

Madison County Schools
Fifth Grade MS CCRS Science Pacing Guide

Unit topic	Objective covered	Time length
1 st Nine Weeks		
Physical Science 5.5A - Students will demonstrate an understanding of the physical properties of matter	<ul style="list-style-type: none"> • 5.5A.1 - Obtain and evaluate scientific information to describe basic physical qualities of atoms and molecules. 5.5A.2 - Collect, analyze, and interpret data from measurements of the physical properties of matter including solid, liquid, and gas (volume, shape, movement, and spacing of particles). 5.5A3 -Analyze matter through observations and measurements to classify materials (e.g., powders, metals, minerals, or liquids) based on their properties (e.g., color, hardness, reflectivity, electrical conductivity, thermal conductive, response to magnetic forces, solubility, or density). 5.5A.4 - Make and test predictions about how the density of an object affects whether the object sinks or floats when placed in a liquid. 5.5A5 - Design a vessel that can safely transport a dense substance (e.g. syrup, coins, marbles) through water at various distances and under variable conditions. Use an engineering design process to define the problem, design, construct, evaluate, and improve the vessel. 	<p>Not Designated at this time</p>

<p>5.5B - Students will demonstrate an understanding of mixtures and solutions</p>	<p>5.5B.1 – Obtain and evaluate scientific information to describe what happens to the properties of substances in mixtures and solutions.</p> <p>5.5B.2 - Obtain and evaluate scientific information to describe what happens to the properties of substances in mixtures and solutions.</p> <p>5.5B.3 - Analyze and interpret data to communicate that the concentration of a solution is determined by the relative amount of solute versus solvent in various mixtures.</p> <p>5.5B.4 - Investigate how different variables (e.g., temperature change, stirring, particle size, or surface area) affect the rate at which a solute will dissolve.</p>	
<p>5.5C - Students will demonstrate an understanding of the difference between physical and chemical changes.</p>	<p>5.5C.1 - Analyze and communicate the results of chemical changes that result in the formation of new materials (e.g., decaying, burning, rusting, or cooking).</p> <p>5.5C.2 - Analyze and communicate the results of physical changes to a substance that results in a reversible change (e.g., changes in states of matter with the addition or removal of energy, changes in size or shape, or combining/separating mixtures or solutions).</p> <p>5.5C.3 - Analyze and interpret data to support claims that when two substances are mixed, the total weight of matter is conserved.</p>	
<p>2nd nine weeks</p>		
<p>Physical Science 5.6 - Students will demonstrate an understanding of the factors that affect the motion of an object through a study of Newton’s Laws of Motion.</p>	<p>5.6.1– Obtain and communicate the information describing gravity’s effect on an object.</p> <p>5.6.2– Predict the future motion of various objects based on past observation and measurement of position, direction, and speed.</p> <p>5.6.3- Develop and use models to explain how the amount or type of force, both contact and non-contact, affects the motion of an object.</p>	<p>Not Designated at this time</p>

	<p>5.6.4- Plan and conduct scientific investigations to test the effects of balanced and unbalanced forces on the speed and/or direction of objects in motion.</p> <p>5.6.5- Predict how a change of force, mass, and/or friction affects the motion of an object to convert potential energy into kinetic energy.</p> <p>5.6.6- Design a system to increase the effects of friction on the motion of an object (e.g., non-slip surfaces or vehicle braking systems or flaps aircraft wings). Use an engineering design process to define the problem, design, construct, evaluate, and improve the system.</p>	
<p>Earth and Space Science 5.8A - Students will demonstrate an understanding of the locations of objects in the solar system.</p>	<p>5.8A.1 - Develop and use scaled models of Earth’s solar system to demonstrate the size, composition (i.e., rock or gas), location, and order of the planets as they orbit the Sun.</p> <p>5.8A.2 - Use evidence to argue why the sun appears brighter than other stars.</p> <p>5.8A.3 -Describe how constellations appear to move from Earth’s perspective throughout the seasons (e.g., Ursa Major, Ursa Minor, and Orion).</p> <p>5.8A.4 -Construct scientific arguments to support claims about the importance of astronomy in navigation and exploration, including the use of telescopes, compasses, and star charts.</p>	Not Designated at this time
3rd nine weeks		
<p>Earth and Space Science 5.8B Students will demonstrate an understanding of the principles that govern moon phases, day and night, appearance of objects in the sky, and seasonal changes.</p>	<p>5.8B.1 - Analyze and interpret data from observations and research (e.g., from NASA, NOAA, or the USGS) to explain patterns in the location, movement, and appearance of the moon throughout a month and over the course of a year.</p> <p>5.8B.2 - Develop and use a model of the Earth-Sun-Moon system to analyze the cyclic patterns of lunar phases, solar and lunar eclipses, and seasons.</p> <p>5.8B.3 - Develop and use models to explain the factors (e.g., tilt, revolution, and angle of sunlight) that result in Earth’s seasonal changes.</p>	Not Designated at this time

