



WESTSIDE
ATLANTA CHARTER SCHOOL

Curriculum Map

QTR 1:	Grade: 5 th Science	YEAR: 2019-2020
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Humanities			
Date	Standard	Assessment	Additional Info.
Week 1	<p>S5L1. Scientific Classification <i>Intro to 5th Grade Science & Intro to Classification</i></p> <p>PBL: Classifications **See PBL Files</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scientific Classification (Pre) 	
Week 2	<p>S5L1. Scientific Classification <i>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.</i></p> <p>PBL: Classifications **See PBL Files</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scientific Classification 	<p>Enrichment: Computer project on organisms and their environment.</p>
Week 3	<p>S5L1. Scientific Classification <i>b. Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers) using data from multiple sources.</i></p> <p>PBL: Classifications **See PBL Files</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scientific Classification 	

Week 4	<p>S5L1. Scientific Classification <i>Final Project & Assessment</i></p> <p>PBL: Classifications **See PBL Files</p>	<p>Summative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scientific Classification (Post) 	
Week 5	<p>S5L2. Inherited traits and Acquired traits <i>Introduce</i></p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inherited traits & Acquired traits (Pre) 	
Week 6	<p>S5L2. Inherited traits and Acquired traits <i>a. Ask questions to compare and contrast instincts and learned behaviors.</i></p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inherited traits & Acquired traits 	<p>Enrichment: Inherited Traits and Learned Game.</p>
Week 7	<p>S5L2. Inherited traits and Acquired traits <i>b. Ask questions to compare and contrast inherited and acquired physical traits.</i></p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inherited traits & Acquired traits 	<p><u>Clarification statement:</u> Punnett squares and genetics are taught in future grades.</p>
Week 8	<p>S5L2. Inherited traits and Acquired traits <i>Final Project & Assessment</i></p>	<p>Summative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inherited traits & Acquired traits (Post) 	<p>Enrichment: Foldable or Graphic organizer activity.</p>
Week 9	<p>S5L3. Plant and Animal Cells <i>Introduce</i></p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plant & Animal Cells (Pre) 	



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Date	Standard	Assessment	Additional Info.
Week 10	S5L3. Plant and Animal Cells <i>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.</i>	Formative Assessments <input type="checkbox"/> Plant & Animal Cells	
Week 11	S5L3. Plant and Animal Cells <i>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).</i>	Formative Assessments <input type="checkbox"/> Plant & Animal Cells	
Week 12	S5L3. Plant and Animal Cells <i>c. Construct an explanation that differentiates between the structure of plant and animal cells.</i>	Formative Assessments <input type="checkbox"/> Plant & Animal Cells	
Week 13	S5L3. Plant and Animal Cells <i>Final Project & Assessment</i>	Summative Assessments <input type="checkbox"/> Plant & Animal Cells (Post)	
Week 14	S5L4. Microorganisms <i>Introduce</i> PBL: Microorganisms **See PBL Files	Formative Assessments <input type="checkbox"/> 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	<p>S5L4. Microorganisms <i>a. Construct an argument using scientific evidence to support a claim that some microorganisms are beneficial.</i></p> <p>PBL: Microorganisms **See PBL Files</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Microorganisms 	Enrichment: Commercial Jingle
Week 16	<p>S5L4. Microorganisms <i>b. Construct an argument using scientific evidence to support a claim that some microorganisms are harmful.</i></p> <p>PBL: Microorganisms **See PBL Files</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Microorganisms 	
Week 17 (Life)	<p>S5L4. Microorganisms <i>Final Project & Assessment</i></p> <p>PBL: Microorganisms **See PBL Files</p>	<p>Summative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Microorganisms (Post) 	Enrichment: Design a PowerPoint.
Week 18 (Physical)	<p>S5P1. Physical Change and a Chemical Change <i>Introduce</i></p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical & Chemical Change (Pre) 	



