



Access Science Grade 5 (#7720060)

Rev. May 2019

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Course Number: 7720060

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Course Status: Course Approved

Abbreviated Title: ACCESS SCI GRADE 5

Grade Level(s): 5

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required
- Highly Qualified Teacher (HQT) Required

GENERAL NOTES

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [Click Here](#).

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

[SC.5.E.5.1](#): Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.E.5.1](#), [SC.3.E.5.2](#), and [SC.3.E.5.3](#).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---------------------------------|---|------------------------|-----------------------|-----------------|
| SC.5.E.5.In.1 : | Identify that a galaxy is made of a very large number of stars and the planets that orbit them. | | | |
| SC.5.E.5.Su.1 : | Recognize that a galaxy is a group of stars. | | | |
| SC.5.E.5.Pa.1 : | Recognize that stars are very far away from Earth. | | | |
| Resources: | | | | |

[SC.5.E.5.2](#): Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--|--|------------------------|-----------------------|-----------------|
| SC.5.E.5.In.2 : | Recognize major differences in the characteristics of the planets in the Solar System. | | | |
| SC.5.E.5.Su.2 : | Recognize that surface of planet Earth is covered by water and land. | | | |
| SC.5.E.5.Pa.2 : | Recognize Earth as the planet where we live. | | | |
| Resources: Science Lesson Plan: Can We Live On Mars Click Here Science Lesson Plan: Earth-Forming Minerals Click Here | | | | |

[SC.5.E.5.3:](#) Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.5.E.5.2](#).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|--|---------------------|--------------------|--------------|
| SC.5.E.5.In.3: | Identify that the Solar System includes the Sun, Earth, Moon, and other planets and their moons. | | | |
| SC.5.E.5.Su.3: | Identify that the Sun, Earth, and Moon are part of the Solar System. | | | |
| SC.5.E.5.Pa.2: | Recognize Earth as the planet where we live. | | | |
| Resources: | Science Lesson Plan: Can We Live On Mars Click Here | | | |

[SC.5.E.7.1:](#) Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.5.E.7.2](#).

Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|---|---------------------|--------------------|--------------|
| SC.5.E.7.In.1: | Label the state of water in each stage of the water cycle. | | | |
| SC.5.E.7.Su.1: | Match different states of water (liquid and solid) to changes in temperature. | | | |
| SC.5.E.7.Pa.1: | Distinguish between water as a liquid and ice as a solid. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|------------|-------------|------------------------|-----------------------|-----------------|
| Resources: | | | | |

[SC.5.E.7.2:](#) Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|--|------------------------|-----------------------|-----------------|
| SC.5.E.7.In.2: | Recognize that water evaporates from the ocean, falls as precipitation, and then goes back into the ocean. | | | |
| SC.5.E.7.Su.2: | Observe and recognize that water evaporates over time. | | | |
| SC.5.E.7.Pa.2: | Recognize that wet things will dry when they are left in the air. | | | |
| Resources: | | | | |

[SC.5.E.7.3:](#) Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.5.E.7.4](#), [SC.5.E.7.5](#), and [SC.5.E.7.6](#).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|---|------------------------|-----------------------|-----------------|
| SC.5.E.7.In.3: | Identify elements that make up weather, including temperature, precipitation, and wind speed and direction. | | | |
| SC.5.E.7.Su.3: | Recognize elements of weather, including temperature, precipitation, and wind. | | | |
| SC.5.E.7.Pa.3: | Recognize the weather conditions including hot/cold and raining/not raining during the day. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|------------|-------------|------------------------|-----------------------|-----------------|
| Resources: | | | | |

[SC.5.E.7.4:](#) Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|--|------------------------|-----------------------|-----------------|
| SC.5.E.7.In.4: | Describe types of precipitation, including rain, snow, and hail. | | | |
| SC.5.E.7.Su.4: | Identify different types of precipitation, including rain and snow. | | | |
| SC.5.E.7.Pa.3: | Recognize the weather conditions including hot/cold and raining/not raining during the day. | | | |
| Resources: | Science Lesson Plan: Erosion Click Here Science Lesson Plan: Physical Weathering Click Here | | | |

[SC.5.E.7.5:](#) Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|---|------------------------|-----------------------|-----------------|
| SC.5.E.7.In.5: | Recognize weather-related differences in environments, such as swamps and deserts. | | | |
| SC.5.E.7.Su.5: | Match specific weather conditions with different locations. | | | |
| SC.5.E.7.Pa.3: | Recognize the weather conditions including hot/cold and raining/not raining during the day. | | | |
| Resources: | | | | |

