Kindergarten Common Core Science Curriculum Map

Standard	Duration	Vocabulary	Instructional Materials	Learning Targets
Use and share observations of local weather conditions to describe patterns over time.	August	Weather seasons heat thermometer temperature calendar weather patterns precipitation	calendar graph thermometer map (K) Science LDC module	I am learning to observe and describe the daily weather. I am learning to observe and describe seasonal weather changes.
Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to severe weather		precipitation snow sleet wind tornado earthquake storm flood hail	drills calendar graph thermometer map	I am learning how to prepare for severe weather. I am learning to compare and measure weather changes.
Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	September	motion direction above below behind beside straight back and forth magnet pull push location movement position force	magnets playground equipment	I am learning to investigate ways to change how something is moving. (push, pull)

Kindergarten Common Core Science Curriculum Map

Standard	Month	Vocabulary	Activities/Resources	Learning Target
Use observation to describe patterns of what plants and animals (including humans) need to survive.	October	basic needs, life cycle, root, stem, leaf, living, nonliving, water, air, food, plant, shelter, animal	various-plants, pumpkins, apples, animals, *Field trip to Imel's	I am learning to explore the differences between something that is living and nonliving. I am learning what plants, animals and humans need to survive.
Use observation to describe patterns of what plants and animals (including humans) need to survive	November	survival, plants, basic needs, observe, food chain	Various websites: Betterlesson.com Ldc.com Draw a simple food chain based on a school lunch (e.g., People drink milk that comes from cows. Cows eat grass. Sunlight helps grass to grow.). Draw the food chain on class chart	I am learning about the needs of plants and animals. I am learning to compare the needs of plants to those of humans. I am learning to describe a simple food chain.
Use and share observations of local weather conditions to describe patterns over time. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to severe weather.	December	observation, seasons, forecasts, patterns, weather	Graph weather over a period of time. Various websites:	I am learning to graph weather and use it to compare patterns. I am learning to stay safe during severe weather.

Standard	Month	Topic	Resources	Learning Target
Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	January	Discuss/Practice severe weather drills	Betterlession.com Ldc.com	I am learning to tell how an animal adapts to changes in its environment.
Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.		adaptation, habitat, food chain, migrate, wild animals	Polar Animals-LDC module. Observe plant and animal characteristics to discover how these organisms are adapted to effectively obtain water and food (e.g., ducks have webbed feet to be good swimmers because they eat fish from a pond).	I can choose an animal and build a model habitat for it.
Make observations to determine the effect of sunlight on Earth's surface.	February	Shadow, Explore, Shade, Melt/melting	Betterlesson.com/lesson/640047/exploring-the-sun Sunny day, 1 ice cube in a zipper plastic bag per pair of students, Ice Cube Melting Recording Sheet	I am learning how the sun affects the Earth. I am learning how to make observations.
Use tools and materials to design and build a structure that will reduce the warming effect on sunlight on Earth's surface.	February	Structure Design	Betterlesson.com/lesson/644795/a-lesson/644795/a-	I am learning how to build a structure to keep the sun off of an area.

sunlight on an area.

Standard	Month	Vocabulary	Resources	"I can" statement
		Sketch Build Reduce	place-in-the-shade-an-engineering-challenge Paper to sketch, black construction paper, white construction paper, popsicle sticks, tongue depressor, masking tape, ice cubes, zipper plastic bag	
Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	March	Structure Design Sketch Build Reduce Problem	Betterlesson.com/lesson/645370/still-looking-for-a-shade-a-design-and-engineering-challenge-continues	I am learning how to solve a problem. I am learning how the shape of an object can help in solving a problem.
Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.	March	Prediction Inquiry Movement Weight Force	Betterlesson.com/lesson/635423/stop-it-exploring-forces-on-moving-objects For each group: matchbox style car, a 2X4 or a board that can reach from the edge of the table to the floor, recording sheet,	I am learning how to analyze data. I am learning to tell if the design of an object works as intended to change the speed or direction of an object with a push or pull.

