|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Standards** | **Cross Cutting Concepts** | | **Core Ideas** | **Science and Engineering Practices** | **Anchoring Phenomenon** |
| **1st TRIMESTER (43 Instructional Days)** | **Earth and Changes Over Time**   |  | | --- | | **S5E1**a,b,c |   **Dynamics of Classification**   |  | | --- | | **S5L1**a,b; **S5L2**a,b |   **Cells and Microorganisms**   |  | | --- | | **S5L3**a,b,c; **S5L4**a,b |   **Energy Transfer through Electricity and Magnetism**   |  | | --- | | **S5P2**a,b,c**; S5P3**a,b  **Physical and Chemical Changes** | | | |  | | --- | | \*Structure and function  \*Cause and effect  \*Systems and system models |  |  |  |  |  | | --- | --- | --- | --- | | \*Patterns  \*Stability and change  \*Structure and function   |  |  |  | | --- | --- | --- | | \*Systems and system models  \*Structure and function  \*Scale, proportion, and quantity   |  |  | | --- | --- | | \*Energy and matter  \*Systems and system models   |  | | --- | | \*Cause and effect  \*Energy and matter | | | | | |  | | --- | | ● Geological processes  ● Formation and/or destruction of landforms |  |  |  |  |  | | --- | --- | --- | --- | | ● Grouping animals and plants by their internal and/or external structure  ● Inherited traits  ● Acquired traits   |  |  |  | | --- | --- | --- | | ● Magnification tools are needed to observe very small things  ● Plant cell structure and function  ● Animal cell structure and function  ● Microorganisms can be helpful or harmful   |  |  | | --- | --- | | ● Static electricity  ● Current electricity  (human-harnessed)  ● Energy transfer  ● Simple electric circuit  ● Magnetic field and  force  ● Release of stored  energy  ● Insulators and  conductors of electricity   |  | | --- | | ● Physical changes  ● Chemical changes  ● Phases/States of water  are related to temperature changes  ● Energy transfer | | | | | |  |  | | --- | --- | | ● Engage in argument from evidence  ● Develop and use models  ● Ask questions  ● Analyze and interpret data  ● Use mathematics and computational thinking   |  | | --- | | ● Develop and use models  ● Ask questions | |  |  |  |  | | --- | --- | --- | | ● Ask questions  ● Develop and use models  ● Construct explanations  ● Engage in argument from evidence   |  | | --- | | ● Plan and carry out investigations  ● Engage in argument from evidence |  |  | | --- | | ● Plan and carry out investigations  ● Engage in argument from evidence | | | |  | | --- | | Impact of Earth’s processes on landforms (Yellowstone, Providence Canyon, island formation) |  |  | | --- | | Comparison, Pictures, Living things look alike but are classified differently (See link on GADOE map) | | Decomposition of multi-celled organisms by single-celled organisms (See link on GADOE map.) | |  |  | | --- | | Van de Graaff  <https://www.youtube.com/watch?v=1HC9mfgFo38> |  |  | | --- | | Elephant Toothpaste  Three levels of elephant toothpaste (See GADOE links on GADOE map.) | |
| **2nd TRIMESTER (43 Instructional Days)** |
| **3rd TRIMESTER (42 Instructional Days)** |



**Laurens County Schools 5th Grade Science Curriculum Map**

**(128 Instructional Days + 2 Weeks to Review Before Testing)**



(15 days)