[Oklahoma Academic Science Standards](https://sde.ok.gov/sites/default/files/Oklahoma%20Academic%20Standards%20for%20Science%20Final%2001.24.22%20with%20Grammatical%20Edits.pdf)

[Oklahoma State 5th grade Science Frameworks](http://okscienceframework.pbworks.com/w/page/144117900/2020%20Grade%205%20Homepage)

| **Subject and Quarter:** Science Quarter 1 | | **Grade:** 5th |
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| **Standard** [**5PS1.1**](http://okscienceframework.pbworks.com/w/page/144319200/2020%205-PS1-1)Develop a model to describe that matter is made of particles too small to be seen. | | **Supporting Standards** |
| **Learning Goal/I Can Statement**  I can explain that matter that is too small to be seen. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | **N/A**  **\*Jennifer and Adrienne said it’s OKAY** | **Essential Question**  How do you describe properties of matter?    **DATA POINTS** |
| **Score**  **3.0** | **Develop a model to describe that matter is made up of particles too small to be seen** (For example, show that matter is made of microscopic particles by adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, evaporating saltwater). | **Assessments (Pre, Mid, Post)**   * [Physical Science Pre-Assessment](https://docs.google.com/document/d/1t4bK65eJnrh0MGnqFD3AQa2jiC5IbrVESmqyIqdYf8k/edit?usp=sharing)**– M/C portion only (not in IC)** * [**Ice Cube Lab exit ticket**](https://docs.google.com/document/d/1_e3sVUyl1258Z7bcRCmcFRmmECJnmbHrZuNxOp6B4tY/edit?usp=sharing) * [**Mid Assessment**](https://docs.google.com/document/d/1rNe2BEArXjNZmG4VZCqe0V9TcMjhVLeS9oQUxjSqy-Q/edit) * [**Post Test w/ written response**](https://docs.google.com/document/d/1dUW7bizw8baodL5hh8VAiKrHk8zbFiXFZRpmYb6xAQk/edit) |
| **Score**  **2.0** | **The students will:**   * **Recognize or recall specific vocabulary** * **Determine the states of matter based on the arrangement of its particles (solid, liquid, gas).** | **Lesson Resources**  Solid, liquid, gas card game; Ice lab; Disappearing Act Lab; Teacher Says Game; I have, Who Has?; Reading and Questioning paper; Outside Physical Properties Lab; 3 states of matter booklet; group advertisement project; interactive notebooks |
| **Score 1.0** | **With help I can identify and define vocabulary specific to the three states of matter.** | **Academic Vocabulary**  Atom, molecule, compound |
| **RtI Support** | **Interventions**  N/A | **Enrichment**  \*\*These are not level 4 assignments  [Choice board](https://docs.google.com/document/d/1fN1FBoyBdV79ZiWgRkrch5__A-Bi5EyH/edit)  [***Savvas- Enrichment: Model Matter***](https://drive.google.com/drive/u/0/folders/1JlM_9Moj-UeH8nPqBHlN1CYB1fK-ulK5) **(6th grade work)** |

| **Subject and Quarter:** Science Quarter 1 | | **Grade:** 5th |
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| **Standard** [**5PS1.3**](http://okscienceframework.pbworks.com/w/page/144322239/2020%205-PS1-3)Make observations and measurements to identify materials based on their properties*.* | | **Supporting Standards** |
| **Learning Goal/I Can Statement**  I can identify materials based on their properties. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | **In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The students will:**   * **Predict what will happen if standardized units were not used to measure properties.** | **Essential Question**  How do you describe properties of matter? |