[SC.5.E.7.6:](#) Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|---|---------------------|--------------------|--------------|
| SC.5.E.7.In.6: | Identify features of weather in different climate zones, such as tropical and polar. | | | |
| SC.5.E.7.Su.5: | Match specific weather conditions with different locations. | | | |
| SC.5.E.7.Pa.3: | Recognize the weather conditions including hot/cold and raining/not raining during the day. | | | |
| Resources: | | | | |

[SC.5.E.7.7:](#) Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|---|---------------------|--------------------|--------------|
| SC.5.E.7.In.7: | Identify emergency plans and procedures for severe weather. | | | |
| SC.5.E.7.Su.6: | Identify what to do in severe weather. | | | |
| SC.5.E.7.Pa.4: | Recognize examples of severe weather conditions. | | | |
| Resources: | | | | |

[SC.5.L.14.1:](#) Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.

Remarks/Examples:

Muscles and skeleton are not organs in the human body and should be referred to as the muscular and skeletal systems and the function of the muscles and skeleton. Integrate HE.5.C.1.6.Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems. Annually assessed on Grade 5 Science FCAT 2.0 (human body systems are not assessed through this benchmark).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---------------------------------|--|---------------------|--------------------|--------------|
| SC.5.L.14.In.1: | Distinguish major external and internal body parts, including skin, brain, heart, lungs, stomach, muscles and skeleton, reproductive organs, and sensory organs. | | | |
| SC.5.L.14.Su.1: | Identify major external and internal body parts, including skin, brain, heart, lungs, stomach, and sensory organs. | | | |
| SC.5.L.14.Pa.1: | Recognize body parts related to movement and the five senses. | | | |
| Resources: | | | | |

[SC.5.L.14.2:](#) Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.L.15.1](#) and [SC.3.L.15.2](#).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--|---|---------------------|--------------------|--------------|
| SC.5.L.14.Su.2: | Recognize the functions of the major parts of plants and animals. | | | |
| SC.5.L.14.Pa.2: | Observe plants and animals and recognize how they are alike in the way they look. | | | |
| Resources: Science Lesson Plan: Plant Parts and Reproduction Click Here Science Lesson Plan: Spines or Stems Click Here | | | | |

[SC.5.L.15.1:](#) Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|---|---------------------|--------------------|--------------|
| SC.5.L.15.In.1: | Identify ways that plants and animals can be affected by changes in their habitats, such as lack of food or water, disease, or reduced space. | | | |
| SC.5.L.15.Su.1: | Recognize ways that plants and animals can be affected by changes in their habitats, such as lack of food or water. | | | |
| SC.5.L.15.Pa.1: | Recognize what happens when plants don't get water. | | | |
| Resources: Science Lesson Plan: Plant and the Florida Heat Click Here | | | | |

[SC.5.L.17.1:](#) Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.L.17.1](#), [SC.4.L.16.2](#), [SC.4.L.16.3](#), [SC.4.L.17.1](#), [SC.4.L.17.4](#), and [SC.5.L.15.1](#).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---------------------------------|--|---------------------|--------------------|--------------|
| SC.5.L.17.In.1: | Identify features of common plants and animals that enable them to survive in different habitats (environments). | | | |
| SC.5.L.17.Su.1: | Recognize that many different kinds of living things are found in different habitats. | | | |
| SC.5.L.17.Pa.1: | Match common living things with their habitats. | | | |
| Resources: | | | | |

[SC.5.N.1.1:](#) Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables,

collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

Remarks/Examples:

Design and evaluate a written procedure or experimental setup. Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.N.1.1](#), [SC.4.N.1.1](#), [SC.4.N.1.6](#), [SC.5.N.1.2](#), and [SC.5.N.1.4](#).

