

FAME Public Charter School

Scope and Sequence: Grade Fifth

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Subject/Unit Title: Science				
Estimated Time Frame (#of Days): 40 days				
Unit A: System of Living Things				
Chapter Title	Lesson Title	Objectives	CA State Standards	Assessments
1. From Single Cells To Body Systems 9 days	Lesson 1: What are cells, and what do they do?	<ol style="list-style-type: none"> 1. Describe struts that are found in cells. 2. Analyze processes that take place in cells. 3. Describe interactions that take place in cells. 	<p>2.a: Students know many multicellular organisms have specialized structures to support the transport of materials.</p> <p>2.c: Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make</p>	Workbook

			<p>inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	<p>Lesson 2: How do body systems transport materials?</p>	<p>1. Recognize that many-cells organisms have specialized structures that transport materials.</p> <p>2/ Describe how the blood, heart, and lungs work together to help the body take in oxygen and give off carbon dioxide.</p> <p>3. Analyze how the parts of the digestive system function.</p> <p>4. Explain the role of the excretory system, and identify its organ.</p>	<p>2.a: Students know many multicellular organisms have specialized structures to support the transport of materials.</p> <p>2.b: Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues.</p> <p>2.c: Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the</p>	<p>Workbook</p>

			<p>procedure.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	<p>Lesson 3: How do bones, muscles, and nerves work together?</p>	<ol style="list-style-type: none"> 1. Describe the structures that make up the skeletal system. 2. Identify and describe the structures that make up the muscular systems. 3. Explain how the parts of the nervous system work to carry messages through the body. 	<p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.f: Select appropriate tools (e.g.,</p>	<p>Workbook</p>

			<p>thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	<p>Chapter Review</p>	<ol style="list-style-type: none"> 1. Connect chapter concepts with the history of science. 2. Connect chapter concepts with the contribution of scientists. 3. Extend chapter concepts to hands-on investigations. 4. Review chapter concepts. 	<p>2.b: Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues.</p> <p>2.c: Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.</p> <p>2.d: Students know the role of the kidney in removing cellular waste from blood and</p>	<p>Chapter Test</p>

			<p>converting it into urine, which is stored in the bladder</p> <p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
2. Classifying Living Things	Lesson 1: How do scientists classify	1. Identify reasons why scientists classify living things.	6.a: Classify objects (e.g., rocks, plants,	Workbook

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7 days	living things?	<ol style="list-style-type: none"> Identify the five kingdoms of living things. Recognize how scientist name living things. 	<p>leaves) in accordance with appropriate criteria</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	Lesson 2: How are animals classified?	<ol style="list-style-type: none"> Identify the two main groups of animals. Describe how vertebrates and invertebrates differ. Give examples of vertebrates and invertebrates. 	<p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p> <p>6.i: Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.</p>	Workbook
	Lesson 3: How are	1. Describe the two main	2.a: Students know many multicellular	Workbook

	<p>plants classified?</p>	<p>groups of plants. 2. Give examples of vascular and nonvascular plants.</p>	<p>organisms have specialized structures to support the transport of materials.</p> <p>2.e:Students know how sugar, water, and minerals are transported in a vascular plant</p> <p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	<p>Chapter Review</p>	<p>1. Connect chapter concepts with the history of science. 2. Connect chapter concepts</p>	<p>2.a: Students know many multicellular organisms have specialized structures to</p>	<p>Chapter Test</p>

		<p>with the contribution of scientist.</p> <p>3. Extend chapter concepts with hands-on investigations.</p> <p>4. Review chapter concepts.</p>	<p>support the transport of materials.</p> <p>2.e: Students know how sugar, water, and minerals are transported in a vascular plant</p> <p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
<p>3. Plants and Their Adaptations 14 days</p>	<p>Lesson 1: What are the functions of roots, stems, and leaves?</p>	<p>1. Compare characteristics of plants that improve their ability to survive in a specific environment.</p> <p>2. Describe how food is transported in plants.</p> <p>3. Describe the function of plant leaves.</p>	<p>2.a: Students know many multicellular organisms have specialized structures to support the transport of materials.</p> <p>2.e: Students know how sugar, water, and minerals are transported in a vascular plant</p> <p>2.f: Students know plants use carbon dioxide (CO₂) and energy from sunlight to</p>	<p>Workbook</p>