| **Score**  **3.0** | **Make observations and measurements to identify materials based on their properties*.*** (for example, identify various materials-such as baking soda and other powders, metals, minerals and liquids-based on their color, hardness, reflectivity, electrical conductivity, thermal conductivity, solubility, and response to magnetic forces) | **Assessments (Pre, Mid, Post)**   * [**Pre-test**](https://docs.google.com/document/d/1t4bK65eJnrh0MGnqFD3AQa2jiC5IbrVESmqyIqdYf8k/edit?usp=sharingaodL5hh8VAiKrHk8zbFiXFZRpmYb6xAQk/edit) **(MC portion only- Not in IC)** * [**PS1.3 Physical Properties DP**](https://docs.google.com/presentation/d/1BGpT_6jfapkNVvOJCWKlhbXZ1SVimVZhrbwkOaRX7aw/edit#slide=id.p) **(giraffe)** * [**Properties of Matter Lab Exit Ticket**](https://docs.google.com/document/d/1j_54YKz5sXfq9FzjPUIbRFVH3TilUzaR/edit) * [**Mid assessment**](https://docs.google.com/document/d/1LBELnQ2rkP4MiSOqJqJb0k5NGk5veNUMts3BpoJbUjY/edit?usp=sharing) * [**Post-test**](https://docs.google.com/document/d/1dUW7bizw8baodL5hh8VAiKrHk8zbFiXFZRpmYb6xAQk/edit/1dUW7bizw8baodL5hh8VAiKrHk8zbFiXFZRpmYb6xAQk/edit) |
| **Score**  **2.0** | **The students will:**   * **Recognize or recall specific vocabulary.** * **Describe the properties scientists use to identify materials.** * **Observe and describe the properties of different materials(for example: color, hardness, reflectivity).** | **Lesson Resources**  Gummy bear lab; apple lab; chemical change lab; balloon blow up; flipbook; interactive notebooks, [properties of matter lab](https://docs.google.com/document/d/1VUty5BHJamCTYQeY80zMXUPdVh6QiMg0/edit) |
| **Score 1.0** | **With help I can distinguish and explain the physical properties of matter.** | **Academic Vocabulary**  Temperature, mass, volume, physical properties, |
| **RtI Support** | **Interventions**  N/A | **Enrichment**  [Choice board](https://docs.google.com/document/d/1fN1FBoyBdV79ZiWgRkrch5__A-Bi5EyH/edit) |

| **Subject and Quarter:** Science Quarter 1 | | **Grade:** 5th |
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| **Standard** [**5PS1.2**](http://okscienceframework.pbworks.com/w/page/144319272/2020%205-PS1-2)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. | | **Supporting Standards** |
| **Learning Goal/I Can Statement**  I can use evidence to show that matter is conserved during a chemical and physical change. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | **In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The students will:**   * **Construct an explanation for why accurate readings of mass are important to communicate information about an investigation.** | **Essential Question**  How do you describe properties of matter? |
| **Score**  **3.0** | **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.** (for example, weigh a substance before and after it goes through a phase change, dissolves, or mixes with another substance to form a new one) | **Assessments (Pre, Mid, Post)**   * [**Pre-test**](https://docs.google.com/document/d/1t4bK65eJnrh0MGnqFD3AQa2jiC5IbrVESmqyIqdYf8k/edit?usp=sharing) **(MC portion only- Not in IC)** * [**Ice Cube Lab**](https://docs.google.com/document/d/1pGzP_hZBOO0giclma3YHMRaAQnxDE6EDgWoy1SHwNq4/edit) * [**Mid Assessment**](https://docs.google.com/document/d/1rNe2BEArXjNZmG4VZCqe0V9TcMjhVLeS9oQUxjSqy-Q/edit) * [**Post Test w/ written response**](https://docs.google.com/document/d/1dUW7bizw8baodL5hh8VAiKrHk8zbFiXFZRpmYb6xAQk/edit) |
| **Score**  **2.0** | **The student will:**   * **Recognize or recall specific vocabulary.** * **Name and describe the changes that occur when heating, cooling or mixing substances.** * **Use scales to measure weight.** * **Plot numbers on a graph.** | **Lesson Resources**  Disappearing Act lab; Teacher says game; interactive notebooks |
| **Score 1.0** | **With help I can identify and communicate states of matter vocabulary correctly.** | **Academic Vocabulary**  Solid, liquid, gas, condensation, evaporation, physical change, conserve |
| **RtI Support** | **Interventions**  N/A | **Enrichment**  [Choice board](https://docs.google.com/document/d/1fN1FBoyBdV79ZiWgRkrch5__A-Bi5EyH/edit) |

