WESTSIDE
ATLANTA CHARTER SCHOOL

Curriculum Map

QTR 1:	Grade: 5th Science	YEAR: 2018-2019

Humanities			
Date	**Standard**	**Assessment**	**Additional Info.**
Week 1	**S5L1**. Scientific Classification *Intro to 5th Grade Science & Intro to Classification* PBL: Classifications **See PBL Files	Formative Assessments ❏ Scientific Classification (Pre)	
Week 2	**S5L1**. Scientific Classification *a. Develop a model that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal) using data from multiple sources.* PBL: Classifications **See PBL Files	Formative Assessments ❏ Scientific Classification	
Week 3	**S5L1**. Scientific Classification *b. Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers) using data from multiple sources.* PBL: Classifications **See PBL Files	Formative Assessments ❏ Scientific Classification	

Week 4	**S5L1**. Scientific Classification *Final Project & Assessment* PBL: Classifications **See PBL Files	Summative Assessments ❏ Scientific Classification (Post)	
Week 5	**S5L2**. Inherited traits and Acquired traits *Introduce*	Formative Assessments ❏ Inherited traits & Acquired traits (Pre)	
Week 6	**S5L2**. Inherited traits and Acquired traits *a. Ask questions to compare and contrast instincts and learned behaviors.*	Formative Assessments ❏ Inherited traits & Acquired traits	
Week 7	**S5L2**. Inherited traits and Acquired traits *b. Ask questions to compare and contrast inherited and acquired physical traits.*	Formative Assessments ❏ Inherited traits & Acquired traits	Clarification statement: Punnett squares and genetics are taught in future grades.
Week 8	**S5L2**. Inherited traits and Acquired traits *Final Project & Assessment*	Summative Assessments ❏ Inherited traits & Acquired traits (Post)	
Week 9	**S5L3**. Plant and Animal Cells *Introduce*	Formative Assessments ❏ Plant & Animal Cells (Pre)	

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QTR 2:	Grade: 5th Science	YEAR: 2018-2019

Humanities			

Date	Standard	Assessment	Additional Info.
Week 10	**S5L3**. Plant and Animal Cells *a. Gather evidence by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification.*	Formative Assessments ❏ Plant & Animal Cells	
Week 11	**S5L3**. Plant and Animal Cells *b. Develop a model to identify and label parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus).*	Formative Assessments ❏ Plant & Animal Cells	
Week 12	**S5L3**. Plant and Animal Cells *c. Construct an explanation that differentiates between the structure of plant and animal cells.*	Formative Assessments ❏ Plant & Animal Cells	
Week 13	**S5L3**. Plant and Animal Cells *Final Project & Assessment*	Summative Assessments ❏ Plant & Animal Cells (Post)	
Week 14	**S5L4.** Microorganisms *Introduce* PBL: Microorganisms **See PBL Files	Formative Assessments ❏ Microorganisms (Pre)	<u>Clarification statement:</u> Possible microorganisms could include Tardigrades, Lactobacillus, Probiotics, Rotifers, Salmonella, Clostridium botulinum (Botox), E-coli, Algae, etc. Students are not expected to know these specific microorganisms.
Week 15	**S5L4.** Microorganisms *a. Construct an argument using scientific evidence to support a claim that some microorganisms are beneficial.* PBL: Microorganisms **See PBL Files	Formative Assessments ❏ Microorganisms	
Week 16	**S5L4.** Microorganisms *b. Construct an argument using scientific evidence to support a claim that some microorganisms are harmful.* PBL: Microorganisms	Formative Assessments ❏ Microorganisms	

	**See PBL Files		
Week 17 (Life)	**S5L4.** Microorganisms *Final Project & Assessment* PBL: Microorganisms **See PBL Files	Summative Assessments ❏ Microorganisms (Post)	
Week 18 (Physical)	**S5P1**. Physical Change and a Chemical Change *Introduce*	Formative Assessments ❏ Physical & Chemical Change (Pre)	

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QTR 3:	Grade: 5th Science	YEAR: 2018-2019