	Month	Vocabulary	Materials / Links	Learning Target
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	April	monument create build improve plan	piece of folded paper, cotton ball, book, sponge, block · http://betterlesson.com/lesson/631028/make-it-monumental · photos of monuments	I am learning to collect data about a problem that can be solved with the use of a new object or tool.
Analyze data from tests of two objects designed to solve this same problem to compare the strengths and weaknesses of how each performs.	May	observe record compare graph strength weakness	http://betterlesson.com/lesson/644795/a-place-in-the-shade-an-engineering-challenge · paper masking tape construction paper popsicle sticks tongue depressors	I am learning to compare two solutions to a problem and determine which is best.

1st grade Common Core Science Curriculum Map

Standard	Duration	Vocabulary	Instructional Materials	Learning Targets
Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	4 weeks	Hereditary Generation Species Traits/Characteristics Offspring		I can observe traits of a young animal. I can observe traits of an adult animal. I can compare and contrast young and adult animals using evidence from observations. I can observe traits of a young plant. I can observe traits of an adult plant. I can compare and contrast young and adult plants using evidence from observations.
Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	2 weeks	Survival	Ponderosa LDC Module	I can read first grade non-fiction texts about animals and offspring. I can tell about patterns of behaviors in parents. I can tell about patterns of behavior in offspring. I can tell about how patterns of behavior help offspring survive.
Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	4 weeks	stem roots flower leaves seeds nose mouth eyes ears teeth claws		I can identify and tell about plant parts. I can identify and tell about animal parts. I can describe how plant parts help plants live and grow. I can describe how animal parts help animals live and grow. I can design a model solution to a human problem using what I know about plant and animal parts.
Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	2 weeks	vibrate sound volume pitch		I can plan and investigate to prove that objects vibrate. I can plan and investigate to prove that vibrating objects make sound.

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1st grade Common Core Science Curriculum Map

Standard	Time	Vocabulary	Assessment	"I can" statements
				I can plan and investigate to prove that sound can make objects vibrate.
Make observations to construct an evidence-based account that objects can be seen only when illuminated.	2 weeks	Illuminate Light source Light energy/waves		I can plan and investigate to prove that objects can only be seen when illuminated. I can observe that objects can only be seen when illuminated. I can plan and investigate to prove that objects can only be seen when illuminated.
Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	2 weeks	Beam Shadow Translucent Transparent Opaque Diffuse		I can plan and investigate to prove that light passes through transparent objects. I can plan and investigate to prove that light is diffused through translucent objects. I can plan and investigate to prove that light does not pass through opaque objects. I can describe shadows made by objects in a beam of light.
Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	1 week			I can design and build an object that uses sound to communicate over distance. I can design and build an object that uses light to communicate over distance.
Use observations of the sun, moon, and stars to describe patterns that can be predicted.	4 weeks	orbit moon phases east, west constellation pattern	Summit LDC finished Seeing Stars LDC	I can identify the sun, moon, earth, and stars. I can describe day and night on earth. I can describe the path the sun makes across the day sky. I can describe the path the moon makes across the night sky. I can describe the pattern the moon follows in a cycle. I can describe patterns made by stars in the night sky.
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	2 weeks	inventor engineer invention discovery technology research		I can identify famous scientists and engineers. I can describe problems that engineers tried to solve. I can describe problems that engineers tried to solve. I can tell steps engineers took trying to solve a problem.

1st grade Common Core Science Curriculum Map

			I can explain how the engineer made a problem better with something new.
Develop a simple sketch, drawing, or physical model to illustrate how the shapes of an object helps it function as needed to solve a given problem.	1 week	Problem/solution Design Draft Design Revise Model	Create an LDC for Leprechaun Traps	I can identify a problem that could be solved with an invention. I can design, and plan for, an invention. I can create a model of my invention using found materials.
Analyze data from tests to two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	1 week	Design Strength Weakness Compare Contrast Evaluate	Continue LDC for Leprechaun traps	I can identify two objects designed to solve the same problem. I can compare and contrast two objects designed to solve the same problem. I can identify the strengths and weaknesses of two objects designed to solve the same problem.