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QTR 3:	Grade: 5 th Science	YEAR: 2019-2020
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Date	Standard	Assessment	Additional Info.
Week 19 (Physical)	S5P1 Physical Change and a Chemical Change <i>a. Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials.</i>	Formative Assessments <input type="checkbox"/> Physical & Chemical Change	Enrichment: Choose 3 objects and describe the properties of each object.
Week 20 (Physical)	S5P1 Physical Change and a Chemical Change <i>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.</i>	Formative Assessments <input type="checkbox"/> Physical & Chemical Change	
Week 21 (Physical)	S5P1 Physical Change and a Chemical Change <i>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).</i>	Formative Assessments <input type="checkbox"/> Physical & Chemical Change	Enrichment: Design and create a game on matter.
Week 22 (Physical)	S5P1 Physical Change and a Chemical Change <i>Final Project & Assessment</i>	Summative Assessments <input type="checkbox"/> Physical & Chemical Change (Post)	
Week 23 (Physical)	S5P2 Electricity <i>Introduce</i> PBL: Electricity	Formative Assessments <input type="checkbox"/> Electricity (Pre)	

	**See PBL Files		
Week 24 (Physical)	<p>S5P2 Electricity <i>a. Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity.</i></p> <p>PBL: Electricity **See PBL Files</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ☐ Electricity 	<p>Enrichment: Create a model or computer project on electric circuits.</p>
Week 25 (Physical)	<p>S5P2 Electricity <i>b. Design a complete, simple electric circuit, and explain all necessary components.</i></p> <p>PBL: Electricity **See PBL Files</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ☐ Electricity 	
Week 26 (Physical)	<p>S5P2 Electricity <i>c. Plan and carry out investigations on common materials to determine if they are insulators or conductors of electricity.</i></p> <p>PBL: Electricity **See PBL Files</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ☐ Electricity 	<p>Enrichment: Activity 9 or Activity 3 on circuits.</p>
Week 27 (Physical)	<p>S5P2 Electricity <i>Final Project & Assessment</i></p> <p>PBL: Electricity **See PBL Files</p>	<p>Summative Assessments</p> <ul style="list-style-type: none"> ☐ Electricity (Post) 	



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Date	Standard	Assessment	Additional Info.
Week 28 (Physical)	S5P3. Magnetism and Electricity <i>Introduce</i>	Formative Assessments <input type="checkbox"/> Magnetism & Electricity (Pre)	
Week 29 (Physical)	S5P3. Magnetism and Electricity <i>a. Construct an argument based on experimental evidence to communicate the differences in function and purpose of an electromagnet and a magnet.</i>	Formative Assessments <input type="checkbox"/> Magnetism & Electricity	<u>Clarification statement:</u> Function is limited to understanding temporary and permanent magnetism.
Week 30 (Physical)	S5P3. Magnetism and Electricity <i>b. Plan and carry out an investigation to observe the interaction between a magnetic field and a magnetic object.</i>	Formative Assessments <input type="checkbox"/> Magnetism & Electricity	<u>Clarification statement:</u> 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 <i>Final Project & Assessment</i>	Summative Assessments <input type="checkbox"/> Magnetism & Electricity (Post)	
Week 32 (Earth &	S5E1 Surface Features on the Earth <i>Introduce</i>	Formative Assessments <input type="checkbox"/> Surface Features on the Earth (Pre)	Enrichment: Write a letter from the view point of Earth's surface.

Space)			
Week 33 (Earth & Space)	S5E1 Surface Features on the Earth <i>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).</i>	Formative Assessments <input type="checkbox"/> Surface Features on the Earth	
Week 34 (Earth & Space)	S5E1 Surface Features on the Earth <i>b. Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.</i>	Formative Assessments <input type="checkbox"/> Surface Features on the Earth	Enrichment: Cause and effect to create a poster to show the different changes to Earth's surface.
Week 35 (Earth & Space)	S5E1 Surface Features on the Earth <i>c. Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.</i>	Formative Assessments <input type="checkbox"/> 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 <i>Final Project & Assessment</i>	Summative Assessments <input type="checkbox"/> Surface Features on the Earth (Post)	