	<p>5.8B.4 - Obtain information and analyze how our understanding of the solar system has evolved over time (e.g., Earth-centered model of Aristotle and Ptolemy compared to the Sun-centered model of Copernicus and Galileo).</p>	
<p>5.10 – Students will demonstrate an understanding of the effects of human interaction with Earth and how Earth’s natural resources can be protected and conserved.</p>	<p>5.10.1 - Collect and organize scientific ideas that individuals and communities can use to conserve Earth’s natural resources and systems (e.g., implementing watershed management practices to conserve water resources, utilizing no-till farming to improve soil fertility, reducing emissions to abate air pollution, or recycling to reduce landfill waste).</p> <p>5.10.2 - Design a process for better preparing communities to withstand manmade or natural disasters (e.g., removing oil from water or soil, systems that reduce the impact of floods, structures that resist hurricane forces). Use an engineering design process to define the problem, design, construct, evaluate, and improve the disaster plan. *</p>	Not Designated at this time
<p>4th Nine Weeks</p>		
<p>Life Science</p> <p>5.3A - Students will demonstrate an understanding of photosynthesis and the transfer of energy from the sun into chemical energy necessary for plant growth and survival.</p>	<p>5.3A.1 - Research and communicate the basic process of photosynthesis that is used by plants to convert light energy into chemical energy that can be stored and released to fuel an organism’s activities.</p> <p>5.3A.2 - Analyze environments that do not receive direct sunlight and devise explanations as to how photosynthesis occurs, either naturally or artificially.</p>	Not Designated at this time
<p>5.3B - Students will demonstrate an understanding of a healthy ecosystem with a stable web of life and the roles of living things within a food chain and/or food web, including producers, primary and secondary consumers, and decomposers.</p>	<p>5.3B.1 - Obtain and evaluate scientific information regarding the characteristics of different ecosystems and the organisms they support (e.g., salt and fresh water, deserts, grasslands, forests, rain forests, or polar tundra lands).</p> <p>5.3B.2 - Develop and use a food chain model to classify organisms as producers, consumers, or decomposers. Trace</p>	Not Designated at this time

	<p>the energy flow to explain how each group of organisms obtains energy.</p> <p>5.3B.3 – Design and interpret models of food webs to justify what effects the removal or the addition of a species (i.e., introduced or invasive would have on a specific population and/or the ecosystem as a whole.</p> <p>5.3B.4 – Communicate scientific or technical information that explains human positions in food webs and our potential impacts on these systems.</p>	
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All Inquiry skills will be taught in the appropriate performance objectives in the new standards. Students will use various Science and Engineering Practices (SEPs) to learn the content. All science skills should be included as needed.

Science and Engineering Practices (SEPs)

1. Ask Questions (science) and Define Problems (engineering)
2. Develop and Use Models
3. Plan and Conduct Investigations
4. Analyze and Interpret Data
5. Use Mathematical and Computational Thinking
6. Construct Explanations (science) and Design Solutions (engineering)
7. Engage in Scientific Argument from Evidence
8. Obtain, Evaluate, and Communicate Information