2nd Grade Next Generation Science Curriculum Map

Standard	Duration	Vocabulary	Instructional Materials	Learning Targets
		Plants and Animals		
2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.	1st nine weeks	habitat environment desert rainforest tundra salt water fresh water adaptation camouflage migrate hibernate estivate family groups conservation land and water flight food chain	http://www.animalplanet.com/wild-animals/hair/	• I can identify different habitats. • I can identify the animals that live in different habitats. • I can identify types of adaptations. • I can compare and contrast animal habitats.
2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.	1st nine weeks	nutrients sunlight roots soil stem leaf flower seed coat germinate seedling photosynthesis sunlight	http://www.co.brown.wi.us/i brown/d/uw extension/pl ant needs 6-22-2010.pdf	• I can identify and label the parts of a plant. • I can explain what the parts of a plant do. • I can identify the needs of plants. • I can plan and conduct an investigation to determine if plants need sunlight and water to grow.

Standard	Description	Timeframe	Vocabulary	Resources	"I can" Statements
2-LS2-2.	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*	1st nine weeks	pollen nectar seed stamen anther pollination petal stigma	https://www.flocabulary.com/pollination/ https://www.teachervision.com/tv/printables/dk/instantexpert/PollinatorPals_Worksheet.pdf	
2-ESS1-1.	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	2nd nine weeks	Erosion Earthquake Landslide Volcano	McGraw Hill Science textbook-ch.5	• I can describe changes on the Earth over time.
2-ESS2-1.	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*	2nd nine weeks	Plant roots Floodwall Windbreaks	http://ngss.nsta.org/Resource.aspx?ResourceID=401 http://betterlesson.com/common_core/browse/2099/ngss-2-ess2-1-compare-multiple-solutions-designed-to-slow-or-prevent-wind-or-water-from-changing-the-shape-of-the-land	• I can explain technology and solutions to solving land and water problems on Earth.
2-ESS2-2.	Develop a model to represent the shapes and kinds of land and bodies of water in an area.	2nd nine weeks	Canyon Valley Park Hill Mountains Lakes Creeks	http://pmm.nasa.gov/education/sites/default/files/lesson_plan_files/LandformsTG.pdf	• I can describe land and water patterns on Earth

Weather / Solids and Liquids

Standard	Description	Timeframe	Vocabulary	Resources	I can statements
2-ESS2-3.	Obtain information to identify where water is found on Earth and that it can be solid or liquid.	3rd nine weeks	Streams Oceans Rivers Ponds lakes	http://www.earthsciweek.org/ngss-performance-expectations/2-ess2-3	• I can identify and define different bodies of water and where they are found on Earth.
2-PS1-1.	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	3rd nine weeks	Color Texture Hardness Flexibility Materials Properties Classify Investigation observe	http://betterlesson.com/next_gen_science/browse/2085/ngss-2-ps1-1-plan-and-conduct-an-investigation-to-describe-and-classify-different-kinds-of-materials-by-their-observable-propert http://ivdiscoveryzone.org/observable-propert	• I can plan and conduct an investigation to describe and classify different kinds of materials based on their observable properties.
2-PS1-4.	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	3rd nine weeks	Physical change Chemical change Temperature Reversible	http://ivdiscoveryzone.org/PrePostResources/Second%20Grade/2%20-%20lesson%20plans/2-PS1-4%20Lesson%20Plan%20Can%20changes%20be%20reversed%20-%20Physical%20and%20Chemical%20Changes.pdf	• I can construct an argument with evidence that discusses how some changes caused by heating and cooling can't be reversed.
Simple Machines					
2-PS1-2.	Analyze data obtained from testing different materials to determine which materials have the properties that are best	4th nine weeks	results testing materials properties specific	• www.teacherspayteachers.com • picture perfect science • www.sciencenetlinks.com	• I can look at the results of testing different materials to find one that has the properties