| **Subject and Quarter:** Science Quarter 2 | | **Grade:** 5th |
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| **Standard** [**5PS1.4**](http://okscienceframework.pbworks.com/w/page/144322341/2020%205-PS1-4)Conduct an investigation to determine whether the mixing of two or more substances results in new substances. | | **Supporting Standards** |
| **Learning Goal/I Can Statement**  I can explain what happens when chemicals are mixed and demonstrate that mixtures of solids can be separated. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | **In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The students will:**   * **Conduct an investigation of ways to separate solutions. Design a model of the process.** (for example, salt-water and the desalination process) | **Essential Question**  How do you describe properties of matter? |
| **Score**  **3.0** | **Conduct an investigation to determine whether the mixing of two or more substances results in new substances.** (for example, observe the mixing of two or more substances and decide whether a chemical reaction has occurred) | **Assessments (Pre, Mid, Post)**   * [**Pre-test**](https://docs.google.com/document/d/1t4bK65eJnrh0MGnqFD3AQa2jiC5IbrVESmqyIqdYf8k/edit?usp=sharingdUW7bizw8baodL5hh8VAiKrHk8zbFiXFZRpmYb6xAQk/edit) **(MC only- Not in IC)** * [**PS1-4 Chemical or Physical Change?**](https://drive.google.com/file/d/1c0xRnr0Rrt7ok18USY4ZAkxvQSQtOs5H/view?usp=sharing) **(also in canvas)** * [**Mid Assessment**](https://docs.google.com/document/d/1LBELnQ2rkP4MiSOqJqJb0k5NGk5veNUMts3BpoJbUjY/edit?usp=sharing) * [**Post Test**](https://docs.google.com/document/d/1dUW7bizw8baodL5hh8VAiKrHk8zbFiXFZRpmYb6xAQk/edit) |
| **Score**  **2.0** | **The student will:**   * **Recognize or recall specific vocabulary.** * **Describe the signs or signals that indicate a chemical reaction.** | **Lesson Resources**  Chex Mix Lab; Mixtures and Solutions cut and paste; Mixtures and solutions lab; Hershey’s Kiss lab; soup can/ Frost lab; interactive notebooks |
| **Score 1.0** | **With help I can summarize mixtures and solutions.** | **Academic Vocabulary**  Solutes, solubility, chemical change, chemical reactions, mixtures, solutions |
| **RtI Support** | **Interventions**  N/A | **Enrichment**  [Choice board](https://docs.google.com/document/d/1fN1FBoyBdV79ZiWgRkrch5__A-Bi5EyH/edit) |

| **Subject and Quarter:** Science Quarter 2 | | **Grade:** 5th |
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| **Standard** [**5LS1.1**](http://okscienceframework.pbworks.com/w/page/144329550/2020%205-LS1-1)Support an argument that plants get the materials they need for growth chiefly from air and water. | | **Supporting Standards** |
| **Learning Goal/I Can Statement**  I can describe how plants make food using sunlight, air, water, and materials in soil. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | **In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The students will:**   * **Research, then compare and contrast carnivorous plants and exclusively photosynthetic plants by using a Venn diagram.** (for example Venus flytrap and the pitcher plant) | **Essential Question**  How is energy from the sun transferred throughout an ecosystem? |
| **Score**  **3.0** | **Support an argument that plants get the materials they need for growth chiefly from air and water, not soil.** (for example, make and defend the claim that plant matter comes mostly from air and water, not soil) | **Assessments (Pre, Mid, Post)**   * [**Pre-test**](https://docs.google.com/document/d/1E1-bniPpC0uoreTKQC2TQ6YvZsl-M0BkdKGhcLPFi6c/edit)**–M/C portion only- Not in IC** * [**Photosynthesis Model w/labels (on paper)**](https://docs.google.com/document/d/1rUbwSZRcF4iu8upUKbywddyqo6xtHoE4/edit) * [**LS1.1 Mid Assessment**](https://docs.google.com/document/d/1oJvreo_3KGQ1yTTnkXVHD40s24aYFxMo3rsGaEIZfKY/edit) * [**Post Test**](https://docs.google.com/document/d/1E1-bniPpC0uoreTKQC2TQ6YvZsl-M0BkdKGhcLPFi6c/edit) |