			<p>build molecules of sugar and release oxygen</p> <p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	<p>Lesson 2: How do plants recycle materials?</p>	<p>1. Identify the significance of the carbon dioxide-oxygen and nitrogen cycles.</p> <p>2. Conclude that human activities can upset the balance of the carbon dioxide- oxygen cycle.</p>	<p>2.f: Students know plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen</p> <p>2.g: Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO₂)</p>	<p>Workbook</p>

			<p>and water (respiration).</p> <p>6.e: Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	<p>Lesson 3: How do plants reproduce?</p>	<p>1. Compare the adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem.</p> <p>2. Compare life cycles of plants and animals.</p>	<p>2.a: Students know many multicellular organisms have specialized structures to support the transport of materials.</p> <p>2.e: Students know how sugar, water, and minerals are transported in a vascular plant</p>	<p>Workbook</p>

			<p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	<p>Lesson 4: How do people use plants?</p>	<p>1. Identify the role of plants in the daily diet.</p> <p>2. Describe how people use plants in their daily lives.</p>	<p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.d: Identify the dependent and controlled</p>	<p>Workbook</p>

			<p>variables in an investigation.</p> <p>6.e: Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p> <p>6.i: Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.</p>	
	<p>Chapter Review</p>	<p>1. Evaluate that impact of research and technology on</p>	<p>2.e:Students know how sugar, water, and</p>	<p>Chapter Test</p>

		<p>scientific thought, society, and the environment.</p> <p>2. Identify careers related to science.</p> <p>3. Connect chapter concepts with the contributions of scientists.</p> <p>4. Extend chapter concepts with hands-on investigations.</p> <p>5. Review chapter concepts.</p>	<p>minerals are transported in a vascular plant</p> <p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.e: Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
4. Plant Processes 10 days	Lesson 1: How do plants make food?	1. Describe the structures and processes involved in the food-making process of plants.	2.a: Students know many multicellular organisms have specialized structures to	Workbook

		<p>2. Recognize photosynthesis as an adaptive characteristic of plants that improves their ability to survive in an ecosystem.</p> <p>3. Conclude that plants use carbon dioxide and energy from sunlight to build molecules of sugar for growth and maintenance, and that plants release oxygen into the air.</p>	<p>support the transport of materials.</p> <p>2.c: Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.</p> <p>2.f: Students know plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen.</p> <p>6.b: Develop a testable question.</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.d: Identify the dependent and controlled variables in an investigation.</p> <p>6.e: Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.</p>	
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			<p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	<p>Lesson 2: How do plants respond to light gravity?</p>	<ol style="list-style-type: none"> 1. Recognize that tropisms are adaptive characteristics of plants that improve their ability to survive in an ecosystem. 2. Compare plant response to light and gravity. 3. Predict how plants will respond in order to get the light they need to survive in their ecosystem. 	<p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.</p> <p>6.b: Develop a testable question.</p> <p>6.d: Identify the dependent and controlled variables in an investigation.</p> <p>6.e: Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make</p>	<p>Workbook</p>

			<p>quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	<p>Lesson 3: How do vascular plants reproduce sexually?</p>	<ol style="list-style-type: none"> 1. Compare the adaptive characteristics of plants that result in their ability to reproduce. 2. Identify traits in plants that are passed on from parent to offspring. 3. Describe some structures that make up the reproductive system of flowering plants. 	<p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.</p> <p>6.b: Develop a testable question.</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.d: Identify the dependent and controlled variables in an investigation.</p> <p>6.e: Identify a single independent variable</p>	<p>Workbook</p>

			<p>in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	<p>Lesson 4: How do plants grow?</p>	<ol style="list-style-type: none"> 1. Describe structures that are found in a simple system such as a sprouting seed. 2. Describe life cycles of plants. 3. Compare the adaptive characteristics of species that improve their ability to survive or reproduce in an ecosystem. 	<p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.</p> <p>6.b: Develop a testable question.</p> <p>6.c: Plan and conduct a simple investigation based on a student-</p>	<p>Workbook</p>

