What is it We Expect Students to Learn?

Grade:\_5th\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: Science\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Description of Standard** | **Example of Rigor** | **Prerequisite Skills** | **When Taught?** | **Common Summative Assessment** | **Extension Standards** |
| What is the essential standard to be learned in student-friendly vocabulary? | What does proficient student work look like? Provide an example and/or description. | What prior knowledge, skills, and/or vocabulary are needed for a student to master the standard? | When will this standard be taught? | What assessment(s) will be used to measure student mastery? | What will we do when students have already learned this standard? |
| Physical Properties  (characteristics) | * Students can classify objects using its physical properties | * Matter * Characteristic * Classify | 8/28 – 9/9 | * Common Assessment #1 * Example / Nonexample Activity * Diagrams * Lab * Teacher Test * CBA 1 | * Test objects using physical properties * Present to class * Water bottle activity |
| Mixtures / Solutions | * Differentiate between a mixture and a solution * Methods of seperation | * State of matter * Solid * Liquid * Gas * Mixture | 9/11 – 9/15 | * Common Assessment #1 * Teacher Test * Lab * CBA 1 | * Hands on: Seperation of mixtures * Dilution / Concentration * Create your own mixture and list the steps to separate * Spiral physical properties attributed to seperation |
| Energy | * Differentiate forms of energy * Identify how energy is used * Energy transformation | * Energy * Mechanical * Electrical * Light * Thermal * Sound * Transform * Generate | 9/18 -9/22 | * Common Assessment #1 * Teacher Test * Lab * CBA 1 | * Rube Goldberg – Forms of Energy Activity * Advertisement promoting one energy type * Identify classroom objects that represent each energy type - # activity |
| Circuits | * Analyze circuit diagrams and draw conclusions * Predict outcomes based on diagram * Differentiate and explain series vs. parallel * Differentiate conductors and insulators | * Closed (complete) circuit * Conductor * Insulator | 9/25 -9/29 | * Create own circuits * Common Assessment #1 * Teacher Test * Lab | * Practice – Circuit Scenarios (hands on) * Use of switches * Research properties of copper and explain why it is often used in wiring |
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Data Analysis

1. How was the performance of the overall team as compared with its SMART Goal?
2. What was the overall performance of the special education and ELL Students as compared to individual teacher results?
3. What connections can you make between student performance on the common assessment and instructional strategies?
4. What do the data suggest about your next steps?