| **Score**  **2.0** | **The student will:**   * **Recognize or recall specific vocabulary.** * **Describe how plants get the materials they need for growth.** * **Describe the relationship between plants, air, water and soil.** | **Lesson Resources**  Create Food Chain Project; Oh Deer; Label Producers, consumers, and decomposers; Create your own predator with adaptations; Biome Research; Interactive notebooks |
| **Score 1.0** | **With help I can explain, identify, and explain, how the life cycle works.** | **Academic Vocabulary**  Photosynthesis, chlorophyll, carbon dioxide, oxygen, glucose |
| **RtI Support** | **Interventions**  N/A | **Enrichment**  [Choice board](https://drive.google.com/drive/u/0/folders/1pM528bFwJcnuDm79GYnlRpfSmWw6EayX)   * [**Level 4- *(Savvas- Enrichment: How plants make food)***](https://drive.google.com/drive/u/0/folders/1mzWHagMec0T_nPEqNeg-oDFqTnQ7riDt) |

| **Subject and Quarter:** Science - Start Q2, Assess Quarter 3 | | **Grade:** 5th |
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| **Standard** [**5PS3.1**](http://okscienceframework.pbworks.com/w/page/144329499/2020%205-PS3-1)Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. | | **Supporting Standards** |
| **Learning Goal/I Can Statement**  I can use a model to make connections between energy and matter as they flow between organisms, environments, and the sun. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | **In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The students will:**   * **Analyze and interpret data on how the amount of energy changes at each trophic level in an energy pyramid.** | **Essential Question**  How is energy from the sun transferred throughout an ecosystem? |
| **Score**  **3.0** | **Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.**  (for example, use diagrams and flow charts to explain the energy in animals’ food originally came from the sun) | **Assessments (Pre, Mid, Post)**   * [**Pre-test**](https://docs.google.com/document/d/1E1-bniPpC0uoreTKQC2TQ6YvZsl-M0BkdKGhcLPFi6c/edit) **MC portion only- Not in IC** * [**Ecosystem & Energy Transfer Model w/labels (on paper)**](https://docs.google.com/document/d/1P2q8nF16YPP4sTgAyuxRRtt2R9jB5bpDuCrDnNnnGfA/edit) * [**PS3.1 Mid Assessment**](https://docs.google.com/document/d/1oJvreo_3KGQ1yTTnkXVHD40s24aYFxMo3rsGaEIZfKY/edit) * [**Post Test**](https://docs.google.com/document/d/1E1-bniPpC0uoreTKQC2TQ6YvZsl-M0BkdKGhcLPFi6c/edit) |
| **Score**  **2.0** | **The student will:**   * **Recognize or recall specific vocabulary.** * **Describe why animals need food.** * **Describe how the sun's energy is stored in food.** | **Lesson Resources**  Create Food Chain Project; Oh Deer; Label Producers, consumers, and decomposers; Create your own predator with adaptations; Biome Research; Interactive notebooks |
| **Score 1.0** | **With help I can identify how food flows through the ecosystem.** | **Academic Vocabulary**  Herbivore, omnivore, carnivore, producers, consumers, decomposers, tertiary consumers, secondary consumers, primary consumers |
| **RtI Support** | **Interventions**  N/A | **Enrichment**  [Choice board](https://drive.google.com/drive/u/0/folders/1pM528bFwJcnuDm79GYnlRpfSmWw6EayX)   * [***Level 4 - (Savvas- Enrichment: Energy in Food)***](https://drive.google.com/drive/u/0/folders/1mzWHagMec0T_nPEqNeg-oDFqTnQ7riDt) |

| **Subject and Quarter:** Science - Start Q2, Assess Quarter 3 | | **Grade:** 5th |
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| **Standard** [**5-LS2.1**](http://okscienceframework.pbworks.com/w/page/144329559/2020%205-LS2-1)Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. | | **Supporting Standards** |
