

Science Standards: Fifth Grade

STANDARD I: Students will understand that chemical and physical changes occur in matter.			
<p>Learning Targets</p> <ul style="list-style-type: none"> • I can describe that matter is neither created nor destroyed as it undergoes changes. • I can evaluate and draw conclusions from evidence that a physical change has occurred by looking at properties and appearance. • I can observe and describe the evidence that a chemical reaction has occurred 	<p>Academic Vocabulary</p> <p>heat, substance, chemical change, dissolve, physical change, matter, product, reactants, solid, liquid, weight</p>	<p>Questions Stems</p> <p>What is everything made of?</p>	<p>Possible Assessments</p>
STANDARD II: Students will understand that volcanoes, earthquakes, uplift, weathering, and erosion reshape Earth's surface.			
<p>Learning Targets</p> <ul style="list-style-type: none"> • I can describe how weathering, erosion, and deposition change Earth's surface. • I can describe how volcanoes, earthquakes, and uplift affect Earth's surface. • I can infer and draw conclusions about the building up and breaking down of Earth's surface over time to the various physical land features. 	<p>Academic Vocabulary</p> <p>earthquakes, erode, erosion, faults, uplift, volcanoes, weathering, buttes, arches, glaciers, geological, deposition</p>	<p>Questions to Ask Students:</p> <p>Why does the earth look the way it does?</p>	<p>Possible Assessments</p>
STANDARD III: Students will understand that magnetism can be observed when there is an interaction between the magnetic fields of magnets or between a magnet and materials made of iron.			
<p>Learning Targets</p> <ul style="list-style-type: none"> • I can compare the behavior of magnetism using magnets. • I can describe how the magnetic field of Earth and a magnet are similar. 	<p>Academic Vocabulary</p> <p>permanent magnet, natural magnet, temporary magnet, field, compass</p>	<p>Questions to Ask Students:</p> <p>How do magnets impact my world?</p>	<p>Possible Assessments</p>
STANDARD IV: Students will understand features of static and current electricity.			
<p>Learning Targets</p> <ul style="list-style-type: none"> • I can observe and draw conclusions about the behavior of static electricity. 	<p>Academic Vocabulary</p> <p>battery, complete circuit, incomplete circuit, current, conductor, insulator, pathway, power source, switch, load</p>	<p>Questions to Ask Students</p> <p>Where does electricity come from?</p>	<p>Possible Assessments</p> <ul style="list-style-type: none"> • Compare and contrast graphic organizer • KWL Chart

<ul style="list-style-type: none"> I can observe and draw conclusions about the behavior of current electricity 			<ul style="list-style-type: none"> Cause and Effect
STANDARD V: Students will understand that traits are passed from the parent organisms to their offspring, and that sometimes the offspring may possess variations of these traits that may help or hinder survival in a given environment.			
Learning Targets <ul style="list-style-type: none"> I can describe and show that traits are transferred from a parent organism to its offspring. I can describe how characteristics give survival advantages in particular environments. 	Academic Vocabulary inherited, environment, species, offspring, traits, variations, survival, instincts, population, specialized structure, organism, life cycle, parent organism, learned behavior	Questions to Ask Students Why do offspring look like they do?	Possible Assessments