			<p>developed question and write instructions others can follow to carry out the procedure.</p> <p>6.d: Identify the dependent and controlled variables in an investigation.</p> <p>6.e: Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
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<p>Chapter Review</p>		<ol style="list-style-type: none"> 1. Evaluate that impact of research and technology on scientific thought, society, and the environment. 2. Identify careers related to science. 3. Connect chapter concepts with the contributions of scientists. 4. Extend chapter concepts with hands-on investigations. 5. Review chapter concepts. 	<p>2.f: Students know plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen</p> <p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.d: Identify the dependent and controlled variables in an investigation.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	<p>Chapter Test</p>
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Unit Project and Wrap Up				
Subject/Unit Title: Science				
Estimated Time Frame (#of Days): 43 days				
Unit B: Weather and Space				
Chapter Title	Lesson Title	Objectives	CA State Standards	Assessments
1. Earth's Air and Water 11 days	Lesson 1: What makes up Earth's atmosphere?	<ol style="list-style-type: none"> Describe the composition of Earth's atmosphere. Explain what is meant by air pressure. Compare and contrast the layers of the atmosphere 	<p>2.f: Students know plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen</p> <p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.</p> <p>4.e: Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p>	Workbook

			6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion	
	Lesson 2: How are atmospheric conditions measured?	<ol style="list-style-type: none"> 1. Describe the processes of the water cycle. 2. Describe how atmospheric conditions are measured. 3. Explain how clouds form. 	<p>3.b: Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.</p> <p>3.c: Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow</p> <p>4.a: Students know uneven heating of Earth causes air movements (convection currents).</p> <p>4.b: Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.</p>	Workbook

			<p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p>	
	Lesson 3: What role do oceans play in the water cycle?	<ol style="list-style-type: none"> 1. Demonstrate how fresh water can be extracted from salt water. 2. Describe the composition of ocean water. 	1.c: Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals	Workbook

			<p>3.a: Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.</p> <p>3.b: Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.</p> <p>3.c: Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.</p> <p>4.b: Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to</p>	
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			<p>carry out the procedure.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion</p>	
	<p>Lesson 4: Why is the water cycle important?</p>	<p>1. Describe the importance of the water cycle.</p> <p>2. Recognize that water is limited resource that needs to be protected.</p>	<p>3.d: Students know that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.</p> <p>3.e: Students know the origin of the water used by their local communities</p> <p>6.b: Develop a testable question.</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative</p>	<p>Workbook</p>

			observations.	
	Chapter Review	<ol style="list-style-type: none"> 1. Evaluate that impact of research and technology on scientific thought, society, and the environment. 2. Identify careers related to science. 3. Connect chapter concepts with the contributions of scientists. 4. Extend chapter concepts with hands-on investigations. 5. Review chapter concepts. 	<p>3.b: Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.</p> <p>3.c: Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.</p> <p>3.d: Students know that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water</p> <p>4.b: Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.</p>	Chapter Test

			<p>4.e: Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion</p>	
<p>2. Earth's Weather 9 days</p>	<p>Lesson 1: What causes wind?</p>	<ol style="list-style-type: none"> 1. Identify the cause of wind. 2. Describe Earth's wind patterns. 3. Explain how winds influence the weather. 	<p>4.a: Students know uneven heating of Earth causes air movements (convection currents)</p> <p>6.d: Identify the dependent and controlled variables in an investigation.</p> <p>6.e: Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.</p> <p>6.g: Record data by using appropriate graphic representations (including charts,</p>	<p>Workbook</p>

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			graphs, and labeled diagrams) and make inferences based on those data	
	Lesson 2: How do air masses affect weather?	1. Compare and contrast air masses, and explain what happens when they pass over an area.	<p>4.b: Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data</p>	Workbook
	Lesson 3: What causes serve storms?	<p>1. Identify the causes and the effects of the three types of severe storms; thunderstorms, hurricanes, and tornadoes.</p> <p>2. Compare the characteristics of the three types of storms.</p>	<p>4.c: Students know the causes and effects of different types of severe weather.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those</p>	Workbook

			<p>data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	<p>Chapter Review</p>	<ol style="list-style-type: none"> 1. Connect chapter concepts with the history of science. 2. Connect chapter concepts with the contributions of scientists. 3. Extend chapter concepts with hands-on investigations. 4. Review chapter concepts. 	<p>4.a: Students know uneven heating of Earth causes air movements (convection currents).</p> <p>4.c: Students know the causes and effects of different types of severe weather.</p> <p>4.d: Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.f: Select appropriate tools (e.g.,</p>	<p>Chapter Test</p>