| **Learning Goal/I Can Statement**  I can describe the relationships and components within the ecosystem. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | **In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The students will:**   * **Analyze and interpret data to determine how the amount and type of food you eat is connected to your level of energy/activity.** | **Essential Question**  How is energy from the sun transferred throughout an ecosystem? |
| **Score**  **3.0** | **Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.** (for example, create a model that shows the cycle of organisms changing matter that is not food [such as air, water, or decomposed materials in soil] into matter that is food, animals eating plants [or eating the animals that eat plants] for food, and then all organisms releasing waste matter [gas, liquid, or solid] back into the environment) | **Assessments (Pre, Mid, Post)**   * [**Pre-test**](https://docs.google.com/document/d/1E1-bniPpC0uoreTKQC2TQ6YvZsl-M0BkdKGhcLPFi6c/edit) **MC portion only- Not in IC** * [**Ecosystem & Energy Transfer Model w/labels (on paper)**](https://docs.google.com/document/d/1P2q8nF16YPP4sTgAyuxRRtt2R9jB5bpDuCrDnNnnGfA/edit) * [**LS2.1 Mid Assessment**](https://docs.google.com/document/d/1oJvreo_3KGQ1yTTnkXVHD40s24aYFxMo3rsGaEIZfKY/edit) * [**Post Test**](https://docs.google.com/document/d/1E1-bniPpC0uoreTKQC2TQ6YvZsl-M0BkdKGhcLPFi6c/edit) |
| **Score**  **2.0** | **The student will:**   * **Recognize or recall specific vocabulary.** * **Describe different ways in which plants, animals, decomposers, and the environment use matter.** | **Lesson Resources**  Create Food Chain Project; Oh Deer; Label Producers, consumers, and decomposers; Create your own predator with adaptations; Biome Research; Interactive notebooks |
| **Score 1.0** | **With help I can explain, and identify, how the food chain/web works.** | **Academic Vocabulary**  Ecosystem, abiotic, biotic, community, producer, decomposer, microbe, consumer, food chain, food web, biome |
| **RtI Support** | **Interventions**  N/A | **Enrichment**  [Choice board](https://drive.google.com/drive/u/0/folders/1pM528bFwJcnuDm79GYnlRpfSmWw6EayX)   * [***Level 4 - (Savvas- Enrichment: How animals use food)***](https://drive.google.com/drive/u/0/folders/1mzWHagMec0T_nPEqNeg-oDFqTnQ7riDt) |

| **Subject and Quarter:** Science Quarter 3 | | **Grade:** 5th |
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| **Standard** [**5LS2.2**](http://okscienceframework.pbworks.com/w/page/144329715/2020%205-LS2-2)Use models to explain factors that upset the stability to local ecosystems. | | **Supporting Standards**  [**5Ess3-1**](http://okscienceframework.pbworks.com/w/page/144330012/2020%205-ESS3-1)Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environments. (for example gather and synthesize information from books of other reliable media about ways individuals and communities use science to protect the earth) |
| **Learning Goal/I Can Statement**  I can use a model to make connections between energy and matter as they flow between organisms, environments, and the sun. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | **In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The students will:**   * **Research alternative sources of energy. Discuss the pros and cons of each power source.** (for example, power for cars and how they will affect the environment and availability of fossil fuels) | **Essential Question**  How is energy from the sun transferred throughout an ecosystem? |
