



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2012

Subject Content: _____ Science _____ Grade _____ 5 _____



Indicates the Curriculum Map

| Weeks 1 – 3 | Weeks 4 – 6 |
|---|--|
| Unit/Topic LIFE SCIENCE Unity and Diversity and Biological Change | Unit/Topic LIFE SCIENCE Unity and Diversity and Biological Change |
| In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards SC-05-3.4.1 Students will describe and compare living systems to understand the complementary nature of structure and function. Observations and comparisons of living systems at all levels of organization illustrate the complementary nature of structure and function. Important levels of organization for structure and function include cells, tissues, organs, organ systems, organisms (e.g., bacteria, protists, fungi, plants, animals), and ecosystems. Examining the relationship between structure and function provides a basis for comparisons and classification schemes. DOK 2 | In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards SC-05-3.4.3 Students should understand that all organisms are composed of cells, the fundamental unit of life. Most organisms are single cells; other organisms, including plants and animals are multi cellular. SC-05-3.4.2 Students will explain the essential functions of cells necessary to sustain life. Cells carry on the many functions needed to sustain life. Models of cells, both physical and analogical, promote understanding of their structures and functions. Cells grow and divide, thereby producing more cells. This requires that they take in nutrients, which provide energy for the work that cells do and make the materials that a cell needs. DOK 2 |

| CURRICULUM | | | CURRICULUM | | |
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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| <p>Identify Sub-Topics</p> <p>Living Systems plants animals</p> | <p>Identify Sub-Topics</p> <p>Living Systems plants animals</p> | <p>Identify Sub-Topics</p> <p>Living Systems plants animals</p> | <p>Identify Sub-Topics</p> <p>Cell formation</p> <p>Mitosis Meiosis</p> | <p>Identify Sub-Topics</p> <p>Cell formation continued</p> | <p>Identify Sub-Topics</p> <p>Cell function</p> |
| <p>I CAN STATEMENTS:</p> <p>I can describe how plant and animal cells have many features in common as well as distinguishing features.</p> <p>I can compare animal and plant cells.</p> <p>I can explain how tissues function in plants and animals</p> <p>I can describe how organs system functions in plants and animals.</p> <p>I can compare different organisms and their function in an ecosystem.</p> | <p>I CAN STATEMENTS:</p> <p>same</p> | <p>I CAN STATEMENTS:</p> | <p>I CAN STATEMENTS:</p> <p>I can explain the functions of cells necessary to sustain life.</p> <p>I can explain how cells carry on the many functions needed to sustain life.</p> <p>I can explain models of cells, both physical and analogical, to promote understanding of their structures and functions.</p> <p>I can explain how cells grow and divide, thereby producing more cells.</p> | <p>I CAN STATEMENTS:</p> <p>same</p> | <p>I CAN STATEMENTS:</p> |

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| Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary |
| <p>Living systems Cells Biological Tissues Organs Organ systems Organisms Bacteria Protist Fungi Ecosystems Nucleus Nucleolus Mitochondria Cytoplasm Chlorophyll Nuclear membrane Single cells Multi-cellular Reproduction Mitosis Meiosis Specialized cells</p> | | | <p>Bacteria Protist Fungi Ecosystems Nucleus Nucleolus Mitochondria Cytoplasm Chlorophyll Nuclear membrane Single cells Multi-cellular Reproduction Mitosis Meiosis Specialized cells</p> | | |
| Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities |
| <p>use observations & models to describe and compare</p> | | | <p>conduct web quest and use research to Cell Division Exercise using http://www.biologyinmotion.com/index.html</p> | | |

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| <p>conduct web quest and use research to-use observations & models to describe and compare - conduct web quest and use research to make student presentations and reports</p> | | | <p>make student presentations and reports</p> | | |
| <p>Balanced Assessment: Formative</p> <p>Oral Checks Reflective writing piece Open-Response Exit Slips Observation</p> <p>Summative Multiple Choice On-Demand Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Balanced Assessment: Formative</p> <p>Summative Multiple Choice On-Demand Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Balanced Assessment: Formative</p> <p>Summative Multiple Choice On-Demand Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Balanced Assessment: Formative</p> <p>Oral Checks Reflective writing piece Open-Response Exit Slips Observation</p> <p>Summative Multiple Choice On-Demand Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Balanced Assessment: Formative</p> <p>Summative Multiple Choice On-Demand Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Balanced Assessment: Formative</p> <p>Summative Multiple Choice On-Demand Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> |

