

## Marshfield School District Scope & Sequence Pacing Guide

**Grade Level: Grade 5 Content Areas: Science**

**Quarter: 1**

<b>Topic-Unit</b>	<b>Learning Targets</b>	<b>Materials</b>	<b>Days</b>
<b><u>Earth Science</u> How Weather and Water Cycles are connected</b>	<ul style="list-style-type: none"><li>• Know how weather and the water cycle are connected</li><li>• Identify the effect temperature, air pressure, and humidity have on weather patterns</li><li>• Know instruments used to measure weather (barometer, rain gauge, hygrometer, wind sock, anemometer, weather vane, and thermometer)</li><li>• Identify weather factors and their effects on weather (air masses and fronts)</li><li>• Identify the elements that affect a regions weather and climate patterns (wind belts)</li><li>• Know the layers of the atmosphere</li><li>• Identify the various clouds and combinations (stratus, cumulus, and cirrus)</li><li>• Know how to prepare for severe weather (hurricanes, tornadoes, winter storms, and floods)</li></ul>	<b><u>National Geographic Earth Science</u></b>  <b>Chapter 5 Lessons 2,3,4,5 and other resources if needed to cover targets</b>  <b>National Weather Service website &amp; other resources</b>	<b>40 days</b>

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<b>Science Connections And Inquiry, and Safety - ongoing throughout all quarters and units</b>	<ul style="list-style-type: none"><li>• Identify the topography of the ocean floor</li><li>• Know the parts of a wave</li><li>• Know the resources available from oceans (e.g. kelp and sea salt)</li><li>• Know that scientific investigations involve asking and answering a question and comparing the answer to what scientists already know about the world</li><li>• Know that scientists use different investigations depending on the questions they are trying to answer</li><li>• Plan and conduct simple investigations</li><li>• Use appropriate tools and simple equipment to gather scientific data and extend the senses</li><li>• Know that different people may interpret the same set of observations differently</li><li>• Knows that although the same scientific investigation may give slightly different results</li></ul>	<b>Embedded into Science (all units) and other curriculums throughout the school year</b>	
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	<p>when it is carried out by different persons, or at different times or places, the general evidence collected from the investigation should be replicable by others</p> <ul style="list-style-type: none"> <li>• Know that good scientific explanations are based on evidence(observations) and scientific knowledge</li> <li>• Know that scientists make the results of their investigation public; they describe the investigations in ways that enable others to repeat the investigations</li> <li>• Know that scientists review and ask questions about the results of other scientists' work</li> </ul>		
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**Grade Level: Grade 5 Content Areas: Science**

**Quarter: 2**

<b>Topic-Unit</b>	<b>Learning Targets</b>	<b>Materials</b>	<b>Days</b>
<p><b><u>Life Science</u></b>  <b>Classification of Living Things</b></p>	<ul style="list-style-type: none"> <li>• Identify and explain the classification systems of living things (6-kingdoms)</li> <li>• Know the similarities and</li> </ul>	<p><b>National Geographic <u>Life Science</u></b>  <b>Chapter 1-Lessons 3,5,6</b></p>	<p><b>40 days</b></p>

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<b>Interactions in Ecosystems</b>	<p><b>differences of animal classifications</b></p> <ul style="list-style-type: none"> <li>• Know that animals are classified as invertebrates and vertebrates</li> <li>• Know humans change ecosystems (land, water, and air)</li> </ul>	<p><b>National Geographic <u>Life Science</u></b>  <b>Chapter 2-Lesson 6</b></p>	
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**Grade Level: Grade**

**5**

**Content Areas:**

**Science**

**Quarter: 3**

Topic-Unit	Learning Targets	Materials	Days
<p><b><u>Physical Science</u></b></p> <p><b>Matter, Mixtures, and Solutions</b></p> <p><b>How Matter Can Change</b></p>	<ul style="list-style-type: none"> <li>• Understand that all matter is made of atoms (proton, electron, neutron, and nucleus)</li> <li>• Know that atoms are constantly in motion, electrons move around the nucleus in path shells (or energy levels)</li> <li>• Know that elements have</li> </ul>	<p><b>National Geographic <u>Physical Science</u></b>  <b>Chapter 1-Lessons 1-10</b></p> <p><b>National Geographic <u>Physical Science</u></b>  <b>Chapter 2-Lessons 1-8</b></p>	<p><b>40 days</b></p>