| **Score**  **3.0** | **Use models to explain factors that upset the stability to local ecosystems.** (for example, factors that upset and ecosystem’s stability includes invasive species, drought, human development, and removal of predators) | **Assessments (Pre, Mid, Post)**   * [**Pre-test**](https://docs.google.com/document/d/1E1-bniPpC0uoreTKQC2TQ6YvZsl-M0BkdKGhcLPFi6c/edit) **MC portion only- Not in IC** * [**Impacts on Ecosystem DP**](https://docs.google.com/document/d/1biFRyPUuJ5lkUQOOaKejgJlEbvLRLcdLHQIevbNysik/edit) * [**LS2.2 Mid Assessment**](https://docs.google.com/document/d/1oJvreo_3KGQ1yTTnkXVHD40s24aYFxMo3rsGaEIZfKY/edit) * [**Post Test**](https://docs.google.com/document/d/1E1-bniPpC0uoreTKQC2TQ6YvZsl-M0BkdKGhcLPFi6c/edit) |
| **Score**  **2.0** | **The student will:**   * **Recognize or recall specific vocabulary.** * **Describe how different factors can affect the stability of an ecosystem.** | **Lesson Resources**  Oh Deer; Create a class food chain/web; Interactive Notebooks |
| **Score 1.0** | **With help, I can explain how different factors can affect the stability of an ecosystem.** | **Academic Vocabulary**  Natural resource, nonrenewable resource, renewable resource, hydro energy, solar energy, pollution, gravity |
| **RtI Support** | **Interventions**  N/A | **Enrichment**  [Choice board](https://drive.google.com/drive/u/0/folders/1pM528bFwJcnuDm79GYnlRpfSmWw6EayX) |

| **Subject and Quarter:** Science Quarter 3 | | **Grade:** 5th |
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| **Standard** [**5Ess2.1**](http://okscienceframework.pbworks.com/w/page/144329997/2020%205-ESS2-1)Develop a model to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. | | **Supporting Standards**  [**Ess2.2**](http://okscienceframework.pbworks.com/w/page/144329838/2020%205-ESS2-2) - Describe and graph amounts of saltwater and freshwater in various reservoirs to provide evidence about the distribution of water on Earth. |
| **Learning Goal/I Can Statement**  I can describe what makes up the Earth’s spheres and water cycle. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | **In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The students will:**   * **Develop a model to identify similarities and differences of how Earth’s spheres are negatively affected by human activities.**  (for example, a venn diagram of the spheres and effects of acid rain) | **Essential Question**  How could you model interactions between Earth’s spheres? |
| **Score**  **3.0** | **Develop a model to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.** (for example, create a model that uses an example [such as the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; or the influence of mountain ranges on winds and clouds in the atmosphere] to describe how Earth’s systems [the geosphere biosphere, hydrosphere and atmosphere] interact.) | **Assessments (Pre, Mid, Post)**   * [**Pre-test**](https://docs.google.com/document/d/1Z5vEGgeQup0gk_B0yp7qZ60Ij_xfvJg48QsawOZBsLc/edit) **MC portion only- Not in IC** * [**Earth’s Spheres Assessment**](https://docs.google.com/document/d/1Xj9YUKbfSJl43q9sbUgCIISAbIZaqnGswyqRRacZ7eo/edit?usp=sharingKbfSJl43q9sbUgCIISAbIZaqnGswyqRRacZ7eo/editrs/1EF_VE9m0IE9izXJzP8ZhjQ1JpgOtHDnY) * [**ESS2.1 Mid Assessment**](https://docs.google.com/document/d/1qX_uIxH5BvsCy7h9990EbQ_XEgM2f59uNmhHChKDH3A/edit) * [**Post Test**](https://docs.google.com/document/d/1Z5vEGgeQup0gk_B0yp7qZ60Ij_xfvJg48QsawOZBsLc/edit) |
| **Score**  **2.0** | **The student will:**   * **Recognize or recall specific vocabulary.** * **Describe the critical elements of the geosphere, biosphere, hydrosphere and atmosphere.** * **State accurate information about the ways in which the geosphere, biosphere, hydrosphere, and/or atmosphere interact.** | **Lesson Resources**  Water cycle; Magic School Bus; Weather Weathering; Hot Air Lift; Look what the wind blew in; What’s in the water; Cotton ball cloud; Snickers Lab; Interactive Notebooks |
