

JC Schools 5th Grade Yearly Science Standards

	Overarching Standards
	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost
	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
	5.ETS1.C.1 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved
Units	Priority Standards
Unit 1 Structure and Properties of Matter 24 Total Days	 5.PS1.A.1 DEVELOP a model to DESCRIBE that matter is made of particles too small to be seen [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water 5.PS1.B.2 CONDUCT an investigation to DETERMINE whether the combining of two or more substances results in new substances this standard is assessed during Unit 1 and Unit 2 however on Infinite Campus it will only be listed under Structure and Properties of Matter. You should still collect evidence during unit 2 and add it to IC.
Unit 2 Physical and	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 [Clarification

Chemical Changes	Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances]
21 Total Days	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
	5.PS1.B.2 CONDUCT an investigation to DETERMINE whether the combining of two or more substances results in new substances
Unit 3 Interactions of Earth's Major Systems 28 Total Days	5.ESS2.A.1 DEVELOP a model using an example to DESCRIBE ways the geosphere, biosphere, and/or atmosphere interact
	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
	5.ESS3.C.1 OBTAIN and COMBINE information about ways individual communities use science ideas to protect the earth's resources and environment
Unit 4	5.ESS1.A.1 SUPPORT an argument that relative distances from Earth affect the apparent brightness of the sun
The Solar System and Beyond	5.ESS1.B.2
25 Total Days	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
	5.PS2.B.1 SUPPORT an argument that the gravitational force exerted by Earth on objects is directed toward the planet's center

Unit 5 Plant and Animal Needs	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.
28 Total Days	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
Unit 6 Matter In Ecosystems 38 Total Days	5.LS2.B.1 DEVELOP a model to describe the movement of matter among plants, animals, decomposers, and the environment