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	<p><b>atoms of only one kind, having the same number of protons</b></p> <ul style="list-style-type: none"><li>• <b>Know that the periodic table organizes elements with common properties(atomic symbol and atomic number)</b></li><li>• <b>Know matter can be described by mixtures and solutions</b></li><li>• <b>Know the substances can be classified by their physical and chemical properties (freezing point, melting point, evaporation, condensation, and solubility)</b></li><li>• <b>Know matter has characteristic properties (density, boiling point, freezing point, solubility, mass and weight)</b></li><li>• <b>Know that matter has different states (solid, liquid, gas, and properties)</b></li></ul>	<p><b><i>Energy at Work</i> Imagine It! Unit 2</b></p>	
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	<ul style="list-style-type: none"> <li>• <b>Know mass of a material remains constant wheter it is together, in parts, or in different states</b></li> <li>• <b>Know the difference between molecules and compounds and know common compounds and formulas; water H<sub>2</sub>O, salt NaCl, and carbon dioxide CO<sub>2</sub></b></li> <li>• <b>chemical symbols Know common atoms</b></li> </ul>		
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**Grade Level: Grade**

**5**

**Content Areas:**

**Science**

**Quarter: 4**

<b>Topic-Unit</b>	<b>Learning Targets</b>	<b>Materials</b>	<b>Days</b>
<b><u>Health</u> - Social-Personal Perspectives</b>  <b>Human Growth &amp; Development</b>	<ul style="list-style-type: none"> <li>• <b>Understand the changes of puberty</b></li> </ul>	<b>Human Growth &amp; Development Binder and other resources</b>	<b>40 days</b>

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<b>Blue Kids-Bully Free Basics and Drug Defense</b>	<ul style="list-style-type: none"> <li>• Understand what makes someone a bully</li> <li>• Know what drugs do to the body</li> </ul>	<b>Blue Kids website</b>	
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**Grade Level: Grade 5**

**Content Areas: Health**

**Quarter: 1-4**

<b>Topic-Unit</b>	<b>Learning Targets</b>	<b>Materials</b>	<b>Days</b>
<b>Drug Defense</b>        <b>Bully Free Basics</b>	<ul style="list-style-type: none"> <li>• Students will utilize appropriate strategies to solve problems and make decisions related to drug and alcohol use / prevention.</li> <li>• Students identify the pressures to use drugs, learn to resist those pressures, and practice resistance skills.</li> <li>• Students will utilize words and actions that show respect, honesty, and responsibility.</li> <li>• Students will define</li> </ul>	<b>Classroom Teachers:</b> <b>BlueKids</b>	

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	<p><b>harassment and recognize situations in which harassment is involved.</b></p> <ul style="list-style-type: none"> <li>• <b>Students will utilize appropriate strategies to solve problems and make decisions related to inter/ intra-personal pressures.</b></li> <li>• <b>Students will utilize words and actions that show respect, honesty, and responsibility.</b></li> </ul>		
<p><b>Bullying</b></p> <p><b>Consequences of Shoplifting</b></p>	<ul style="list-style-type: none"> <li>• <b>Students will define harassment and recognize situations in which harassment is involved.</b></li> <li>• <b>Students will utilize appropriate strategies to solve problems and make decisions related to inter/ intra-personal pressures.</b></li> <li>• <b>Students will utilize</b></li> </ul>	<b>Officer Friendly</b>	<b>1 hour each</b>



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<b>Firearms Safety</b>	<b>words and actions that show respect, honesty, and responsibility.</b>		
<b>Peer Relationships</b> <small>(social skills, communication skills, character education)</small>	<ul style="list-style-type: none"> <li>Students will utilize appropriate strategies to solve problems and make decisions related to inter/ intra-personal pressures.</li> <li>Students will identify the factors which impact self-concept and develop strategies to enhance self-image.</li> <li>Students will utilize words and actions that show respect, honesty, and responsibility.</li> </ul>	<b>Guidance and Counseling Curriculum</b> <b>(through school guidance counselor and social worker programs)</b>	<b>Ongoing throughout the school year</b>
<b>Bullying/ Harassment</b> <small>(social skills, self management, protective behaviors, school safety, communication skills, character education)</small>	<ul style="list-style-type: none"> <li>Students will define harassment and recognize situations in which harassment is involved.</li> <li>Students will utilize</li> </ul>		

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<b>Influences/ Decision Making</b> (social skills, communication skills, school safety)	<p><b>appropriate strategies to solve problems and make decisions related to inter/ intra-personal pressures.</b></p> <ul style="list-style-type: none"><li>• <b>Students will utilize words and actions that show respect, honesty, and responsibility.</b></li><li>• <b>Students will utilize appropriate strategies to solve problems and make decisions related to drug and alcohol use / prevention.</b></li><li>• <b>Students identify the pressures to use drugs, learn to resist those pressures, and practice resistance skills.</b></li><li>• <b>Students will utilize words and actions that show respect, honesty, and responsibility.</b></li></ul>		
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