| **Score 1.0** | **With help I can identify the Earth’s major systems.** | **Academic Vocabulary**  Biosphere, geosphere/Lithosphere, atmosphere, hydrosphere, precipitation, glacier, aquifer, reservoir |
| **RtI Support** | **Interventions**  N/A | **Enrichment**  [Choice board](https://drive.google.com/drive/u/0/folders/1pM528bFwJcnuDm79GYnlRpfSmWw6EayX) |

| **Subject and Quarter:** Science Quarter 4 | | **Grade:** 5th |
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| **Standard** [**5Ess1.1**](http://okscienceframework.pbworks.com/w/page/144329610/2020%205-ESS1-1)Support an argument with evidence that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. | | **Supporting Standards** |
| **Learning Goal/I Can Statement**  I can recognize and explain how the brightness of stars is related to their distances from Earth. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | **In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The students will:**   * **Construct an explanation based on evidence of what would happen to life on Earth without the sun.** | **Essential Question**  What is at the center of our galaxy? |
| **Score**  **3.0** | **Support an argument with evidence that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.**  (for example, defend the claim that some stars seem brighter than others because of their relative distances from Earth, rather than their size) | **Assessments (Pre, Mid, Post)**   * [**Pre-test**](https://docs.google.com/document/d/1Z5vEGgeQup0gk_B0yp7qZ60Ij_xfvJg48QsawOZBsLc/edit) **MC portion only- Not in IC** * [**ESS1-1 Compare and Contrast**](https://docs.google.com/document/d/1MTuxgDonUaM0Nr6xklHCIb0ebIKyS_qa6U8mFBE48KI/edit?usp=sharing) * [**ESS1.1 Mid Assessment**](https://docs.google.com/document/d/1qX_uIxH5BvsCy7h9990EbQ_XEgM2f59uNmhHChKDH3A/edit) * [**Post Test**](https://docs.google.com/document/d/1Z5vEGgeQup0gk_B0yp7qZ60Ij_xfvJg48QsawOZBsLc/edit) |
| **Score**  **2.0** | **The student will:**   * **Recognize or recall specific vocabulary.** * **Identify the distances of different stars (including the sun) from the Earth.** * **Describe the apparent brightness of various stars.** | **Lesson Resources**  Color Coded Sun; Bathroom Solar System; Planet Scramble; Meteorite Experiment; Solar System Bingo; Constellation Geoboards; Interactive notebooks |
| **Score 1.0** | **With help I can explain the sun’s brightness compared to other stars.** | **Academic Vocabulary**  Star, solar system, |
| **RtI Support** | **Interventions** | **Enrichment**  [Choice board](https://drive.google.com/drive/u/0/folders/1pM528bFwJcnuDm79GYnlRpfSmWw6EayX) |

| **Subject and Quarter:** Science Quarter 4 | | **Grade:** 5th |
| --- | --- | --- |
| **Standard** [**5Ess1.2**](http://okscienceframework.pbworks.com/w/page/144329739/2020%205-ESS1-2)Represent data in graphical displays to reveal patterns of daily changes in the length and direction of shadows; in addition to different positions of the sun, moon, and stars at different times of the day, month, and year. | | **Supporting Standards** |
| **Learning Goal/I Can Statement**  I can use data to demonstrate and explain the relationships, motions, patterns, and characteristics of Earth and our solar system. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | **In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The students will:**   * **Develop a model that describes how the moon's motion causes the moon to appear differently in the sky.** (for example, a supermoon) | **Essential Question**  How do patterns change from day to day and season to season? |