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			thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.	
3.Weather Predictions and Climate 7 days	Lesson 1: How can weather be predicted?	1. Describe how meteorologists collect data from weather stations and organize it on surface maps. 2. Identify instruments meteorologists use to predict the weather.	4.c: Students know the causes and effects of different types of severe weather. 4.d: Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables 6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria. 6.b: Develop a testable question 6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations. 6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and	Workbook

			<p>make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p> <p>6.i: Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions</p>	
	<p>Lesson 2: What is Climate and how does it change?</p>	<ol style="list-style-type: none"> 1. Explain what determines a climate. 2. Identify the five main climate zones. 3. Describe how human activity can affect climate. 	<p>4.b: Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those</p>	<p>Workbook</p>

			<p>data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	Chapter Review	<ol style="list-style-type: none"> 1. Evaluate that impact of research and technology on scientific thought, society, and the environment. 2. Identify careers related to science. 3. Connect chapter concepts with the contributions of scientists. 4. Extend chapter concepts with hands-on investigations. 5. Review chapter concepts. 	<p>4.b: Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns</p> <p>4.d: Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and</p>	Chapter Test

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			<p>make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
<p>4. Earth and the Moon 8 days</p>	<p>Lesson 1: How do earth and the moon compare?</p>	<p>1. Recognize the time-and – space relationships of the sun-Earth-moon systems. 2. Describe lunar and solar eclipses.</p>	<p>5.b: Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets 6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure</p>	<p>Workbook</p>
	<p>Lesson 2: How have people explored space?</p>	<p>1. Identify telescopes, satellites, and space probes as instruments scientist use to study the solar system.</p>	<p>5.b: Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets 6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria 6.h: Draw conclusions from scientific evidence and indicate whether further information is</p>	<p>Workbook</p>

			needed to support a specific conclusion	
	Chapter Review	<ol style="list-style-type: none"> 1. Connect chapter concepts with the history of science. 2. Connect chapter concepts with the contributions of scientists. 3. Extend chapter concepts with hands-on investigations. 4. Review chapter concepts. 	<p>5.b: Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion</p>	Chapter Test
5. The Solar System 8 days	Lesson 1: What are the features of the sun?	<ol style="list-style-type: none"> 1. Evaluate information to construct reasonable explanations from direct evidence. 2. Describe the structure and 	5.a: Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium	Workbook

		cycles of the sun.	<p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion</p>	
	Lesson 2: What are the planets like?	<p>1. Explain how the planets are divided into two groups – inner planets and outer planets.</p> <p>2. Analyze and critique theories regarding the formation of planets’ moons and rings.</p>	<p>5.b: Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p>	Workbook

	<p>Lesson 3: Why do the planets stay in orbit?</p>	<ol style="list-style-type: none"> 1. Describe how inertia and gravity interact to make an orbit. 2. Explain the law of universal gravitation. 	<p>5.b: Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.</p> <p>5.c: Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.</p> <p>6.i: Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.</p>	<p>Workbook</p>
	<p>Chapter Review</p>	<ol style="list-style-type: none"> 1. Evaluate that impact of research and technology on scientific thought, society, and the environment. 2. Identify careers related to science. 3. Connect chapter concepts with the contributions of scientists. 4. Extend chapter concepts with hands-on investigations. 5. Review chapter concepts. 	<p>5.a: Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.</p> <p>5.b: Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.</p>	<p>Chapter Test</p>

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			<p>5.c: Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion</p>	
Unit Project and Wrap Up				
Subject/Unit Title: Science				
Estimated Time Frame (#of Days): 26 days				
Unit C: Matter and Energy				
Chapter Title	Lesson Title	Objectives	CA State Standards	Assessments
1 Matter and Its Properties 9 days	Lesson 1: How can physical properties be used to identify matter?	<ol style="list-style-type: none"> 1. Recognize that matter is anything that has mass and takes up space. 2. Conclude that an object's 	1.c: Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as	Workbook