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| Resources Needed | Resources Needed | Resources Needed | Resources Needed | Resources Needed | Resources Needed |
| Textbook Science web quest KCCT coach books Edheads.com Bbscienceclips.com United Streaming Education city Brain pop Jr. Lesson pathways.com http://free.ed.gov | | | http://www.biologyinmotion.com/index.html Textbook Science web quest KCCT coach books Edheads.com Bbscienceclips.com United Streaming Education city Brain pop Jr. Lesson pathways.com http://free.ed.gov | | |

| Weeks 7-9 | Weeks 10-12 |
|--|---|
| LIFE SCIENCE Unity and Diversity and Biological Change | Unit/Topic Earth/Space Science |
| In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards | In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards |
| SC-05-3.5.1 Students will describe cause and effect relationships between enhanced survival/reproductive success and particular biological adaptations (e.g., changes in structures, behaviors, and/or physiology) to generalize about the | SC-05-2.3.1 Students will: _ describe the circulation of water (evaporation and condensation) from the |

diversity of species.
 Biological change over time accounts for the diversity of species developed through gradual processes over many generations. Examining cause and effect relationships between enhanced survival/reproductive success and biological adaptations (e.g., changes in structures, behaviors, and/or physiology), based on evidence gathered, creates the basis for explaining diversity
DOK 2

SC-05-3.5.2
 Students should understand that all organisms must be able to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment.

surface of the Earth, through the crust, oceans, and atmosphere (water cycle);
 explain how matter is conserved in this cycle.
 Water, which covers the majority of the Earth’s surface, circulates through the crust, oceans, and atmosphere in what is known as the water cycle.
DOK 2

SC-05-2.3.2
 Students will explain interactions of water with Earth materials and results of those interactions (e.g., dissolving minerals, moving minerals and gases).
 Water dissolves minerals and gases and may carry them to the oceans.
DOK 3

| CURRICULUM | | | CURRICULUM | | |
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| Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Identify Sub-Topics Organism/survival | Identify Sub-Topics | Identify Sub-Topics | Identify Sub-Topics Water Cycle | Identify Sub-Topics | Identify Sub-Topics Water shed |
| I CAN STATEMENTS: I can explain how differences in organisms give individuals an advantage in surviving | I CAN STATEMENTS: | I CAN STATEMENTS: | I CAN STATEMENTS: I can describe how water can change forms yet still be conserved in the water cycle. | I CAN STATEMENTS: | I CAN STATEMENTS: I can define the concept of watersheds. I can identify factors that impact watersheds, |

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| <p>and reproducing.</p> <p>I can describe adaptations of various organisms to their environments and how these adaptations led to a wide variety of organisms.</p> <p>I can identify ways that organisms cope with fluctuations in their environment.</p> | | | <p>I can create / analyze/explain representations that illustrate the circulation of water from the surface of the Earth, through the crust, oceans, and atmosphere.</p> | | <p>including results of interactions of water with earth materials.</p> |
| <p>Critical Vocabulary</p> <p>Reproduction Adaptations Survival of the fittest Internal stimulus Environmental stimulus Behavioral response Adaptations fluctuations Temperature Precipitation Change in food sources</p> | <p>Critical Vocabulary</p> | <p>Critical Vocabulary</p> | <p>Critical Vocabulary</p> <p>Evaporation Condensation Circulation Earth's crust Atmosphere Water cycle Dissolving Mantle Core Dense core Plate tectonics Landforms</p> | <p>Critical Vocabulary</p> <p>Destructive forces Volcanic Eruption Deposition of sediment Weathering Erosion Lava Magma Rock cycle Metamorphic Sedimentary Igneous</p> | <p>Critical Vocabulary</p> <p>Watershed Atmosphere Dissolving minerals Moving minerals Gases Solvent</p> |
| <p>Suggested Strategies/Activities</p> <p>Construct models using</p> | <p>Suggested Strategies/Activities</p> <p>Construct models using</p> | <p>Suggested Strategies/Activities</p> <p>Construct models using</p> | <p>Suggested Strategies/Activities</p> <p>Construct models using</p> | <p>Suggested Strategies/Activities</p> <p>Construct models</p> | <p>Suggested Strategies/Activities</p> <p>Construct models using</p> |

