

Garriga and Derry Elementary
 Course/Grade Level: Science/ __5th__
 Science Curriculum Map

(This timeline is subject to change in order to meet the needs of students.)

Week	Dates	Topic(s)/Student Expectation (SE)/Focus Skill	Student Expectation (SE)/Scientific Investigation and Reasoning Skills
Sample Week	10/1 – 5	Matter and Energy/5.5B/Identify boiling, freezing and melting points	5.2A/Describe, plan and implement simple investigations
1	8/22-8/26	Science Investigation and Reasoning/5.1A/Demonstrate safe practices and the use of safety equipment Scientific Investigation and Reasoning/5.4A/Collect, record, and analyze information using tools Science Investigation and Reasoning/5.4B/Use safety equipment	5.2 A-G/Describe, plan and implement simple investigations; formulate a hypothesis; collect, analyze, and interpret information; communicate valid conclusions; construct graphs, tables, and charts
2	8/29-9/2	Scientific Investigation and Reasoning/5.2A-G/Students use scientific methods during laboratory and outdoor investigations Matter and Energy/5.5A/Classify matter based on physical properties	5.2A/Describe, plan, and implement simple experimental investigations 5.2B/formulate a testable hypotheses 5.2G/construct graphs, tables, maps, and charts
3	Holiday 9/5 9/6-9/9	Matter and Energy/5.5B/ Identify boiling, freezing and melting points of water Matter and Energy/5.5A/Classify matter based on physical properties including relative density	Same as above
4	9/12-9/16	Matter and Energy/5.5A/Classify matter based on physical properties including relative density, solubility, and magnetism	Same as above
5	9/19-9/23	Matter and Energy/5.5A/Classify matter based on its ability to conduct or insulate thermal or electrical energy	Same as above
6	9/26-9/30	Physical Properties of Matter Assessment	5.2A-G/ Describe, plan and implement simple investigations; formulate a hypothesis; collect, analyze, and interpret information;

		Matter and Energy/5.5C/Demonstrate that some mixtures maintain physical properties of their ingredients Matter and Energy/5.5D/Identify changes in physical properties of the ingredients of solutions	communicate valid conclusions; construct graphs, tables, and charts
7	10/3-10/7	Unit 3 Test Force, Motion, and Energy/5.6D/Design an experiment that tests the effect of force on an object	5.2A-D;G/ Describe, plan and implement simple investigations; formulate a hypothesis; collect, analyze, and interpret information; construct graphs, tables, and charts
8	10/10/16 <i>holiday</i> 10/11-10/14 <i>Last day of 1st Quarter</i>	Force, Motion, and Energy/5.6D/Design an experiment that tests the effect of force on an object Unit 4 Test	Same as above
9	10/17-10/21	Force, Motion, and Energy/5.6A/Explore the uses of energy Force, Motion, and Energy/5.6B/Demonstrate the flow of energy in circuits with the ability to produce light, heat, and sound	5.2A-D;F/ Describe, plan and implement simple investigations; formulate a hypothesis; collect, analyze, and interpret information; communicate valid conclusions
10	10/24-10/28	Force, Motion, and Energy/5.6C/Demonstrate how light travels and that light can be reflected or refracted	Same as above
11	10/31-11/4	Force, Motion, and Energy/5.6A/uses of energy Force, Motion, and Energy/5.6B/Flow of electricity Force, Motion, and Energy/5.6C/Light energy Unit 5 & 6 Test Earth and Space/5.7A/Explore the processes that led to the formation of sedimentary rock (WED)	5.2A-D;F&G/ Describe, plan and implement simple investigations; formulate a hypothesis; collect, analyze, and interpret information; communicate valid conclusions; construct graphs, tables, and charts
12	11/7-11/11	Earth and Space/5.7B/Recognize how landforms are the result of changes to Earth's surface by wind, water, and ice (WED)	5.1B/Make informed choices in conservation, disposal, and recycling of materials 5.3C/Develop a model 5.3D/Connect grade-level appropriate science concepts with history and careers

