

Jones County School District 5th Grade Science Pacing Guide

FIRST NINE WEEKS

Comp/ Obj. #	Student Objective	Date Mastered
L5.3A	Students will demonstrate an understanding of photosynthesis and the transfer of energy from the sun into chemical energy necessary for plant growth and survival.	
L5.3A.1	<i>Research and communicate the basic process of photosynthesis that is used by plants to convert light energy that can be stored and released to fuel and organism's activities.</i>	
L5.3A.2	<i>Analyze environments that do not receive direct sunlight and devise explanations as to how photosynthesis occurs.</i>	
L5.3B	Students will demonstrate an understanding of a healthy ecosystem with a stable web of life and the roles of living things within a food chain and/or food web, including producers, primary and secondary consumers, and decomposers.	
L5.3B.1	<i>Obtain and evaluate scientific information regarding the characteristics of different ecosystems and the organisms supported by them (e.g., salt and fresh water, deserts, grasslands, forests, rain forests, or polar tundra lands).</i>	
L5.3B.2	<i>Develop and use a food chain model to classify organisms as producers, consumers, or decomposers. Trace the energy flow to explain how each group</i>	
L5.3B.3	<i>Design and interpret models of food webs to justify what effects the removal or the addition of a species (i.e., introduced or invasive) would have on a specific population and/or the ecosystem as a whole.</i>	
L5.3B.4	<i>Communicate scientific or technical information that explains human positions in food webs and our potential impacts on these systems.</i>	
E5.10	Students will demonstrate an understanding of the effects of human interaction with Earth and how Earth's natural resources can be protected and conserved.	
E5.10.1	<i>Collect and organize scientific ideas that individuals and communities can use to conserve Earth's natural resources and systems (e.g., implementing watershed management practices to conserve water resources, utilizing no-till farming to improve soil fertility, reducing emissions to abate air pollution, or recycling to reduce landfill waste).</i>	
E5.10.2	<i>Design a process for better preparing communities to withstand manmade or natural disasters (e.g., removing oil from water or soil, systems that reduce the impact from floods, or structures that resist hurricane forces). Use an engineering design process to define the problem, design, construct, evaluate and improve the disaster plan.</i>	

SECOND NINE WEEKS

Comp./ Obj. #	Student Objective	Date Mastered
P5.5A	Students will demonstrate an understanding of the physical properties of matter.	
P5.5A.1	<i>Obtain and evaluate scientific information to describe basic physical qualities of atoms and molecules.</i>	
P5.5A.2	<i>Collect, analyze, and interpret data from measurements of the physical properties of matter including solid, liquid and gas (volume, shape, movement, and spacing of particles).</i>	
P5.5A.3	<i>Analyze matter through observations and measurements to classify materials (e.g., powders, metals, minerals, or liquids) based on their properties (e.g., color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, solubility, or density).</i>	
P5.5A.4	<i>Make and test predictions about how the density of an object affects whether the object sinks or floats when placed in a liquid.</i>	
P5.5A.5	<i>Design a vessel that can safely transport a dense substance (e.g., honey or maple syrup) through water at various distances and under variable conditions. Use an engineering design process to define the problem, design, construct, evaluate and improve the vessel.</i>	
P5.5B	Students will demonstrate an understanding of mixtures and solutions.	
P5.5B.1	<i>Obtain and evaluate scientific information to describe what happens to the properties of substances in mixtures and solutions.</i>	
P5.5B.2	<i>Analyze and interpret data to communicate that the concentration of a solution is determined by the relative amount of solute versus solvent in various mixtures.</i>	
P5.5B.3	<i>Investigate how different variables (e.g., temperature change, stirring, particle size, or surface area) affect the rate at which a solute will dissolve.</i>	
P5.5B.4	<i>Design an effective system (e.g., sifting, filtration, evaporation, magnetic attraction, or flotation) for separating various mixtures. Use an engineering design process to define the problem, design, construct, evaluate and improve the system.</i>	

Proposed Pacing Guide for 2020-2021 school year. (2nd and 3rd 9 weeks effective for 2019-2020 year).

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P5.5C	Students will demonstrate an understanding of the difference between physical and chemical changes.	
P5.5C.1	<i>Analyze and communicate the results of chemical changes that result in the formation of new materials (e.g., decaying, burning, rusting, or cooking).</i>	
P5.5C.2	<i>Analyze and communicate the results of physical changes to a substance that results in a reversible change (e.g., changes in states of matter with the addition or removal of energy, changes in size or shape, or combining/separating mixtures or solutions).</i>	
P5.5C.3	<i>Analyze and interpret data to support claims that when two substances are mixed, the total weight of matter is conserved.</i>	

THIRD NINE WEEKS

P5.6	Students will demonstrate an understanding of the factors that affect the motion of an object through a study of Newton’s Laws of Motion.	
P5.6.1	<i>Obtain and communicate information describing gravity’s effect on an object.</i>	
P5.6.2	<i>Predict the future motion of various objects based on past observation and measurement of position, direction, and speed.</i>	
P5.6.3	<i>Develop and use models to explain how the amount or type of force, both contact and non-contact, affects the motion of an object.</i>	
P5.6.4	<i>Plan and conduct scientific investigations to test the effects of balanced and unbalanced forces on the speed and/or direction of objects in motion.</i>	
P5.6.5	<i>Predict how a change of force, mass, and/or friction affects the motion of an object to convert potential energy into kinetic energy.</i>	
P5.6.6	<i>Design a system to increase the effects of friction on the motion of an object (e.g., non-slip surfaces or vehicle braking systems or flaps on aircraft wings). Use an engineering design process to define the problem, design, construct, evaluate, and improve the system.</i>	
E5.8A	Students will demonstrate an understanding of the locations of objects in the solar system.	
E5.8A.1	<i>Develop and use scaled models of Earth’s solar system to demonstrate the size, composition (i.e., rock or gas), location and order of the planets as they orbit the sun.</i>	
E5.8A.2	<i>Use evidence to argue why the Sun appears brighter than other stars.</i>	
E5.8A.3	<i>Describe how constellations appear to move from Earth’s perspective throughout the seasons (e.g., Ursa Major, Ursa Minor, and Orion).</i>	
E5.8A.4	<i>Construct scientific arguments to support claims about the importance of astronomy in navigation and exploration, including the use of telescopes, compasses, and star charts.</i>	
E5.8B	Students will demonstrate an understanding of the principles that govern moon phases, day and night, appearance of objects in the sky, and seasonal changes.	
E5.8B.1	<i>Analyze and interpret data from observations and research (e.g., from NASA, NOAA, or the USGS) to explain patterns in the location, movement, and appearance of the moon throughout a month and over the course of a year.</i>	

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E5.8B.2	<i>Develop and use a model of the earth-sun-moon system to analyze the cyclic patterns of lunar phases, solar and lunar eclipses, and seasons.</i>	
E5.8B.3	<i>Develop and use models to explain the factors (e.g., tilt, revolution, and angle of sunlight) that result in Earth's seasonal changes.</i>	
E5.8B.4	<i>Obtain information and analyze how our understanding of the solar system has evolved over time (e.g., Earth-centered model of Aristotle and Ptolemy compared to the sun-centered model of Copernicus and Galileo).</i>	