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| <p>research to make student presentations. Conduct experiments to test hypothesis</p> <p>Project Wild Activities</p> | <p>research to make student presentations. Conduct experiments to test hypothesis</p> <p>Project Wild Activities</p> | <p>research to make student presentations. Conduct experiments to test hypothesis</p> <p>Project Wild Activities</p> | <p>research to make student presentations. Conduct experiments to test hypothesis</p> <p>Project Wild Activities</p> | <p>using research to make student presentations. Conduct experiments to test hypothesis</p> <p>Project Wild Activities</p> | <p>research to make student presentations. Conduct experiments to test hypothesis</p> <p>Project Wild Activities</p> |
| <p>Balanced Assessment: Formative</p> <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Balanced Assessment: Formative</p> <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Balanced Assessment: Formative</p> <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Balanced Assessment: Formative</p> <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Balanced Assessment: Formative</p> <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Balanced Assessment: Formative</p> <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> |

| Resources Needed | Resources Needed | Resources Needed | Resources Needed | Resources Needed | Resources Needed |
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| Computer/laptop United streaming videos. Textbook Access to internet | Computer/laptop United streaming videos. Textbook Access to internet | Computer/laptop United streaming videos. Textbook Access to internet | Computer/laptop United streaming videos. Textbook Access to internet | Computer/laptop United streaming videos. Textbook Access to internet | Computer/laptop United streaming videos. Textbook Access to internet - |

| Weeks 13-15 | Weeks 16-18 |
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| <p align="center">Unit/Topic PHYSICAL SCIENCE Structure and Transformation of Matter</p> <p>SC-05-2.3.3 Students will: _ describe Earth’s atmosphere as a relatively thin blanket of air consisting of a mixture of nitrogen, oxygen, and trace gases, including water vapor; _ analyze atmospheric data in order to draw conclusions about real life phenomena related to atmospheric changes and conditions. Earth is surrounded by a relatively thin blanket of air called the atmosphere. The atmosphere is a mixture of nitrogen, oxygen, and trace gases that include water vapor. The atmosphere has different properties at different elevations. Conclusions based on the interpretation of atmospheric data can be used to explain real life phenomena (e.g., pressurized cabins in airplanes, mountainclimber’s need for oxygen).</p> <p align="center">DOK 3</p> <p>SC-05-2.3.4 Students will: _ analyze global patterns of atmospheric movement; _ explain the basic relationships of patterns of atmospheric movement to local weather. Global patterns of atmospheric movement can be observed and/or analyzed by interpreting patterns within data. Atmospheric movements influence local weather. Oceans have a major effect on climate, because water in the oceans</p> | <p align="center">Unit/Topic PHYSICAL SCIENCE</p> <p>Structure and Tr SC-05-2.3.5 Students will compare components of our solar system, including using models/representations that illustrate the system and resulting interactions.</p> <p>Earth is the third planet from the Sun in a system that includes the moon, the Sun, eight other planets and their moons, and smaller objects. The Sun, an average star, is the central and largest body in the solar system. Models/diagrams provide understanding of scale within the solar system.</p> <p align="center">DOK 2ansformation of Matter</p> |

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| holds a large amount of heat. Related data can be used to predict change in weather and climate. | | | | | |
| DOK 3 | | | | | |
| CURRICULUM | | | CURRICULUM | | |
| Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 |
| Identify Sub-Topics | Identify Sub-Topics | Identify Sub-Topics | Identify Sub-Topics | Identify Sub-Topics | Identify Sub-Topics |
| Weather | Weather/atmosphere | Weather/atmosphere | Solar System | Solar System | Solar System |
| I CAN STATEMENTS: | I CAN STATEMENTS: | I CAN STATEMENTS: | I CAN STATEMENTS: | I CAN STATEMENTS: | I CAN STATEMENTS: |
| <p>I can use appropriate tools and observations to describe physical properties of substances and to classify materials.</p> <p>I can design and conduct fair tests to safely investigate properties of matter.</p> <p>I can design questions about the properties of matter.</p> | <p>I can create graphical representations about the motion of an object.</p> <p>I can interpret graphical representations about the motion of an object.</p> <p>I can infer and draw conclusions about the motion of an object.</p> | <p>I can use observations and appropriate tools to explore the relationship between force and mass.</p> | <p>I can classify energy as phenomena as kinetic or potential</p> <p>I can describe the transfer of energy occurring in simple systems or related data.</p> | <p>I can predict how heat energy moves.</p> <p>I can describe the transfer of energy occurring in simple systems or related data.</p> | <p>I can describe solar energy.</p> <p>I can describe the impacts that solar energy has on physical and biological systems on earth.</p> |
| Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary |
| Boiling point | Qualitative | Gravity | Kinetic | Thermal energy | Solar energy |