Florida Standards Connections: [LAFS.5.RI.1.3](#). Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. [LAFS.5.W.3.8](#). Recall relevant information from experiences or gather relevant information from print and digital sources summarize or paraphrase information in notes and finished work, and provide a list of sources. [MAFS.5.MD.2.2](#). Represent and interpret data. MAFS.5.G.1. Graph points on the coordinate plane to solve real-world and mathematical problems.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|---|------------------------|-----------------------|-----------------|
| SC.5.N.1.In.1: | Ask a question about the natural world, use selected reference materials to find information, work with others to carry out a simple experiment, and share results. | | | |
| SC.5.N.1.Su.1: | Ask questions about the natural world, use selected materials to find information, observe, and identify answers to the question. | | | |
| SC.5.N.1.Pa.1: | Explore, observe, and select an object or picture to respond to a question about the natural world. | | | |

Resources:

[SC.5.N.1.2:](#) Explain the difference between an experiment and other types of scientific investigation.

Remarks/Examples:

Explain that an investigation is observing the natural world, without interference, and an experiment involves variables (independent/test and dependent/ outcome) and establishes cause-effect relationships (Schwartz, 2007).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|--|---------------------|--------------------|--------------|
| SC.5.N.1.In.2: | Identify the basic purpose of an experiment. | | | |
| SC.5.N.1.Su.2: | Identify the result of a simple experiment. | | | |
| SC.5.N.1.Pa.2: | Recognize that people use observation and actions to get answers to questions about the natural world. | | | |
| Resources: | | | | |

[SC.5.N.1.3:](#) Recognize and explain the need for repeated experimental trials.

Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--|--|---------------------|--------------------|--------------|
| SC.5.N.1.In.3: | Recognize that experiments may include activities that are repeated. | | | |
| SC.5.N.1.Su.3: | Recognize that experiments can be repeated with other groups. | | | |
| SC.5.N.1.Pa.2: | Recognize that people use observation and actions to get answers to questions about the natural world. | | | |
| Resources: Science Lesson Plan: Motion Click Here Science Lesson Plan: Defying Gravity Click Here | | | | |

[SC.5.N.1.4:](#) Identify a control group and explain its importance in an experiment.

Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|--|---------------------|--------------------|--------------|
| SC.5.N.1.In.3: | Recognize that experiments may include activities that are repeated. | | | |
| SC.5.N.1.Su.3: | Recognize that experiments can be repeated with other groups. | | | |
| SC.5.N.1.Pa.2: | Recognize that people use observation and actions to get answers to questions about the natural world. | | | |
| Resources: | | | | |

[SC.5.N.1.5:](#) Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."

Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|---|---------------------|--------------------|--------------|
| SC.5.N.1.In.4: | Recognize that scientists use various methods to perform investigations, such as reviewing work of other scientists, making observations, and conducting experiments. | | | |
| SC.5.N.1.Su.4: | Recognize ways that scientific evidence can be collected, such as by observing or measuring. | | | |
| SC.5.N.1.Pa.2: | Recognize that people use observation and actions to get answers to questions about the natural world. | | | |
| Resources: | | | | |

[SC.5.N.1.6:](#) Recognize and explain the difference between personal opinion/interpretation and verified observation.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|--|---------------------|--------------------|--------------|
| SC.5.N.1.In.5: | Determine whether descriptions of observations are based on fact or personal belief. | | | |
| SC.5.N.1.Su.5: | Recognize facts about a scientific observation. | | | |
| SC.5.N.1.Pa.1: | Explore, observe, and select an object or picture to respond to a question about the natural world. | | | |
| Resources: | Science Lesson Plan: Heat Conduction Click Here Science Lesson Plan: Erosion Click Here Science Lesson Plan: Plant and the Florida Heat Click Here | | | |

[SC.5.N.2.1:](#) Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.N.1.7](#), [SC.4.N.1.3](#), [SC.4.N.1.7](#), [SC.5.N.1.5](#), and [SC.5.N.1.6](#).

Florida Standards Connections: [LAFS.5.W.3.9](#). Draw evidence from literary or informational texts to support analysis, reflection, and research.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|--|---------------------|--------------------|--------------|
| SC.5.N.2.In.1: | Identify that science knowledge is based on observations and evidence. | | | |
| SC.5.N.2.Su.1: | Recognize that science knowledge is based on careful observations. | | | |
| SC.5.N.2.Pa.1: | Recognize the importance of making careful observations. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|------------|-------------|------------------------|-----------------------|-----------------|
| Resources: | | | | |

[SC.5.N.2.2:](#) Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.

Remarks/Examples:

Remarks/Examples: Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.2, SC.3.N.1.5, SC.4.N.1.2, SC.4.N.1.5, and SC.5.N.1.3.