13	11/14-11/18	Earth and Space/5.7B/Recognize how landforms are the result of changes to Earth's surface by wind, water, and ice	Same as above
14	11/21-11/25 <i>Thanksgiving Break</i>		
15	11/28-12/2	Earth and Space/5.7A/Explore the processes that led to the formation of sedimentary rock Earth and Space/5.7D/Identify fossils as evidence of the past Earth and Space/5.7A/Explore processes that led to the formation of fossil fuels	5.1A/Demonstrate safe practices and the use of safety equipment 5.2A/Describe, plan, and implement simple experimental investigations 5.2F/Communicate valid conclusions 5.2G/Construct graphs, tables, maps, and charts 5.3A/Analyze, evaluate, and critique scientific explanations 5.3D/Connect grade-level appropriate science concepts with history and careers
16	12/5-12/9	Earth and Space/5.7A/Explore processes that led to the formation of fossil fuels Unit Test Earth and Space/5.7C/Identify alternative energy resources	Same as above
17	12/12-12/16	Earth and Space/5.7C/Identify alternative energy resources	5.2F/Communicate valid conclusions 5.3A/ Analyze, evaluate, and critique scientific explanations 5.3D/ Connect grade-level appropriate science concepts with history and careers
18	12/19-12/20 <i>Last day of 2nd Quarter</i> 12/21-12/23 <i>Christmas Break</i>	Earth and Space/5.7C/Identify alternative energy resources	
19	12/26-12/30 <i>Christmas Break</i>		

20	<i>Holiday 1/2 1/3-1/6 staff development</i>		
21	<i>1/9-1/13</i>	Earth and Space/5.8B/Explain how the Sun and the ocean interact in the water cycle	5.2F/Communicate valid conclusions 5.3A/ Analyze, evaluate, and critique scientific explanations 5.3D/ Connect grade-level appropriate science concepts with history and careers
22	<i>1/16-1/20</i>	Earth and Space/5.8A/Differentiate between weather and climate Unit Test	Same as above
23	<i>1/23-1/27</i>	Earth and Space/5.8D/Identify and compare the physical characteristics of the Sun, Earth, and Moon	5.2F/Communicate valid conclusions 5.2G/Construct graphs, tables, maps, and charts 5.3A/ Analyze, evaluate, and critique scientific explanations 5.3D/ Connect grade-level appropriate science concepts with history and careers 5.4A/ Collect, record, and analyze information using tools
24	<i>1/30-2/3</i>	Organisms and Environments/5.8C Demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day / night cycle and the apparent movement of the Sun across the sky	Same as above
25	<i>2/6-2/10</i>	Organisms and Environments/5.8C Demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day / night cycle and the apparent movement of the Sun across the sky Earth and Space/5.8D/Identify physical characteristics of the Sun, Earth, and Moon (Revolution of Earth around the Sun, seasons, revolution of the Moon around Earth, lunar cycle, tides)	5.3A/ Analyze, evaluate, and critique scientific explanations 5.3C/Develop a model 5.3D/ Connect grade-level appropriate science concepts with history and careers

26	2/13-2/17	Organisms and Environments/5.9A observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements. MATH Simulated Assessment 2/15 READING Simulated Assessment 2/16	Same as above
27	2/20-2/24	Organisms and Environments/5.9B/Describe the flow of energy in food chains and food webs Organisms and Environments/5.9C/Predict the effect of changes in ecosystems	Same as above
28	2/27-3/3	Soil, Photosynthesis SCIENCE Simulated Assessment 2/28	5.3A/ Analyze, evaluate, and critique scientific explanations 5.3C/Develop a model 5.3D/ Connect grade-level appropriate science concepts with history and careers
29	3/6-3/10 <i>Last day of 3rd Quarter</i>	Organisms and Environments/5.9D/Identify the significance of the carbon dioxide-oxygen cycle Organisms and Environments/5.10A/Compare the structures and functions of different species that help them live and survive	Same as above
30	3/13-3/17 <i>Spring Break</i>		5.2A-G/ Describe, plan and implement simple investigations; formulate a hypothesis; collect, analyze, and interpret information; communicate valid conclusions; construct graphs, tables, and charts 5.3A-D/Analyze, evaluate, and critique scientific explanations; evaluate information related to promotional material; develop a model; connect grade-level appropriate science concepts with history and careers 5.4A-B/Collect, record, and analyze information using tools; use safety equipment