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| <p>Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> |
| <p>Resources Needed</p> <p>http://classroom.jcschools.net/sciunits/plantsanimal.s.htm http://www.brainpopjr.com/ http://jcschools.net/tutorials/interactive.htm http://www.internet4classrooms.com/</p> | <p>Resources Needed</p> <p>http://classroom.jcschools.net/sciunits/plantsanimal.s.htm http://www.brainpopjr.com/ http://jcschools.net/tutorials/interactive.htm http://www.internet4classrooms.com/</p> | <p>Resources Needed</p> <p>http://classroom.jcschools.net/sciunits/plantsanimal.s.htm http://www.brainpopjr.com/ http://jcschools.net/tutorials/interactive.htm http://www.internet4classrooms.com/ http://jc-schools.net/PPTscience.html http://www.mikids.com/A</p> | <p>Resources Needed</p> <p>http://classroom.jcschools.net/sciunits/plantsanimal.s.htm http://www.brainpopjr.com/ http://jcschools.net/tutorials/interactive.htm http://www.internet4classrooms.com/</p> | <p>Resources Needed</p> <p>http://classroom.jcschools.net/sciunits/plantsanimal.s.htm http://www.brainpopjr.com/ http://jcschools.net/tutorials/interactive.htm http://www.internet4classrooms.com/</p> | <p>Resources Needed</p> <p>http://classroom.jcschools.net/sciunits/plantsanimal.s.htm http://www.brainpopjr.com/ http://jcschools.net/tutorials/interactive.htm http://www.internet4classrooms.com/</p> |

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| http://jc-schools.net/PTscience.html http://www.mikids.com/Aassignments5.htm http://www.staff.fcps.net/ | http://jc-schools.net/PTscience.html http://www.mikids.com/Aassignments5.htm http://www.staff.fcps.net/ | http://www.staff.fcps.net/assignments5.htm | http://jc-schools.net/PPTscience.html http://www.mikids.com/Aassignments5.htm http://www.staff.fcps.net/ | http://jc-schools.net/PTscience.html http://www.mikids.com/Aassignments5.htm http://www.staff.fcps.net/ | http://jc-schools.net/PTscience.html http://www.mikids.com/Aassignments5.htm http://www.staff.fcps.net/ |
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| Weeks 19-21 | Weeks 22-24 |
|--|--|
| Unit/Topic PHYSICAL SCIENCE Structure and Transformation of Matter | Unit/Topic PHYSICAL SCIENCE Structure and Transformation of Matter |
| In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards | In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards |
| <p>SC-05-1.1.1 (week 19) Students will describe the physical properties of substances (e.g., boiling point, solubility, density). A substance has characteristic physical properties (e.g., boiling point, solubility) that are independent of the amount of the sample. DOK 2</p> <p>SC-05-1.2.1 (week 20) Students will interpret data in order to make qualitative (e.g., fast, slow, forward, backward) and quantitative descriptions and predictions about the straight-line motion of an object. The motion of an object can be described by its relative position, direction of motion, and speed. That motion can be measured and represented on a graph. DOK 3</p> <p>SC-05-1.2.2 (week 21) Students should understand that forces are pushes and pulls, and that these</p> | <p>SC-05-4.6.1 (week 22) Students will: classify energy phenomena as kinetic or potential; describe the transfer of energy occurring in simple systems or related data. Energy can be classified as kinetic or potential. Energy is a property of many substances and energy can be found in several different forms. For example, chemical energy as found in food we eat or in the gasoline we burn in our car. Heat, light (solar), sound, electrical energy and the energy associated with motion (called kinetic energy) are examples of other forms of energy. Objects can have energy simply by virtue of their position, called potential energy. Energy is transferred in many ways. Analyzing simple systems can provide the basis for describing the transfer of energy occurring within the system. DOK 2</p> |