Standard	Description	Timeframe	Vocabulary	Resources	"I can" Statement
	suited for an intended purpose. *			• www.brainpop.com • www.unitedstreaming.co m • www.betterlesson.com • www.studyjams.com	• to make it the right choice for a specific job.
2-PS1-3.	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	4th nine weeks	demonstrate construct object disassembled	• www.teacherspayteache rs.com • picture perfect science • www.sciencenetlinks.co m • www.brainpop.com • www.unitedstreaming.co m • www.betterlesson.com • www.studyjams.com	• I can demonstrate to prove that an object made of a small set of pieces can be taken apart and made into another object.
K-2-ETS1-3.	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	4th nine weeks	results strength weakness determine compare designed	• www.teacherspayteache rs.com • picture perfect science • www.sciencenetlinks.co m • www.brainpop.com • www.unitedstreaming.co m • www.betterlesson.com • www.studyjams.com	• I can look at test results that compare the strengths and weaknesses of two objects designed for the same job to determine how well each one gets the job done.
K-2-ETS1-2.	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	4th nine weeks	function work problem	• www.teacherspayteache rs.com • picture perfect science • www.sciencenetlinks.co m • www.brainpop.com • www.unitedstreaming.co m • www.betterlesson.com • www.studyjams.com	• I can make a drawing, or a model to show how the shape of an object helps it work as needed to solve the given problem.

| K-2-ETS1-1. | Ask questions, make observations, and gathe information about a situa people want to change t define a simple problem can be solved through tr development of a new or improved object or tool. | 4th nine weeks | observe improve object tool | • www.teacherspayteachers.com
• picture perfect science
• www.sciencenetlinks.com
• www.brainpop.com
• www.unitedstreaming.com
• www.betterlesson.com
• www.studyjams.com | • I can observe, ask questions, and find information about a problem and then figure out a way to solve it with a new or improved object or tool. |

Standard	Duration	Vocabulary	Instructional Materials	Learning Targets
LS 1-1 Life Cycles	Weeks 1-2 Aug 8th	Life Cycle Birth Growth Reproduce Death Egg Larva Pupa Adult Metamorphosis Compare Contrast	Picture Perfect Science, Textbooks, Read Works, and Brain Pop	Students will develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death
LS3-1- Animal Traits	Weeks 2-3	Traits Inherited traits Learned traits	Picture Perfect Science, Textbooks, Read Works, and Brain Pop	Students will analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and at variation of these traits exists in a group of similar organisms.
LS3-2 Traits influenced by the Environment	Weeks 4-5	Learned Traits Acquired Traits	Picture Perfect Science, Textbooks, Read Works, and Brain Pop	Students will use evidence to support that explanation that traits can be influenced by the environment.
LS4-2 Traits give animals an advantage	Weeks 6-7	Variation Survival Adaptation Mimicry	Picture Perfect Science, Textbooks,	Students will use evidence to support that explanation that traits can be influenced by the environment.

3rd grade Common Core Science Curriculum Map

	Weeks	Vocabulary	Resources	Description
Assessment				
		Camouflage	Read Works, and Brain Pop	
LS2-1 Animal Groups	Weeks 9-10	Fish, Amphibian, Mammal, Reptile, Bird, Vertebrate, Invertebrate, Insect	Picture Perfect Science, Textbooks, Read Works, and Brain Pop	Students will construct an argument that some animals form groups that help members survive.
LS4-1 Fossils	Weeks 11-12	Fossil, Organism, Environments	Picture Perfect Science, Textbooks, Read Works, and Brain Pop	Students will analyze and interpret data from fossils to provide evidence of the organism and the environments in which they lived long ago.
LS4-3 Habit and Survival	Weeks 13-15	Habitat, Ecosystem, Food chain, Food Web, Producer, Consumer, Predator, Prey, Endangered, Extinct	Picture Perfect Science, Textbooks, Read Works, and Brain Pop	Students will construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
LS4-4 Solutions to Environmental Problem	Weeks	Relocation, Endangered	Picture Perfect	Students will make a claim about the merit of a solution to a problem caused when the