Humanities			
Date	**Standard**	**Assessment**	**Additional Info.**
Week 19 (Physical)	**S5P1** Physical Change and a Chemical Change *a. Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials.*	Formative Assessments ❏ Physical & Chemical Change	
Week 20 (Physical)	**S5P1** Physical Change and a Chemical Change *b. Construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently.*	Formative Assessments ❏ Physical & Chemical Change	
Week 21	**S5P1** Physical Change and a Chemical Change	Formative Assessments	

(Physical)	*c. Plan and carry out an investigation to determine if a chemical change occurred based on observable evidence (color, gas, temperature change, odor, new substance produced).*	❏ Physical & Chemical Change	
Week 22 (Physical)	**S5P1** Physical Change and a Chemical Change *Final Project & Assessment*	Summative Assessments ❏ Physical & Chemical Change (Post)	
Week 23 (Physical)	**S5P2** Electricity *Introduce* PBL: Electricity **See PBL Files	Formative Assessments ❏ Electricity (Pre)	
Week 24 (Physical)	**S5P2** Electricity *a. Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity.* PBL: Electricity **See PBL Files	Formative Assessments ❏ Electricity	
Week 25 (Physical)	**S5P2** Electricity *b. Design a complete, simple electric circuit, and explain all necessary components.* PBL: Electricity **See PBL Files	Formative Assessments ❏ Electricity	
Week 26 (Physical)	**S5P2** Electricity *c. Plan and carry out investigations on common materials to determine if they are insulators or conductors of electricity.* PBL: Electricity **See PBL Files	Formative Assessments ❏ Electricity	
Week 27 (Physical)	**S5P2** Electricity *Final Project & Assessment* PBL: Electricity	Summative Assessments ❏ Electricity (Post)	

	**See PBL Files		

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QTR 4:	Grade: 5th Science	YEAR: 2018-2019

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Date	**Standard**	**Assessment**	**Additional Info.**
Week 28 (Physical)	**S5P3.** Magnetism and Electricity *Introduce*	Formative Assessments ❏ Magnetism & Electricity (Pre)	
Week 29 (Physical)	**S5P3.** Magnetism and Electricity *a. Construct an argument based on experimental evidence to communicate the differences in function and purpose of an electromagnet and a magnet.*	Formative Assessments ❏ Magnetism & Electricity	Clarification statement: Function is limited to understanding temporary and permanent magnetism.
Week 30 (Physical)	**S5P3.** Magnetism and Electricity *b. Plan and carry out an investigation to observe the interaction between a magnetic field and a magnetic object.*	Formative Assessments ❏ Magnetism & Electricity	Clarification statement: The interaction should include placing materials of various types (wood, paper, glass, metal, and rocks) and thickness between the magnet and the magnetic object.
Week 31 (Physical)	**S5P3.** Magnetism and Electricity *Final Project & Assessment*	Summative Assessments ❏ Magnetism & Electricity (Post)	
Week 32	**S5E1** Surface Features on the Earth	Formative Assessments	

(Earth & Space)	*Introduce*	❏ Surface Features on the Earth (Pre)	
Week 33 (Earth & Space)	**S5E1** Surface Features on the Earth *a. Construct an argument supported by scientific evidence to identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes (examples could include deposition, weathering, erosion, and impact of organisms).*	Formative Assessments ❏ Surface Features on the Earth	
Week 34 (Earth & Space)	**S5E1** Surface Features on the Earth *b. Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.*	Formative Assessments ❏ Surface Features on the Earth	
Week 35 (Earth & Space)	**S5E1** Surface Features on the Earth *c. Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.*	Formative Assessments ❏ Surface Features on the Earth	<u>Clarification statement</u>: Examples could include seismological studies, flood forecasting (GIS maps), engineering/construction methods and materials, and infrared/satellite imagery.
Week 36 (Earth & Space)	**S5E1** Surface Features on the Earth *Final Project & Assessment*	Summative Assessments ❏ Surface Features on the Earth (Post)	