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| pushes and pulls may be invisible (e.g., gravity, magnetism) or visible (e.g., friction, collisions). | <p>SC-05-4.6.5 (week 23) Students should understand that heat energy moves in predictable ways, flowing from warmer objects to cooler ones, until both objects reach the same temperature. By examining cause and effect relationships, consequences of heat movement and conduction can be predicted and inferred.</p> <p>SC-05-4.6.2 (week 24) Students should understand that the Sun is a major source of energy for changes on Earth's surface. The Sun loses energy by emitting light. A tiny fraction of that light reaches Earth, transferring energy from the Sun to Earth.</p> |
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| CURRICULUM | | | CURRICULUM | | |
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| Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 |
| Identify Sub-Topics | Identify Sub-Topics | Identify Sub-Topics | Identify Sub-Topics | Identify Sub-Topics | Identify Sub-Topics |
| Properties of matter | Motion | Forces/motion | Energy Transfer | Energy Transfer | Energy Transfer |
| <p>I CAN STATEMENTS: I can use appropriate tools and observations to describe physical properties of substances and to classify materials.</p> <p>I can design and conduct fair tests to safely investigate properties of matter.</p> <p>I can design questions about the properties of matter.</p> | <p>I CAN STATEMENTS: I can create graphical representations about the motion of an object.</p> <p>I can interpret graphical representations about the motion of an object.</p> <p>I can infer and draw conclusions about the motion of an object.</p> | <p>I CAN STATEMENTS: I can use observations an appropriate tools to explore the relationship between forces and mass.</p> | <p>I CAN STATEMENTS: I can classify energy as phenomena as kinetic or potential.</p> <p>I can describe the transfer of energy occurring in simple systems or related data.</p> | <p>I CAN STATEMENTS: I can predict how heat energy moves.</p> <p>I can infer results of heat movement and conduction.</p> | <p>I CAN STATEMENTS: I can describe solar energy.</p> <p>I can describe the impacts that solar energy has on physical and biological systems on earth.</p> |

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| <p align="center">Formative</p> <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> | <p align="center">Formative</p> <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> | <p align="center">Formative</p> <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> | <p align="center">Formative</p> <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> | <p align="center">Formative</p> <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> | <p align="center">Formative</p> <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> |
| <p align="center">Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p align="center">Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p align="center">Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p align="center">Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p align="center">Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p align="center">Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> |
| <p align="center">Resources Needed</p> <p>dcombs/Open%20Responses%20Resources.htm http://www.dixie.fcps.net/jeopardy_and_powerpoint_reviews.htm http://www.graves.k12.ky.us/powerpoints/elementary/ http://www.learner.org/</p> | <p align="center">Resources Needed</p> <p>dcombs/Open%20Responses%20Resources.htm http://www.dixie.fcps.net/jeopardy_and_powerpoint_reviews.htm http://www.graves.k12.ky.us/powerpoints/elementary/ http://www.learner.org/</p> | <p align="center">Resources Needed</p> <p>dcombs/Open%20Responses%20Resources.htm http://www.dixie.fcps.net/jeopardy_and_powerpoint_reviews.htm http://www.graves.k12.ky.us/powerpoints/elementary/ http://www.learner.org/</p> | <p align="center">Resources Needed</p> <p>dcombs/Open%20Responses%20Resources.htm http://www.dixie.fcps.net/jeopardy_and_powerpoint_reviews.htm http://www.graves.k12.ky.us/powerpoints/elementary/ http://www.learner.org/</p> | <p align="center">Resources Needed</p> <p>dcombs/Open%20Responses%20Resources.htm http://www.dixie.fcps.net/jeopardy_and_powerpoint_reviews.htm http://www.graves.k12.ky.us/powerpoints/elementary/ http://www.learner.org/</p> | <p align="center">Resources Needed</p> <p>dcombs/Open%20Responses%20Resources.htm http://www.dixie.fcps.net/jeopardy_and_powerpoint_reviews.htm http://www.graves.k12.ky.us/powerpoints/elementary/ http://www.learner.org/</p> |