	16-17	Extinct Drought Flood Disease Pollution Overpopulation Cause Effect Fact Opinion	Science, Textbooks, Read Works, and Brain Pop	environment changes and the types of plants and animals that live there may change.
Assessment	Week 18			
PS2-1- Balanced and Unbalanced Forces	Weeks 19-20	Force Balanced Force Unbalanced Force Direction	Picture Perfect Science, Textbooks, Read Works, and Brain Pop	Students will plan and conduct an investigation to provide evidence of the effects of balance and unbalances forces on that motion of an object.
PS2-2 Predicting Future Motion	Weeks 20-21	Motion Speed Regular Motion Position Distance Gravity Weight Friction Predict Infer	Picture Perfect Science, Textbooks, Read Works, and Brain Pop	Students will make observations and or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
PS2-3 Electronic and Magnetic Interactions	Weeks 22-23	Magnetic Magnetic Force	Picture Perfect Science, Textbooks,	Students will ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects

PS2-4- Design a Device that uses Magnets	Weeks 24-25	Static Electricity Positive Charge Negative Charge Attract Repel Electromagnet Predictions Cause Effect	Read Works, and Brain Pop Picture Perfect Science, Textbooks, Read Works, and Brain Pop	not in contact with each other. Students will define a simple design problem that can be solved by applying scientific ideas about magnets.
Assessment	Week 26			
ESS1-1- Weather Data	Weeks 27-28	Weather Temperature Atmosphere Precipitation Wind Humidity Air Pressure Thermometer Barometer Weather Vane Anemometer Rain Gauge	Picture Perfect Science, Textbooks, Read Works, and Brain Pop	Students will represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

	Weeks			
ESS2-2 Climate	Weeks 29-30	Rain Snow Sleet Hail Predictions Data		Students will obtain and combine information to describe climates in different regions and the world.
ESS 3-1 Design solution to weather hazard		Climate Patterns Seasons Seasonal Changes Spring Summer Fall Winter Thunderstorms Hurricanes Tornadoes Floods Lightning Drought Levee Dam	Picture Perfect Science, Textbooks, Read Works, and Brain Pop	Students will make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
Assessment	Week 31			Engineering Design- (ETS1-1, ETS1-2, ETS1-3) Implementing through Classroom investigations

