance with legal requirements. The optimal choice depends on how well the proposed solutions meet criteria and constraints.
Engaging in argument from evidence	Obtaining, evaluating, and communicating information
Argumentation is the process by which evidence-based conclusions and solutions are reached. In science and engineering, reasoning and argument based on evidence are essential to identifying the best explanation for a natural phenomenon or the best solution to a design problem. Scientists and engineers use argumentation to listen to, compare, and evaluate competing ideas and methods based on merits. Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and	Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity. Communicating information and ideas can be done in multiple ways: using tables, diagrams, graphs, models, and equations as well as orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs

using evidence to evaluate claims

The Science Classroom Framework provides of instruction in order implement high tool can be used to as well as a guide for during instruction. It opening, transition, addressed with each

SCIENCE STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK

Instructional Framework



PERVASIVE LESSON PRACTICES

Teacher will embed pervasive practices throughout lesson based on instructional focus

Literacy Across the Content:
- Disciplinary literacy
- Content literacy
- Close reading
- Disciplinary research/ reading to learn

Writing Across the Content
- Content writing
- Writing process
- Writing to learn

Vocabulary Development:
- Academic vocabulary
- Content vocabulary
- Discipline vocabulary
- Engages in three-dimensional learning

Formative Assessment:
- Formal assessments
- Informal assessments
- Standards-based feedback

Classroom Culture:
- Models practices and procedures
- Encourages risk-taking and collaboration
- Demonstrates high expectations in classroom discourse
- Emphasizes safety practices

OPENING

Teacher:
- Introduces phenomena to engage students in investigations
- Engages students/accesses prior knowledge and makes connections by encouraging them to ask questions
- Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding
- Models science and engineering practices and questioning based on crosscutting concepts

Student:
- Accesses prior knowledge
- Asks thought-provoking and clarifying questions.
- Participates in classroom discussions; engages in investigations and analyzes thinking

TRANSITION TO WORK SESSION

Teacher:
- Provides guidance to engage in exploration of phenomena
- Helps students in identifying routines to engage in collaboration
- Introduces organizing tools
- Reviews success criteria and expectations for work

Student:
- Engages in exploration of phenomena
- Participates in discussion
- Prepares organizing tools
- Asks questions or define problems.

WORK SESSION

Teacher:
- Facilitates independent and small group work; scaffolds learning tasks
- Engages students in the 3-dimensions of science instruction
- Monitors, assesses and documents student progress and provides standards-based feedback
- Provides small group instruction
- Allows students to engage in productive struggle, make mistakes, and engage in error analysis
- Conferences formally and informally with students

Student:
- Engages in independent or collaborative learning
- Demonstrates proficiency of science and engineering practices, crosscutting concepts and core disciplinary ideas
- Completes conceptually rich performance tasks, research or guided practice
- Conferences with teacher and receives standards-based feedback

CLOSING

Teacher:
- Formally or informally assesses student understanding
- Asks questions targeting students' explanations and claims to provide feedback
- Provides phenomena that challenges students' explanations.
- Engages students in summarizing learning and celebrates progress toward mastery of standard(s)
- Identifies next steps for instruction based on data analysis

Student:
- Shares, assesses, and justifies work using language of the standards
- Provides peer feedback and asks clarifying questions using language of the standards
- Reflects and summarizes progress toward mastery of learning target/standard based on success criteria

Georgia Department of Education

Standards-Based Instructional a common language to successfully quality practices. The develop lesson plans teachers to reference is imperative that an work and closing is lesson.