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| http://www.gamequarium.com/ http://www.iq.poquoson.org/ http://www.primaryresources.co.uk/science/science2c.htm | http://www.gamequarium.com/ http://www.iq.poquoson.org/ http://www.primaryresources.co.uk/science/science2c.htm | http://www.gamequarium.com/ http://www.iq.poquoson.org/ http://www.primaryresources.co.uk/science/science2c.htm | http://www.gamequarium.com/ http://www.iq.poquoson.org/ http://www.primaryresources.co.uk/science/science2c.htm | http://www.gamequarium.com/ http://www.iq.poquoson.org/ http://www.primaryresources.co.uk/science/science2c.htm | http://www.gamequarium.com/ http://www.iq.poquoson.org/ http://www.primaryresources.co.uk/science/science2c.htm |
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| Weeks 25-27 | Weeks 28-30 |
|--|---|
| Unit/Topic PHYSICAL SCIENCE Structure and Transformation of Matter | Unit/Topic PHYSICAL SCIENCE Energy Transformations |
| In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards | In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards |
| <p>SC-05-4.6.3 (weeks 25-27) Students will: _ draw conclusions about the transfer of energy within models/representations of electrical circuits as evidenced by the heat, light, sound, and magnetic effects that are produced;</p> <p>SC-05-4.6.3 (weeks 25-27) Students will: draw conclusions about the transfer of energy within models/representations of electrical circuits as evidenced by the heat, light, sound, and magnetic effects that are produced; _ describe changes within the system that would affect the transfer of energy.</p> <p>Electrical circuits provide a means of transferring electrical energy. This transfer can be observed and described as heat, light, sound, and magnetic</p> | <p>SC-05-4.6.4 (week 28 & 29) Students will identify predictable patterns and make generalizations about light and matter interactions using data/evidence.</p> <p>Light energy interacts with matter by transmission (including refraction), absorption, or scattering (including reflection). Questions related to these phenomena should drive the design of simple investigations that will yield evidence of the predictable patterns associated with these interactions. DOK 3</p> <p>SC-05-4.6.5 (week 30) Students should understand that heat energy moves in predictable ways, flowing from warmer objects to cooler ones, until both objects reach the same temperature. By examining cause and effect relationships, consequences of heat movement and conduction can be predicted and inferred.</p> |

effects are produced. Models and diagrams can be used to support conclusions and predict consequences of change within an electrical circuit.

DOK 3

| CURRICULUM | | | CURRICULUM | | |
|--|-----------------------------------|--|--|---|---|
| Week 25 | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 |
| <p>Identify Sub-Topics</p> <p>Electricity</p> | <p>Identify Sub-Topics</p> | <p>Identify Sub-Topics</p> | <p>Identify Sub-Topics</p> <p>Light</p> | <p>Identify Sub-Topics</p> | <p>Identify Sub-Topics</p> <p>Thermal Energy</p> |
| <p>I CAN STATEMENTS:</p> <p>I can draw conclusions about the transfer of energy within models/representations of electrical circuits.</p> <p>I can describe changes within the system that would affect the transfer of energy.</p> | <p>I CAN STATEMENTS:</p> | <p>I CAN STATEMENT; STATEMENTS:</p> | <p>I CAN STATEMENTS:</p> <p>I can identify predictable patterns and make generalizations about light and matter interactions using data/evidence.</p> | <p>I CAN STATEMENTS:</p> <p>I can predict how heat energy moves.</p> <p>I can infer results of heat movement and conduction.</p> | <p>I CAN STATEMENTS:</p> |
| <p>Critical Vocabulary</p> <p>Magnetic effects</p> | <p>Critical Vocabulary</p> | <p>Critical Vocabulary</p> | <p>Critical Vocabulary</p> <p>Reflections</p> | <p>Critical Vocabulary</p> | <p>Critical Vocabulary</p> <p>Thermal energy</p> |

| | | | | | |
|--|--|--|---|---|---|
| Electrical circuits Transfer of energy (heat, light, sound, and magnetic | | | Refractions Absorption Scattering | | Conduction Radiation |
| Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities |
| Balanced Assessment: Formative Discovery education probes Thumbs up Oral questioning Quiz Exit slip Summative Open Response End of unit test Culminating performance Common (PLC Teams will design the common assessments, i.e., grade level, and/or | Balanced Assessment: Formative Discovery education probes Thumbs up Oral questioning Quiz Exit slip Summative Open Response End of unit test Culminating performance Common (PLC Teams will design the common assessments, i.e., grade level, and/or | Balanced Assessment: Formative Discovery education probes Thumbs up Oral questioning Quiz Exit slip Summative Open Response End of unit test Culminating performance Common (PLC Teams will design the common assessments, i.e., | Balanced Assessment: Formative Discovery education probes Thumbs up Oral questioning Quiz Exit slip Summative Open Response End of unit test Culminating performance Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..) | Balanced Assessment: Formative Discovery education probes Thumbs up Oral questioning Quiz Exit slip Summative Open Response End of unit test Culminating performance Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..) | Balanced Assessment: Formative Discovery education probes Thumbs up Oral questioning Quiz Exit slip Summative Open Response End of unit test Culminating performance Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..) |