31	3/20 <i>holiday</i> 3/21-3/24 4 <i>day week</i>	How Scientists Work Science Investigation and Reasoning/5.2A-G;5.3A-D;5.4A-B/Scientists answer questions by careful observations and investigations.	
32	3/27-3/31	3/28 Math STAAR 3/29 Reading STAAR The Engineering Process Science Investigation and Reasoning/5.2B-D,F&G;5.3A&B,D;5.4A/Engineers apply their knowledge of science to design solutions to practical problems.	5.2B-G/ Formulate a hypothesis; collect, analyze, and interpret information; communicate valid conclusions; construct graphs, tables, and charts 5.3A-B,D/ Analyze, evaluate, and critique scientific explanations; develop a model; connect grade-level appropriate science concepts with history and careers 5.4A/ Collect, record, and analyze information using tools
33	4/3-4/7	Organisms and Environments/5.10B/Differentiate between inherited traits and learned behaviors	5.2 A-G/Describe, plan and implement simple investigations; formulate a hypothesis; collect, analyze, and interpret information; communicate valid conclusions; construct graphs, tables, and charts
34	4/10-4/13 4 <i>day week</i> 4/14 <i>holiday</i>	Organisms and Environments/5.10B/Differentiate between inherited traits and learned behaviors Organisms and Environments/5.10C/Complete and Incomplete Metamorphosis	5.2A-G/ Describe, plan and implement simple investigations; formulate a hypothesis; collect, analyze, and interpret information; communicate valid conclusions; construct graphs, tables, and charts
35	4/17 <i>holiday</i> 4/18-4/21 4 <i>day week</i>	Organisms and Environments/5.10C/Complete and Incomplete Metamorphosis Unit Test	5.2A-G/ Describe, plan and implement simple investigations; formulate a hypothesis; collect, analyze, and interpret information; communicate valid conclusions; construct graphs, tables, and charts 5.3C/Draw or develop a model that represents how something works or looks that cannot be seen

36	4/24-4/28	STAAR Science Review: Super STAAR Activity Board 5.5A Properties of a Paperclip 5.6B Closed Circuits 5.6C Reflect or Refract 5.7A Sedimentary Rock and Fossil Fuels 5.7B Changing Landforms	5.3A/Analyze, evaluate, and critique scientific explanations 5.3C/Draw or develop a model that represents how something works or looks that cannot be seen
37	5/1-5/5	STAAR Science Review: Super STAAR Activity Board 5.7C Alternative Energy 5.8C Day and Night 5.9B Flow of Energy 5.10A Adaptations Experimental Design	5.1A/Safety and ethics 5.1B/Conservation and recycling 5.3C/Draw or develop a model that represents how something works or looks that cannot be seen 5.4A/Collect, record, and analyze information using tools 5.4B/ Use safety equipment
38	5/8-5/12	5/8 – STAAR Math Retest 5/9- STAAR Reading Retest 5/10- Science STAAR How Scientists Work – Scientist research/5.3D Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	5.4A/Collect, record, and analyze information using tools
39	5/15-5/18 <i>4 day week last day of 4th quarter</i> 5/19 <i>workday</i>	Integrated Math and Science Scientific Investigation and Reasoning/5.2A-G/Students use scientific methods during laboratory and outdoor investigations Scientific Investigation and Reasoning/5.3A/Analyze, evaluate, and critique scientific explanations, and encourage critical thinking	5.3C/Draw or develop a model that represents how something works or looks that cannot be seen 5.4A/Collect, record, and analyze information using tools 5.4B/ Use safety equipment