Florida Standards Connections: LAFS.5.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--|---|------------------------|-----------------------|-----------------|
| SC.5.N.2.In.2: | Recognize that experiments involve procedures that can be repeated the same way by others. | | | |
| SC.5.N.2.Su.2: | Recognize the importance of following correct procedures when carrying out science experiments. | | | |
| SC.5.N.2.Pa.2: | Recognize that a common activity can be repeated. | | | |
| Resources: Science Lesson Plan: Sound and Vibration Click Here | | | | |

[SC.5.P.8.1:](#) Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.

Remarks/Examples:

Investigate the concept of weight versus mass of an object. Discuss why mass (not weight) is used to compare properties of solids, liquids and gases. Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.P.8.1](#), [SC.3.P.8.2](#), [SC.3.P.8.3](#), and

[SC.4.P.8.1.](#)

MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|---|------------------------|-----------------------|-----------------|
| SC.5.P.8.In.1: | Identify basic properties of solids, liquids, and gases, such as color, texture, and temperature. | | | |
| SC.5.P.8.Su.1: | Identify the basic properties of solids and liquids, such as color, texture, and temperature. | | | |
| SC.5.P.8.Pa.1: | Distinguish between water as a solid or liquid. | | | |
| Resources: | | | | |

[SC.5.P.8.2:](#) Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|---|------------------------|-----------------------|-----------------|
| SC.5.P.8.In.2: | Identify examples of materials that will dissolve in water and those that will not. | | | |
| SC.5.P.8.Su.2: | Recognize examples of materials that will dissolve in water. | | | |
| SC.5.P.8.Pa.2: | Recognize a common substance that dissolves in water. | | | |
| Resources: | | | | |

[SC.5.P.8.3:](#) Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.5.P.8.2](#).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|--|------------------------|-----------------------|-----------------|
| SC.5.P.8.In.3: | Identify the observable properties of the parts of a mixture, such as the particle size, shape, and color. | | | |
| SC.5.P.8.Su.3: | Identify the separate parts of a mixture by color or shape. | | | |
| SC.5.P.8.Pa.3: | Separate a group of objects into its parts. | | | |
| Resources: | | | | |

[SC.5.P.8.4:](#) Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.

Remarks/Examples:

Recognize that matter is composed of atoms.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|---|------------------------|-----------------------|-----------------|
| SC.5.P.8.In.4: | Recognize that materials are made of very small parts that cannot be seen without a magnifying glass or a microscope. | | | |
| SC.5.P.8.Su.4: | Use a magnifying tool to see small parts of an object. | | | |
| SC.5.P.8.Pa.3: | Separate a group of objects into its parts. | | | |
| Resources: | | | | |

[SC.5.P.9.1:](#) Investigate and describe that many physical and chemical changes are affected by temperature.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.P.9.1](#) and [SC.4.P.9.1](#).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|---|---------------------|--------------------|--------------|
| SC.5.P.9.In.1: | Observe and identify that heating and cooling can change the properties of materials. | | | |
| SC.5.P.9.Su.1: | Recognize changes in properties of materials caused by heating or cooling. | | | |
| SC.5.P.9.Pa.1: | Recognize that freezing changes water to ice. | | | |
| Resources: | | | | |

[SC.5.P.10.1:](#) Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.P.10.1](#), [SC.3.P.10.3](#), [SC.3.P.10.4](#), [SC.3.P.11.1](#), [SC.3.P.11.2](#), [SC.4.P.10.1](#), and [SC.4.P.10.3](#).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|--|---------------------|--------------------|--------------|
| SC.5.P.10.In.1: | Identify forms of energy, including heat, light, sound, electrical, and mechanical. | | | |
| SC.5.P.10.Su.1: | Recognize uses of electrical energy (popcorn popper, vacuum cleaner), heat energy (grill, heater), light energy (sunlight, flashlight), and mechanical energy (bicycle). | | | |
| SC.5.P.10.Pa.1: | Recognize a source of light energy (Sun, light bulb). | | | |
| Resources: Science Lesson Plan: I'm Melting Click Here Science Lesson Plan: Sound and Vibration Click Here | | | | |

[SC.5.P.10.2:](#) Investigate and explain that energy has the ability to cause motion or create change.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.P.10.2](#), [SC.4.P.10.2](#), and [SC.4.P.10.4](#).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---------------------------------|--|------------------------|-----------------------|-----------------|
| SC.5.P.10.In.2: | Identify ways energy can cause things to move or create changes. | | | |
| SC.5.P.10.Su.2: | Recognize that energy is required to cause motion. | | | |
| SC.5.P.10.Pa.2: | Initiate a change in the motion of an object. | | | |
| Resources: | | | | |

