

# Elementary

## Physical

### Core Idea Matter and Its Interactions PS1

#### Topic Structure and Properties of Matter PS1.A

- 5-PS1-2. Target Level: Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved. EE.5-PS1-2
  - 5-PS1-2. Precursor Level: Compare the weight of an object before and after it changes from a liquid to a solid and from a solid to a liquid. EE.5-PS1-2
  - 5-PS1-2. Initial Level: Recognize the change in state from liquid to solid or from solid to liquid of the same material. EE.5-PS1-2
  - 5-PS1-3. Target Level: Make observations and measurements to identify materials based on their properties (e.g., weight, shape, texture, buoyancy, color, or magnetism). EE.5-PS1-3
  - 5-PS1-3. Precursor Level: Classify materials by physical properties. (e.g., weight, shape, texture, buoyancy, color, or magnetism). EE.5-PS1-3
  - 5-PS1-3. Initial Level: Match materials with similar physical properties. EE.5-PS1-3
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### Core Idea Motion and Stability: Forces and Interactions PS2

#### Topic Types of Interactions PS2.B

- 5-PS2-1. Target Level: Demonstrate that the gravitational force exerted by Earth on objects is directed down. EE.5-PS2-1
- 5-PS2-1. Predict the direction an object will go when dropped. EE.5-PS2-1
- 5-PS2-1. Initial Level: Recognize the direction an object will go when dropped. EE.5-PS2-1

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**Core Idea Energy** PS3

**Topic** Energy in Chemical Processes and Everyday Life PS3.D

5-PS3-1. Target Level: Create a model to describe that energy in animals' food was once energy from the Sun. EE.5-PS3-1

5-PS3-1. Precursor Level: Use models to describe that plants capture energy from sunlight. EE.5-PS3-1

5-PS3-1. Initial Level: Identify simple models that show that plants need sunlight to grow. EE.5-PS3-1

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**Life****Core Idea From Molecules to Organisms: Structures and Processes** LS1

**Topic** Organization for Matter and Energy Flow in Organisms LS1.C

5-LS1-1. Target Level: Provide evidence that plants need air and water to grow. EE.5-LS1-1

5-LS1-1. Precursor Level: Provide evidence that plants grow. EE.5-LS1-1

5-LS1-1. Initial Level: Distinguish things that grow from things that don't grow. EE.5-LS1-1

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**Core Idea Ecosystems: Interactions, Energy, and Dynamics** LS2

**Topic** Interdependent Relationships in Ecosystems LS2.A

5-LS2-1. Target Level: Create a model that shows the movement of matter (e.g., plant growth, eating, composting) through living things. EE.5-LS2-1

5-LS2-1. Precursor Level: Identify a model that shows the movement of matter from plants to animals (e.g. food chain/food web). EE.5-LS2-1

5-LS2-1. Initial Level: Identify common human foods. EE.5-LS2-1

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**Earth and Space****Core Idea Earth's Place in the Universe** ESS1

**Topic** Earth and the Solar System ESS1.B

5-ESS1-2. Target Level: Represent and interpret data on a picture, line, or bar graph to show seasonal patterns in the length of daylight hours. EE.5-ESS1-2

5-ESS1-2. Recognize patterns about length of daylight hours over time (e.g., week to week, month to month). EE.5-ESS1-2

5-ESS1-2. Order events in daily routine including sunrise and sunset. EE.5-ESS1-2

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**Core Idea Earth's Systems** ESS2

**Topic** Earth Materials and Systems ESS2.A

- 5-ESS2-1. Target Level: Develop a model showing how water (hydrosphere) affects the living things (biosphere) found in a region. EE.5-ESS2-1
- 5-ESS2-1. Recognize how water (hydrosphere) affects people in a region (e.g., floods, droughts, mudslide, tourism, and recreation). EE.5-ESS2-1
- 5-ESS2-1. Anticipates routine (e.g., clothes to wear, activities to do) to follow when it is raining. EE.5-ESS2-1

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**Core Idea Earth and Human Activity** ESS3

**Topic** Human Impacts on Earth Systems ESS3.C

- 5-ESS3-1. Target Level: Use information to describe how people can help protect the Earth's resources and how that affects the environment. EE.5-ESS3-1
- 5-ESS3-1. Precursor Level: Compare two methods people can use to help protect the Earth's resources. EE.5-ESS3-1
- 5-ESS3-1. Initial Level: Identify one way to protect a resource of Earth (e.g., put paper in the recycling bin). EE.5-ESS3-1