and the science fair

FLOYD COUNTY

PUBLIC SCHOOLS

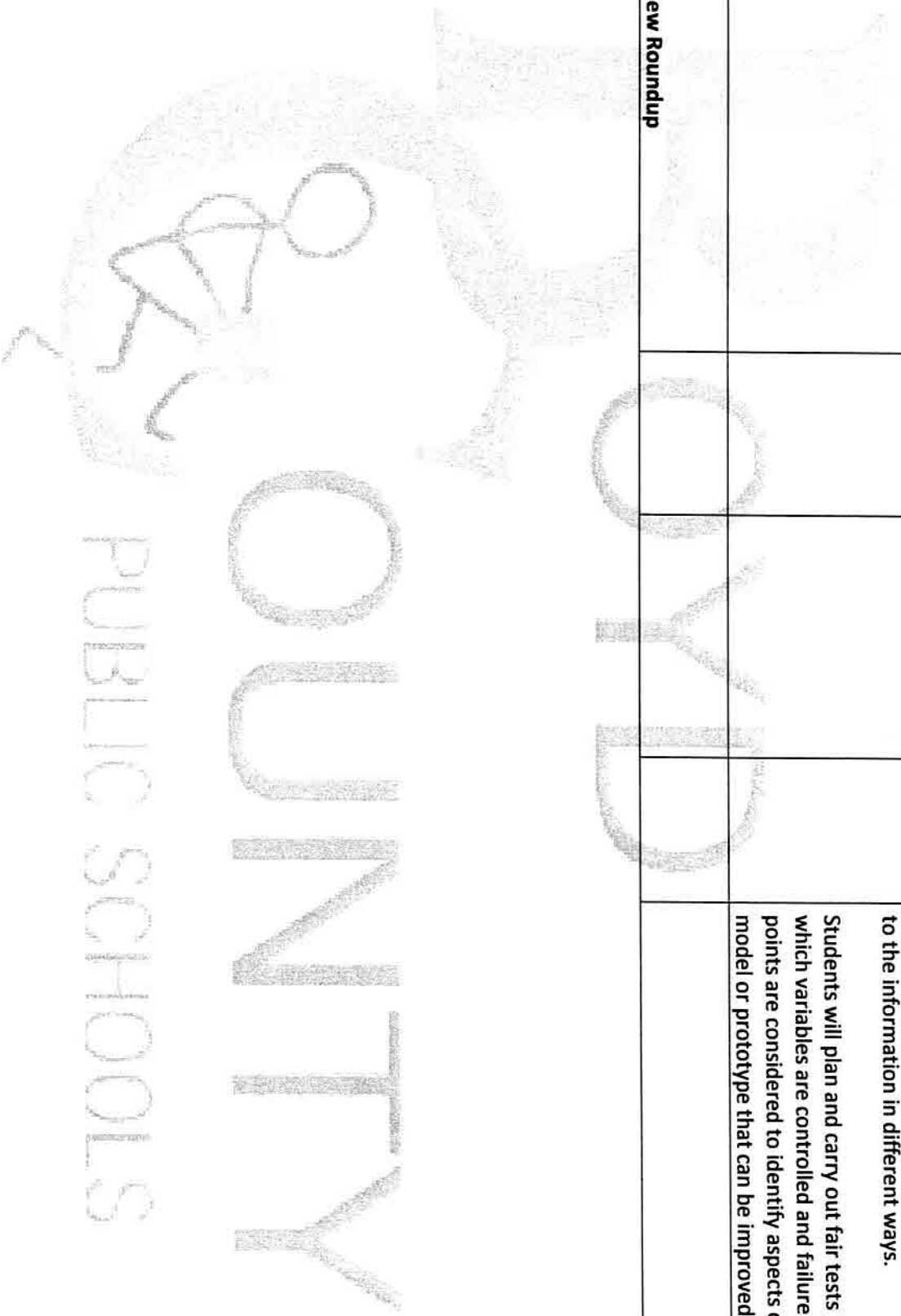| Standard	Duration	Vocabulary	Instructional Materials	Learning Targets
Scientific Method Rocks and Minerals • 4-ESS1-1 • 4-ESS2-1 • 4-ESS2-2 • 4-ESS3-2	August-October	Rock formations Fossils Weathering Erosion	Picture Perfect Science Aims Tig Tag Science A-Z	Students will identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. Students will make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Students will analyze and interpret data from maps to describe patterns of Earth's features. Students will generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. Students will 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.
Waves • 4-PS4-1 • 4-PS4-3	November-December	Amplitude wavelength	Picture Perfect Science Aims Tig Tag Science A-Z	Students will develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. Students will generate and compare multiple solutions that use patterns to transfer information.

4th Grade Common Core Science Curriculum Map

Energy • **4-PS3-1** • **4-PS3-2** • **4-PS3-3** • **4-PS3-4** • **4-ESS3-1**	January-February	Speed Sound Light Heat Electric current	Picture Perfect Science Tig Tag Science A-Z	Students will use evidence to construct an explanation relating the speed of an object to the energy of that object. Students will make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. Students will ask questions and predict outcomes about the changes in energy that aoccur when objects collide. Students will apply scientific ideas to design, test, and refine a device that converts energy from one form to another. Students will define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
Plants/Animals/Structure/Function • **4-PS4-2** • **4-LS1-1** • **4-LS1-2**	March-April	Internal Structures External Structures Survival Growth Behavior Reproduction	Picture Perfect Science Aims Tig Tag Science A-Z	Students will develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. Students will construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Students will use a model to describe that animals receive different types of

Science Review Roundup			information through their senses, process the information in their brain, and respond to the information in different ways.
			Students will 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.