| **Score**  **3.0** | **Represent data in graphical displays to reveal patterns of daily changes in the length and direction of shadows; in addition to different positions of the sun, moon, and stars at different times of the day, month, and year.** (for example, display data in a bar graph, pictograph, or pie chart to reveal patterns of daily changes, such as the position and motion of Earth with respect to the sun, the length and direction of shadows, the length of day and night and the seasonal appearance of some stars in the night sky) | **Assessments (Pre, Mid, Post)**   * [**Pre-test**](https://docs.google.com/document/d/1Z5vEGgeQup0gk_B0yp7qZ60Ij_xfvJg48QsawOZBsLc/edit) **MC portion only- Not in IC** * [**Shadow Challenge**](https://drive.google.com/file/d/1RzBUnXXrb3A7Q4CV7I-WxFDckiPutJ-_/view?usp=sharing) * [**ESS1-2 Mid Assessment**](https://docs.google.com/document/d/1qX_uIxH5BvsCy7h9990EbQ_XEgM2f59uNmhHChKDH3A/edit) * [**Post Test**](https://docs.google.com/document/d/1Z5vEGgeQup0gk_B0yp7qZ60Ij_xfvJg48QsawOZBsLc/edit) |
| **Score**  **2.0** | **The student will:**   * **Recognize or recall specific vocabulary.** * **Describe the scale properties of various objects in the solar system.** | **Lesson Resources**  Earth as a peppercorn; Sentence Strip model; Solar System Foldable/ flipbook; Touring the planets; I have, Who has?; Space Weights; Toilet Paper Solar System; Interactive Notebooks |
| **Score 1.0** | **With help I can help identify patterns caused by the position and rotation of the Earth.** | **Academic Vocabulary**  Axis, rotation, revolution, orbit, shadows, constellation, seasons, |
| **RtI Support** | **Interventions**  N/A | **Enrichment**  [Choice board](https://drive.google.com/drive/u/0/folders/1pM528bFwJcnuDm79GYnlRpfSmWw6EayX) |

| **Subject and Quarter:** Science Quarter 4 | | **Grade:** 5th |
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| **Standard** [**5Ps 2.1**](http://okscienceframework.pbworks.com/w/page/144322392/2020%205-PS2-1)Support an argument, with evidence, that Earth’s gravitational force pulls objects downward towards the center of the Earth. | | **Supporting Standards** |
| **Learning Goal/I Can Statement**  I can demonstrate that Earth’s gravity pulls objects to the center of the earth. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | **In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.**  **The students will:**   * **Research and construct a diagram of how Earth’s gravity compares to the gravity of other planets in our solar system**. | **Essential Question**  How do we know that Earth’s gravity pulls objects down? |
| **Score**  **3.0** | **Support an argument, with evidence, that Earth’s gravitational force pulls objects downward towards the center of the Earth.** (for example, use evidence to show that an object near Earth’s surface is drawn “down” to the center of the spherical planet due to its gravitational force) | **Assessments (Pre, Mid, Post)**   * [**Pre-test**](https://docs.google.com/document/d/1Z5vEGgeQup0gk_B0yp7qZ60Ij_xfvJg48QsawOZBsLc/edit) **MC portion only- Not in IC** * [**5PS2.1 Gravity DP**](https://docs.google.com/document/d/1KJc5PGk12HSguCVSn43BpDxfCEbuxc9N/edit) * [**PS2.1 Mid Assessment**](https://docs.google.com/document/d/1qX_uIxH5BvsCy7h9990EbQ_XEgM2f59uNmhHChKDH3A/edit) * [**Post Test**](https://docs.google.com/document/d/1Z5vEGgeQup0gk_B0yp7qZ60Ij_xfvJg48QsawOZBsLc/edit) |
| **Score**  **2.0** | **The student will:**   * **Recognize or recall specific vocabulary.** * **Describe the relationship between Earth, gravity, and objects on Earth.** | **Lesson Resources**  Earth as a peppercorn; Sentence Strip model; Solar System Foldable/ flipbook; Touring the planets; I have, Who has?; Space Weights; Toilet Paper Solar System; Interactive Notebooks |
| **Score 1.0** | **With help I can describe how gravity pulls Earth’s objects towards the Earth’s surface.** | **Academic Vocabulary**  gravity |
| **RtI Support** | **Interventions**  N/A | **Enrichment**  [Choice board](https://drive.google.com/drive/u/0/folders/1pM528bFwJcnuDm79GYnlRpfSmWw6EayX) |