| depts..) | depts..) | grade level, and/or depts..) | | | |
|--|--|--|--|--|--|
| Resources Needed | Resources Needed | Resources Needed | Resources Needed | Resources Needed | Resources Needed |
| Magnets Circuit boards Computer/Laptop Textbook Electricity Activities | Magnets Circuit boards Computer/Laptop Textbook Electricity Activities | Magnets Circuit boards Computer/Laptop Textbook Electricity Activities | Magnets Circuit boards Computer/Laptop Textbook Electricity Activities | Magnets Circuit boards Computer/Laptop Textbook Electricity Activities | Magnets Circuit boards Computer/Laptop Textbook Electricity Activities |

| Weeks 31-33 | Weeks 34-36 |
|--|---|
| <p align="center">Unit/Topic Physical Science Energy Transformation</p> | <p align="center">Unit/Topic Physical Science Energy Transformation</p> |
| <p align="center">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p>SC-05-4.7.1 Students will: describe and categorize populations of organisms according to the function they serve in an ecosystem (e.g., producers, consumers, decomposers); draw conclusions about the effects of changes to populations in an ecosystem.</p> <p>Populations of organisms can be categorized by the function they serve in an ecosystem. Plants and some microorganisms are producers because they make their own food. All animals, including humans, are consumers, and obtain their food by eating other organisms. Decomposers, primarily</p> | <p align="center">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p>SC-05-4.7.2 Students should understand that a population consists of all individuals of a species that occur together at a given place and time. All populations living together and the physical factors with which they interact compose an ecosystem.</p> |

bacteria and fungi, are consumers that use waste materials and dead organisms for food. Food webs identify the relationships among producers, consumers, and decomposers in an ecosystem. Using data gained from observing interacting components within an ecosystem, the effects of changes can be predicted. **DOK 3**

| CURRICULUM | | | CURRICULUM | | |
|---|-----------------------------------|-----------------------------------|--|-----------------------------------|-----------------------------------|
| Week 31 | Week 32 | Week 33 | Week 34 | Week 35 | Week 36 |
| <p>Identify Sub-Topics</p> <p>Population of living things</p> | <p>Identify Sub-Topics</p> | <p>Identify Sub-Topics</p> | <p>Identify Sub-Topics</p> <p>Energy change in ecosystem</p> | <p>Identify Sub-Topics</p> | <p>Identify Sub-Topics</p> |
| <p>I CAN STATEMENTS:</p> <p>I can define the concepts of population and community.</p> <p>I can identify examples of populations and communities within various ecosystem.</p> <p>I can identify the</p> | <p>I CAN STATEMENTS:</p> | <p>I CAN STATEMENTS:</p> | <p>I CAN STATEMENTS:</p> <p>I can describe a population.</p> <p>I can explain an ecosystem.</p> | <p>I CAN STATEMENTS:</p> | <p>I CAN STATEMENTS:</p> |

| | | | | | |
|--|--|--|--|--|--|
| <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> | <p>Discovery education probes Thumbs up Oral questioning Quiz Exit slip</p> <p>Summative</p> <p>Open Response End of unit test Culminating performance</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> |
| <p>Resources Needed</p> <p>Project Wild Activity Book Laptop/iPad Text-book http://netvet.wustl.edu/e-zoo.htm http://www.brainpop.com</p> | <p>Resources Needed</p> <p>Project Wild Activity Book Laptop/iPad Text-book http://netvet.wustl.edu/e-zoo.htm http://www.brainpop.com</p> | <p>Resources Needed</p> <p>Project Wild Activity Book Laptop/iPad Text-book http://netvet.wustl.edu/e-zoo.htm http://www.brainpop.com</p> | <p>Resources Needed</p> <p>Project Wild Activity Book Laptop/iPad Text-book http://netvet.wustl.edu/e-zoo.htm http://www.brainpop.com</p> | <p>Resources Needed</p> <p>Project Wild Activity Book Laptop/iPad Text-book http://netvet.wustl.edu/e-zoo.htm http://www.brainpop.com</p> | <p>Resources Needed</p> <p>Project Wild Activity Book Laptop/iPad Text-book http://netvet.wustl.edu/e-zoo.htm http://www.brainpop.com</p> |