		<p>physical properties remain constant and can be used to identify it.</p>	<p>aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.</p> <p>1.f: Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.</p> <p>1.g: Students know properties of solid, liquid, and gaseous substances, such as sugar (C₆H₁₂O₆), water (H₂O), helium (He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂).</p> <p>1.i: Students know the common properties of salts, such as sodium chloride (NaCl).</p> <p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks,</p>	
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			<p>balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	<p>Lesson 2: How does matter change from one state to another?</p>	<ol style="list-style-type: none"> 1. Compare and classify matter according to its physical state. 2. Recognize that heat is responsible for changes in the state of matter. 3. Identify melting and boiling points as constants temperatures at which substances change state. 	<p>1.f: Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.</p> <p>1.g: Students know properties of solid, liquid, and gaseous substances, such as sugar (C₆H₁₂O₆), water (H₂O), helium (He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂).</p> <p>1.i: Students know the common properties of salts, such as sodium</p>	<p>Workbook</p>

			<p>chloride (NaCl).</p> <p>3.b: Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.</p> <p>6.a: Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.</p> <p>6.b: Develop a testable question.</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.e: Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks,</p>	
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			<p>balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p>	
	<p>Lesson 3: How does matter react chemically?</p>	<ol style="list-style-type: none"> 1. Compare a physical change and a chemical change. 2. Conclude that physical and chemical properties can be used to identify substances and to separate mixtures. 3. Observe that matter is conserved during both a physical change and chemical change. 	<p>1.a: Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.</p> <p>1.f: Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.</p> <p>1.i: Students know the common properties of salts, such as sodium chloride (NaCl)</p> <p>6.b: Develop a testable question.</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to</p>	<p>Workbook</p>

			<p>carry out the procedure.</p> <p>6.d: Identify the dependent and controlled variables in an investigation.</p> <p>6.e: Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
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	<p>Chapter Review</p>	<ol style="list-style-type: none"> 1. Evaluate that impact of research and technology on scientific thought, society, and the environment. 2. Identify careers related to science. 3. Connect chapter concepts with the contributions of scientists. 4. Extend chapter concepts with hands-on investigations. 5. Review chapter concepts. 	<p>1.a: Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.</p> <p>1.e: Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.</p> <p>1.f: Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.</p> <p>1.g: Students know properties of solid, liquid, and gaseous substances, such as sugar (C₆H₁₂O₆), water (H₂O), helium (He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂).</p> <p>1.i: Students know the common properties of salts, such as sodium chloride (NaCl).</p> <p>6.c: Plan and conduct a simple</p>	<p>Chapter Test</p>
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			<p>investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.e: Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
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<p>2. Atoms and Elements 5 days</p>	<p>Lesson 1: What are atoms and elements?</p>	<p>1. Identify an atom and its major parts. 2. Describe an element. 3. Describe and compare the properties of metals.</p>	<p>1.b: Students know all matter is made of atoms, which may combine to form molecules.</p> <p>1.c: Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.</p> <p>1.d: Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.</p> <p>1.h: Students know living organisms and most materials are composed of just a few elements.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and</p>	<p>Workbook</p>
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			<p>make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	<p>Lesson 2: What are compounds?</p>	<p>1. Recognize how the elements are grouped in the periodic table.</p> <p>2. Identify a compound as a combination of two or more elements.</p> <p>3. Describe what a chemical formula reveals about a molecule.</p>	<p>1.a: Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.</p> <p>1.d: Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.</p> <p>1.f: Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.</p> <p>1.g: Students know properties of solid, liquid, and gaseous substances, such as sugar (C₆H₁₂O₆), water (H₂O), helium</p>	<p>Workbook</p>

			<p>(He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂).</p> <p>1.h: Students know living organisms and most materials are composed of just a few elements.</p> <p>1.i: Students know the common properties of salts, such as sodium chloride (NaCl).</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p>	
	<p>Chapter Review</p>	<ol style="list-style-type: none"> 1. Connect chapter concepts with the history of science. 2. Connect chapter concepts with the contributions of scientists. 3. Extend chapter concepts with hands-on investigations. 4. Review chapter concepts. 	<p>1.a: Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.</p> <p>1.b: Students know all matter is made of atoms, which may combine to form molecules.</p>	<p>Chapter Test</p>