Fifth Grade Common Core Science Curriculum Map

Standard	Duration	Vocabulary	Instructional Materials	Learning Targets
Scientific Method 3-5-ETS1-2 3-5-ETS1-3	1 week	• Hypothesis • Scientific process • Experiment • Data • Variables • Procedures • Observations • Conclusion • Constants	Brain Pop, Scholastic News,	3-5-ETS1-3 I am learning to 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. 3-5-ETS1-2 I am learning to 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.
Matter and Energy in Organisms and Ecosystems 5-PS3-1 5-LS1-1 5-LS2-1	Weeks 2-9	• Argument • Organisms • food web • food chain • transfer • energy • heat • matter • process • ecosystems • decomposers • environment • living • nonliving • organisms • systems	Picture-Perfect Science Lessons Expanded 2nd Edition More Picture-Perfect Science Lessons Even More Picture-Perfect Science, K-5 Brain Pop	5-PS3-1 I am learning to 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. 5-LS1-1 I am learning to support an argument that plants get the materials they need for growth mainly from air and water. 5-LS2-1 I am learning to develop a model to

	Weeks 10-18			describe the movement of matter among plants, animals, decomposers, and the environment.
5-PS1-1 5-PS1-2 5-PS1-3 5-PS1-4		• Precipitate • Property • Reactant • Saturated • Solution • Solubility • Solute • Solvent • Volume particles • Atoms • Change • Chemical reaction • Concentration • Crystal • Dilute • Dissolving • Elements • Evaporation • Matter • Mixture • Molecule	Picture-Perfect Science Lessons Expanded 2nd Edition More Picture-Perfect Science Lessons Even More Picture-Perfect Science, K-5 Brain Pop	5-PS1-1 I am learning to develop a model to describe that matter is made of particles too small to be seen. 5-PS1-2 I am learning to 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. 5-PS1-3 I am learning to make observations and measurements to identify materials based on their properties. 5-PS1-4 I am learning to conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Topic	Weeks	Vocabulary	Resources	Standards
Space Systems: Stars and the Solar System 5-PS2-1 5-ESS1-1 5-ESS1-2	Weeks 19-28	• Apparent • Axis • Lunar • Moon Phases • Orbit • Revolution • Rotation • Solar System • Star • Sun • Universe	Picture-Perfect Science Lessons Expanded 2nd Edition More Picture-Perfect Science Lessons Even More Picture-Perfect Science, K-5 Brain Pop	**5-PS2-1** I am learning to support an argument that the gravitational force exerted by Earth on objects is directed down. **5-ESS1-1** I am learning to support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. **5-ESS1-2** I am learning to 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.
Earth's Systems 5-ESS2-1 5-ESS2-2 5-ESS3-1	Weeks 29-38	• Atmosphere • Biosphere • Climate • Geosphere • Glaciers • Hydrosphere • Weather Patterns • Wetlands	Picture-Perfect Science Lessons Expanded 2nd Edition More Picture-Perfect Science Lessons Even More Picture-Perfect Science, K-5 Brain Pop	**5-ESS2-1** I am learning to develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. **5-ESS2-2** I am learning to describe and graph the amounts and percentages of water and

Fifth Grade Common Core Science Curriculum Map

				fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
				5-ESS3-1 I am learning to obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
Engineering Design 3-5-ETS1-1 3-5-ETS1-2 3-5-ETS1-3	Embedded all year	• Advantage • Class 1 Lever • Class 2 Lever • Class 3 Lever • Directional Advantage • Effort • Fulcrum • Gravity • Lever • Lever Arm • Load • Mechanical Advantage • Pivot • Simple Machine • Single- Pulley System • Single-Fixed-Pulley System	Picture-Perfect Science Lessons Expanded 2nd Edition More Picture-Perfect Science Lessons Even More Picture-Perfect Science, K-5 Brain Pop	3-5-ETS1-1 I am learning to define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3-5-ETS1-2 I am learning to 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 I am learning to 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

• Single-Movable Pulley System • Two-Pulley System • Work		be improved.