[SC.5.P.10.3:](#) Investigate and explain that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---------------------------------|--|------------------------|-----------------------|-----------------|
| SC.5.P.10.In.3: | Identify that electrically charged materials will pull (attract) other materials. | | | |
| SC.5.P.10.Su.3: | Recognize that electrically charged materials will pull (attract) other materials. | | | |
| SC.5.P.10.Pa.3: | Demonstrate pushing away (repulsion) and pulling (attraction). | | | |
| Resources: | | | | |

[SC.5.P.10.4:](#) Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.E.6.1](#), [SC.4.P.11.1](#), [SC.4.P.11.2](#), [SC.5.P.10.3](#), [SC.5.P.11.1](#), and [SC.5.P.11.2](#).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---------------------------------|--|------------------------|-----------------------|-----------------|
| SC.5.P.10.In.4: | Demonstrate that electricity can produce heat, light, and sound. | | | |
| SC.5.P.10.Su.4: | Recognize examples of electricity as a producer of heat, light, and sound. | | | |
| SC.5.P.10.Pa.4: | Identify one source of sound, heat, or light that uses electricity. | | | |
| Resources: | | | | |

[SC.5.P.11.1:](#) Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---------------------------------|--|------------------------|-----------------------|-----------------|
| SC.5.P.11.In.1: | Identify the power source and wires (conductors) in an electrical circuit. | | | |
| SC.5.P.11.Su.1: | Recognize the power source in an electrical circuit. | | | |
| SC.5.P.11.Pa.1: | Recognize that electrical systems must be turned on (closed) in order to work. | | | |
| Resources: | | | | |

[SC.5.P.11.2:](#) Identify and classify materials that conduct electricity and materials that do not.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---------------------------------|--|---------------------|--------------------|--------------|
| SC.5.P.11.In.2: | Identify materials that conduct electricity. | | | |
| SC.5.P.11.Su.2: | Recognize a material that conducts electricity. | | | |
| SC.5.P.11.Pa.1: | Recognize that electrical systems must be turned on (closed) in order to work. | | | |
| Resources: | | | | |

[SC.5.P.13.1:](#) Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.E.5.4](#) and [SC.4.P.8.4](#).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--|--|---------------------|--------------------|--------------|
| SC.5.P.13.In.1: | Distinguish between movement of an object caused by gravity and movement caused by pushes and pulls. | | | |
| SC.5.P.13.Su.1: | Recognize that gravity causes an object to move. | | | |
| SC.5.P.13.Pa.1: | Recognize that pushing or pulling makes an object move. | | | |
| Resources: Science Lesson Plan: Defying Gravity Click Here | | | | |

[SC.5.P.13.2:](#) Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.4.P.12.1](#), [SC.4.P.12.2](#), [SC.5.P.13.3](#), and [SC.5.P.13.4](#).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---------------------------------|--|---------------------|--------------------|--------------|
| SC.5.P.13.In.2: | Identify that heavier objects take more force to move than lighter ones. | | | |
| SC.5.P.13.Su.2: | Recognize that a heavier object is harder to move than a light one. | | | |
| SC.5.P.13.Pa.1: | Recognize that pushing or pulling makes an object move. | | | |
| Resources: | Science Lesson Plan: Motion Click Here | | | |

[SC.5.P.13.3:](#) Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---------------------------------|--|---------------------|--------------------|--------------|
| SC.5.P.13.In.2: | Identify that heavier objects take more force to move than lighter ones. | | | |
| SC.5.P.13.Su.2: | Recognize that a heavier object is harder to move than a light one. | | | |
| SC.5.P.13.Pa.1: | Recognize that pushing or pulling makes an object move. | | | |
| Resources: | | | | |

[SC.5.P.13.4:](#) Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---------------------------------|--|------------------------|-----------------------|-----------------|
| SC.5.P.13.In.3: | Identify that an opposing force (push or pull) is needed to prevent an object from moving. | | | |
| SC.5.P.13.Su.3: | Recognize the source of a force (push or pull) used to stop an object from moving. | | | |
| SC.5.P.13.Pa.2: | Recognize a way to stop an object from moving. | | | |

Resources:

[LAFS.5.RI.1.3:](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|------------------------------------|---|------------------------|-----------------------|-----------------|
| LAFS.5.RI.1.AP.3a: | Identify the relationship between two or more individuals in a historical, scientific or technical text. | | | |
| LAFS.5.RI.1.AP.3b: | Identify the relationship between two or more events of concepts in a historical, scientific or technical text. | | | |
| LAFS.5.RI.1.AP.3c: | Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text. | | | |

Resources:

[LAFS.5.RI.2.4:](#) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|------------------------------------|--|------------------------|-----------------------|-----------------|
| LAFS.5.RI.2.AP.4a: | Determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area. | | | |
| LAFS.5.RI.2.AP.4b: | Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | | | |
| Resources: | | | | |

[LAFS.5.RI.4.10:](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|-------------------------------------|---|------------------------|-----------------------|-----------------|
| LAFS.5.RI.4.AP.10a: | Read or listen to a variety of texts including history/social studies, science and technical nonfiction texts. | | | |
| LAFS.5.RI.4.AP.10b: | Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts. | | | |
| Resources: | | | | |

[LAFS.5.SL.1.1:](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|------------------------------------|---|------------------------|-----------------------|-----------------|
| LAFS.5.SL.1.AP.1a: | Make appropriate comments that contribute to a collaborative discussion. | | | |
| LAFS.5.SL.1.AP.1b: | Follow discussion rules and protocols using academic language. | | | |
| LAFS.5.SL.1.AP.1c: | Review and respond to the key ideas expressed within a collaborative discussion. | | | |
| LAFS.5.SL.1.AP.1d: | Elaborate and build on others' ideas using textual evidence to support their own ideas. | | | |
| Resources: | | | | |

[LAFS.5.W.3.8:](#) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

- a. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|-----------------------------------|--|------------------------|-----------------------|-----------------|
| LAFS.5.W.3.AP.8a: | Gather relevant information that relates to a persuasive topic (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources. | | | |
| LAFS.5.W.3.AP.8b: | Gather relevant information that relates to a topic or idea within a story (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources. | | | |
| LAFS.5.W.3.AP.8c: | Gather information that relates to an informational topic or subject (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources. | | | |
| LAFS.5.W.3.AP.8d: | Provide a list of sources that contributed to the content within a writing piece. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|------|-------------|---------------------|--------------------|--------------|
|------|-------------|---------------------|--------------------|--------------|

Resources:

[LAFS.5.W.3.9:](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|------|-------------|---------------------|--------------------|--------------|
|------|-------------|---------------------|--------------------|--------------|

[LAFS.5.W.3.AP.9a:](#) Draw evidence from literary text to support an analysis or reflection.

[LAFS.5.W.3.AP.9b:](#) Draw evidence from informational text to support an analysis, reflection or research.

Resources:

[MAFS.5.G.1.1:](#) Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|------|-------------|---------------------|--------------------|--------------|
|------|-------------|---------------------|--------------------|--------------|

[MAFS.5.G.1.AP.1a:](#) Locate the x- and y-axis on a coordinate plane.

[MAFS.5.G.1.AP.1b:](#) Locate points on a coordinate plane.

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|-----------------------------------|------------------------------------|------------------------|-----------------------|-----------------|
| MAFS.5.G.1.AP.1c: | Graph ordered pairs (coordinates). | | | |
| Resources: | | | | |

[MAFS.5.MD.2.2:](#) Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|------------------------------------|--|------------------------|-----------------------|-----------------|
| MAFS.5.MD.2.AP.2a: | Collect and graph fractional data on a line plot (e.g., length of each person's pencil in classroom, hours of exercise each week). | | | |
| Resources: | | | | |

[ELD.K12.ELL.SC.1:](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

[HE.5.C.1.5:](#) Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.

Remarks/Examples:

Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influencing the reproductive system and respiratory system providing oxygen to other body systems.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--------------------------------|---|---------------------|--------------------|--------------|
| HE.5.C.1.In.5: | Identify ways that major external and internal body parts work together in systems, such as digestive, respiratory, and reproductive. | | | |
| HE.5.C.1.Su.5: | Recognize ways major internal and external body parts work together, such as digesting food, breathing, and reproducing. | | | |
| HE.5.C.1.Pa.5: | Associate major external and internal body parts with their functions. | | | |
| Resources: | | | | |

Related Certifications

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

There are more than 513 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [Click Here](#)