			<p>1.d: Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.</p> <p>1.e: Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.</p> <p>1.f: Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.</p> <p>1.g: Students know properties of solid, liquid, and gaseous substances, such as sugar ($C_6H_{12}O_6$), water (H_2O), helium (He), oxygen (O_2), nitrogen (N_2), and carbon dioxide (CO_2).</p> <p>1.i: Students know the common properties of salts, such as sodium chloride (NaCl).</p>	
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			<p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.d: Identify the dependent and controlled variables in an investigation.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
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<p>3. Energy 12 days</p>	<p>Lesson 1: What are kinetic and potential energy?</p>	<ol style="list-style-type: none"> 1. Describe potential and kinetic energy. 2. List the various forms of energy. 	<p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p> <p>6.i: Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.</p>	<p>Workbook</p>
	<p>Lesson 2: What is electric energy?</p>	<ol style="list-style-type: none"> 1. Explain what electric energy is. 2. Tell what an electric current is. 3. Describe how electromagnets work. 	<p>1.c: Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel</p>	<p>Workbook</p>

			<p>(Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.</p> <p>1.g: Students know properties of solid, liquid, and gaseous substances, such as sugar ($C_6H_{12}O_6$), water (H_2O), helium (He), oxygen (O_2), nitrogen (N_2), and carbon dioxide (CO_2).</p> <p>4.e: Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is</p>	
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			needed to support a specific conclusion.	
	Lesson 3: What are light and sound energy?	<ol style="list-style-type: none"> 1. Describe the characteristic of light energy and sound energy. 2. Identify and compare the characteristic of light waves and sound waves. 	<p>6.b: Develop a testable question.</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	Workbook
	Lesson 4: What are thermal and chemical energy?	<ol style="list-style-type: none"> 1. Describe thermal energy. 2. Explain how thermal energy move. 3. Describe chemical energy. 	1.a: Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.	Workbook

			<p>1.c: Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.d: Identify the dependent and controlled variables in an investigation.</p> <p>6.e: Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.</p> <p>6.f: Select appropriate tools (e.g.,</p>	
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			<p>thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
	<p>Chapter Review</p>	<ol style="list-style-type: none"> 1. Connect chapter concepts with the history of science. 2. Connect chapter concepts with the contributions of scientists. 3. Extend chapter concepts with hands-on investigations. 4. Review chapter concepts. 	<p>1.a: Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.</p> <p>1.c: Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and</p>	<p>Chapter Test</p>

			<p>gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.</p> <p>6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</p> <p>6.f: Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>6.g: Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p>	
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Unit Project and Wrap Up				
Subject/Unit Title: Science				
Estimated Time Frame (#of Days): 14days				
Unit Extension Chapters				
Chapter Title	Lesson Title	Objectives	CA State Standards	Assessments
1. Renewable and Nonrenewable Resources 7 days	Lesson 1: What are natural resources?	1. Define natural resources. 2. Distinguish between renewable and nonrenewable resources. 3. Explain why some natural resources might get used up.		Workbook
	Lesson 2: How do fossil fuels form?	1. Compare the three types of fossil fuels. 2. Describe the formation of coal; 3. Explain where petroleum and natural gas are found.		Workbook
	Lesson 3: How are natural resources conserved?	1. Describe how people use natural resources. 2. Explain why conserving natural resources is necessary. 3. Tell how people can conserve natural resources.		Workbook
	Chapter Review	1. Evaluate that impact of research and technology on scientific thought, society,		Chapter Test

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		<p>and the environment.</p> <ol style="list-style-type: none"> 2. Identify careers related to science. 3. Connect chapter concepts with the contributions of scientists. 4. Extend chapter concepts with hands-on investigations. 5. Review chapter concepts 		
2. How People use Energy 7 days	Lesson 1: How do people use fossil fuels?	<ol style="list-style-type: none"> 1. Explain how fossil fuels form. 2. List some ways tat people use fossil fuels. 3. Explain why fossil fuels are nonrenewable resources. 		Workbook
	Lesson 2: How can moving water generate electricity?	<ol style="list-style-type: none"> 1. Explain how electric energy is produced from the mechanical energy of moving water. 2. Describe how tidal energy stations work. 		Workbook
	Lesson 3: What other resources of energy do people use?	<ol style="list-style-type: none"> 1. Describe other energy sources that are used in the United States. 2. Tell about the energy sources that we might rely on in the future. 		Workbook
	Chapter Review	<ol style="list-style-type: none"> 1. Evaluate that impact of research and technology on scientific thought, society, and the environment. 2. Identify careers related to science. 		Chapter Test

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		<ol style="list-style-type: none">3. Connect chapter concepts with the contributions of scientists.4. Extend chapter concepts with hands-on investigations.5. Review chapter concepts		
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