Fifth Grade Science Look For's

Weeks	Unit Name	What the student will learn	What Student will do	What you should see
1st Nine Weeks	**Lab Safety and Scientific Process** Experimenting with Force **Matter and Energy** Classifying Matter, Mixtures **Sun and Water Cycle** **Weather/Climate**	Field and laboratory investigation Scientific inquiry, Use of tools, Critical thinking and problem solving, Classify Matter by its physical properties, Systems in everyday life, Energy interactions in everyday life	Implement investigative procedures, Demonstrate safe practices, Collect data, Organize, examine, and evaluate data, Select science equipment and technology, Make decisions Communicate valid conclusions **Classify** matter—physical state, magnetic, sound, conductor, and insulator **Demonstrate** that some mixtures maintain physical properties of ingredients **Recognize** that changes may occur in physical properties of ingredients, Observe properties of substances that remain constant, **Identify** some cycles, structures, and processes that are found in a simple system, **Describe** interactions that occur in a system, **Identify** the significance of water **Differentiate** between weather and climate**., Identify** events and **Describe** changes that occur on a regular basis—daily, weekly, **Interpret the** formation of landforms, lunar, and seasonal cycles	Safety rules and symbols, Student safety contract, Science equipment, Graphic organizers, Lab Reports, Graphs, tables, charts • Science folder/notebook List of properties of various mixtures • Lab tests of density and buoyancy, Charts/graphs of lab work • Pictures of various mixtures Lab activities using charts and graphs , Notebook entries Drawings and Models of the H_2O cycle
2nd Nine weeks	**Organisms and Environments** Interdependency, Food Webs, Environmental Changes Adaptations, Traits	The way organisms live and survive in their ecosystem, The flow of energy, the effect of changes in ecosystem	**Describe** interactions that occur in a system, **Identify** some systems in the classroom, **Examine** parts in nonliving systems such as toys or plants,	Lab activities using charts and graphs , Notebook entries, Drawings and Models

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			Draw conclusions about what happens when part of a system is removed, **Describe** and **compare** life cycles of plants and animals **Compare** the structures and functions of different species that help those species live and survive in specific environments **Differentiate** between inherited traits of plants and animals and learned behaviors	
3rd Nine weeks	**Force, Motion, and Energy** Uses of Energy, Circuits and Electricity, Light **Earth and Space** Earth Rotation, Sun Earth Moon, Changes to Land, Earth's Forces, Properties of Soil	The forms of energy: Mechanical, Electrical, Light, Thermal/Heat, Sound, How various forms energy are useful in our everyday lies, Earth's Rotation, Physical characteristics of the Sun, Earth, and Moon, Earth's Landforms	**Describe** various forms energy are useful in our everyday lives, **Identify** physical characteristics of Earth, **Interpret the** formation of landforms and lunar cycles **Recognize** how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, or ice	Lab activities using charts and graphs , Notebook entries, Drawings and Models Differentiate among forms of energy , Make an electric circuit Create models of landforms and describe them, Venn Diagrams on Sun Earth and Moon Characteristics.
4th Nine weeks	**Energy Resources** Resources Formation of Fossil Fuels, What Happened Before	Evidence of past life through Fossil	**Identify** the nature of the environment of a given time, **Identify** fossil as evidence of past organisms	Patterns and changes, Past events affect present and future events, Lab activities using charts and graphs • Notebook entries, Drawings and diagrams, Models, Centers

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