

Earth and Space Science

S5E1. Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes. S5E1

- 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). S5E1.A
 - b. Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes. S5E1.B
 - c. Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes. S5E1.C
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Physical Science

S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change. S5P1

- a. Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials. S5P1.A
 - 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. S5P1.B
 - 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). S5P1.C
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S5P2. Obtain, evaluate, and communicate information to investigate electricity. S5P2

- a. Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity. S5P2.A
 - b. Design a complete, simple electric circuit, and explain all necessary components. S5P2.B
 - c. Plan and carry out investigations on common materials to determine if they are insulators or conductors of electricity. S5P2.C
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S5P3. Obtain, evaluate, and communicate information about magnetism and its relationship to electricity. S5P3

- a. Construct an argument based on experimental evidence to communicate the differences in function and purpose of an electromagnet and a magnet. **S5P3.A**
 - b. Plan and carry out an investigation to observe the interaction between a magnetic field and a magnetic object. **S5P3.B**
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Life Science

S5L1. Obtain, evaluate, and communicate information to group organisms using scientific classification procedures. **S5L1**

- 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. **S5L1.A**
 - b. Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers) using data from multiple sources. **S5L1.B**
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S5L2. Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired. **S5L2**

- a. Ask questions to compare and contrast instincts and learned behaviors. **S5L2.A**
 - b. Ask questions to compare and contrast inherited and acquired physical traits. **S5L2.B**
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S5L3. Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells. **S5L3**

- 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. **S5L3.A**
 - 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). **S5L3.B**
 - c. Construct an explanation that differentiates between the structure of plant and animal cells. **S5L3.C**
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S5L4. Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms. **S5L4**

- a. Construct an argument using scientific evidence to support a claim that some microorganisms are beneficial. **S5L4.A**
- b. Construct an argument using scientific evidence to support a claim that some microorganisms are harmful. **S5L4.B**