

Curriculum

Content Area:	SCIENCE AND TECHNOLOGY	Grade Level:	5
MLR Content Standard:	A. UNIFYING THEMES: Students will be able to apply the concepts of systems, models, constancy and change and scale to further science and technological understanding		
MLR Performance Indicators	WSD Benchmarks The student will	Instruction Level*	Common Assessment
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
A4	Use mathematics to describe scale.	R,E	

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MLR Content Standard:	B. THE SKILLS AND TRAITS OF SCIENTIFIC INQUIRY AND TECHNOLOGICAL DESIGN: Students will have the ability to plan, conduct, analyze data from and communicate results of in-depth scientific investigations and use a systematic process, tools, equipment, and a variety of materials to create a technological design producing a solution to meet a specified need.		
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B1	Plan, conduct, analyze data from and communicate results of investigations, including fair tests.	R,E	
B1	Examine plant & animal cells under the microscope using prepared slides.	R,E	
B2c	Use appropriate tools, materials, safe techniques and quantitative measurements to implement a proposed solution to a design problem: <ul style="list-style-type: none"> •Identify the parts of the microscope. •Identify the functions of the parts of the microscope. •Use and care for microscopes properly. 	R,E	

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MLR Content Standard:	C. THE SCIENTIFIC AND TECHNOLOGICAL ENTERPRISE: Students will understand the history and nature of scientific knowledge and technology, the processes of inquiry and technological design, and the impacts science and technology have on society and the environment.		
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C2d	Give examples of how science and technology improves scientists', investigations and helps engineers make things that will work.	R,E	
C3d	Analyze the effect of different short term & long term changes to the environment on the lives of organisms.	R,E	
C4b	Describe that although science has helped us learn much about the natural world, there is much more that remains to be understood.	R,E	

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MLR Content Standard:	D. THE PHYSICAL SETTING: Students will understand the universal nature of matter, energy, force and motion, and will be able to identify how these relationships are exhibited in Earth Systems, in the solar system and throughout the universe.		
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D3	<p>Describe properties of objects and materials before and after they undergo a change or interaction:</p> <ul style="list-style-type: none"> •State that matter is anything that has mass and occupies space. •Describe the relation of the weight of an object and the sum of the weight of its parts. •Describe the properties of the three states of matter (solid, liquid, gas). •Differentiate between the three states of matter. •Recognize that water can exist in three interchangeable state of matter. •Explain how properties of substances can change when cooled, mixed, or heated. •Compare materials on the basis of the following physical properties (color, size, texture, weight, attraction to magnets, hardness, strength, flexibility, and float/sink in water). •Give examples of a new material that is made by combining two or more materials. 	R,E	
D3	Recognize that all matter is made up of atoms which are far too small to see through a microscope.	R,E	

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Content Area:	SCIENCE AND TECHNOLOGY	Grade Level:	5
MLR Content Standard:	E. THE LIVING ENVIRONMENT: Students will understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms and that these organisms create an interdependent web through which matter and energy flow. They will understand their similarities and differences as humans to the other organisms and their interconnections to these webs.		
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E1	Compare living things based on their behaviors, external features, and environmental needs: •Classify living things into broad groups according to common observable characteristics (invertebrates and vertebrates). •Compare and contrast the life cycles, behavior, and structure of different organisms. •Describe the changes in external features of organisms during their life cycle.	R,E	
E2a	Explain how changes in an organism's habitat can influence its survival	R,E	

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E3	Describe how living things are made up of one or many cells and the way cells help organisms meet their basic needs: <ul style="list-style-type: none"> •Summarize characteristics of living things. •Compare how needs of living things are met in single-celled and multi-celled organisms. •Identify the different parts of a plant cell and relate the parts to their functions: (cell wall, cell membrane or plasma membrane, cytoplasm, nucleus and chloroplasts). •Identify the different parts of an animal cell and relate the parts to their functions: (cell membrane, cytoplasm and nucleus). •State that a cell divides to produce new cells and that this division is necessary for an organism to grow. •Give examples of organisms that consist of a single cell and organisms that are made of a collection of cells. 	I,R,E	
E4a	Name some likenesses between children and parents that are inherited and some that are not	I,R,E	
E5a	Explain advantage & disadvantages of some individuals of the same kind being different in their characteristics & behavior.	R,E	

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E5b	Compare characteristics of fossils to one another and to living organisms according to their similarities and differences •Some organisms that lived long ago are similar to existing organisms, but some are quite different	I,R,E	

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