Fifth Grade Science Curriculum
Altenburg Public School

Physical Science		
5.PS1.A.1	Develop a model to describe that matter is made of particles too small to be seen.	TSW classify elementary substances and compounds using models.
5.PS1.A.2	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.	TSW compare physical and chemical changes and understand conservation of matter using graphs.
5.PS1.B.1	Plan and conduct investigations to separate the components of a mixture/solution by their physical properties (i.e., sorting, filtration, magnets, screening).	TSW compare properties of objects.
5.PS1.B.2	Conduct an investigation to determine whether the combining of two or more substances results in new substances.	TSW will compare physical and chemical changes and identify reactants and products.
5.PS3.D.1	Use models to describe that energy stored in food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	TSW identify how plants make food, identify photosynthetic organism, and identify roles in food chains and how matter moves in food chains.
Life Science		
5.LS1.A.1	Compare and contrast the major organs/organ systems (e.g. support, reproductive, digestive, transport/circulatory, excretory, response) that perform similar functions for	TSW identify major body systems and human organs and their functions.

	animals belonging to different vertebrate classes.	
5.LS1.C.1	Support an argument that plants get the materials (i.e. carbon dioxide, water, sunlight) they need for growth chiefly from air and water.	TSW identify how plants make food.
5.LS2.B.1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	TSW will identify the digestion body system, identify roles in food chains, and interpret food webs.
ESS1.A.1	Support an argument that relative distances from Earth affects the apparent brightness of the sun compared to other stars.	TSW compare the brightness of the sun and other stars.
5.ESS1.B.2	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.	TSW compare shadows, Earth's rotation and orbit, and day and night.
5.ESS2.A.1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	TSW label parts of rock cycle diagrams, label parts of water cycle diagrams, and describe the geosphere, biosphere, hydrosphere, and atmosphere.
5.ESS2.C.1	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	TSW describe and graph water on Earth.
5.ESS3.C.1	Obtain and combine information about ways individual communities use science ideas to protect the	TSW identify was a community can protect sea turtles.

	Earth's resources and environment.	
Engineering, Technology, and Application of Science		
5.ETS1.A.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	TSW identify the best design solution to prevent hurricane damage.
5.ETS1.B.1	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.	TSW evaluate multiple design solutions to prevent flooding, and identify the best design solution to prevent hurricane damage.