

## 2018-2019 Academic Year Curriculum Map

| August    |    |    |    |    | Lesson   | Standard-Lesson # | Skills   |
|-----------|----|----|----|----|--|-------------------|--|
| M         | T  | W  | R  | F  |  |                   |  |
| 6         | 7  | 8  | 9  | 10 |  |                   |  |
| 13        | 14 | 15 | 16 | 17 | Scientific method(aug 13-24)                       |                   | The students will learn the steps to the scientific method. This will not only help them in science class but also during science fair.            |
| 20        | X  | X  | 23 | 24 |  |                   |  |
| 27        | 28 | 29 | 30 | 31 | (Aug 27) Gravitational Force                       | 05-PS2-1          | Students can create and support an argument that the gravitational force exerted by Earth on objects is directed down.                             |
| September |    |    |    |    |  |                   |  |
| X         | 4  | 5  | 6  | 7  | Brightness of stars and distance                   | 05-ESS1-1         | Students can create and support an argument that the brightness of objects is related to the relative distance of the object from earth.           |
| 10        | 11 | 12 | 13 | 14 | Shadows, Day and night, seasons (Ends Sep 28)      | 05-ESS1-2         | Students will be able to graph data to display the daily changes in shadows, day and night, and the seasonal appearance of stars in the night sky. |
| 17        | 18 | 19 | 20 | X  |  |                   |  |
| 24        | 25 | 26 | 27 | 28 |  |                   |  |
| October   |    |    |    |    |  |                   |  |
| 1         | 2  | 3  | 4  | X  | (Oct 1) 4 Spheres- geosphere, Biosphere, Atm., etc | 05-ESS2-1         | Students will develop a model to show how the different Earth spheres interact.  |
| 8         | 9  | 10 | 11 | 12 |  |                   |  |
| 15        | 16 | 17 | 18 | 19 |  |                   |  |
| 22        | 23 | 24 | 25 | 26 |  |                   |  |
| 29        | 30 | 31 |    |    | % of water   | 05-ESS2-2         | The students will be able to graph and describe the distribution of water on Earth   |
| November  |    |    |    |    |  |                   |  |
|           |    |    | 1  | 2  |  |                   |  |
| 5         | 6  | 7  | 8  | 9  |  |                   |  |
| 12        | 13 | 14 | 15 | 16 |  |                   |  |

|                 |    |    |    |    |                                  |                          |  |
|-----------------|----|----|----|----|----------------------------------|--------------------------|--|
| 19              | 20 | X  | X  | X  | Earth's Resources (ends Nov. 30) | 05-ESS3-1                | Students will be able to communicate how different communities use science ideas to protect the Earth's resources and environment.                 |
| 26              | 27 | 28 | 29 | 30 |                                  |                          |  |
| <b>December</b> |    |    |    |    |                                  |                          |  |
| 3               | 4  | 5  | 6  | 7  |                                  |                          |  |
| 10              | 11 | 12 | 13 | 14 | (Dec 3-19) Engineering Design    | 05- ETS1-1,ETS1-2,ETS1-3 | Students will be able to apply what they have learned and the scientific method to a problem. They will be able to collect and interpret the data. |
| 17              | 18 | 19 | X  | X  |                                  |                          |  |
| X               | X  | X  | X  | X  |                                  |                          |  |
| X               |    |    |    |    |                                  |                          |  |
| <b>January</b>  |    |    |    |    |                                  |                          |  |
|                 | X  | X  | 3  | 4  | (Jan 3) Energy in animal's food  | 05-PS3-1                 | Students be able to use models to describe how energy in animals' food was once energy from the sun. (food webs and chains)                        |
| 7               | 8  | 9  | 10 | 11 |                                  |                          |  |
| 14              | 15 | 16 | 17 | 18 |                                  |                          |  |
| X               | 22 | 23 | 24 | 25 |                                  |                          |  |
| 28              | 29 | 30 | 31 |    | plants energy from air and water | 05-LS1-1                 | Students will be able to support an argument that plants get the materials they need for growth chiefly from air and water. (photosynthesis)       |
| <b>February</b> |    |    |    |    |                                  |                          |  |
|                 |    |    |    | 1  |                                  |                          |  |
| 4               | 5  | 6  | 7  | 8  |                                  |                          |  |
| 11              | 12 | 13 | 14 | 15 | Movement of matter (ends Feb28)  | 05-LS2-1                 | Students will be able to develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.               |
| X               | 19 | 20 | 21 | 22 |                                  |                          |  |
| 25              | 26 | 27 | 28 |    |                                  |                          |  |
| <b>March</b>    |    |    |    |    |                                  |                          |  |
|                 |    |    |    | 1  | (Mar 1) Matter too small         | 05-PS1-1                 | Students will be able to develop a model to describe that matter is made of particles too small to be seen.  |

|              |    |    |    |    |   |          |   |
|--------------|----|----|----|----|---|----------|---|
| 4            | 5  | 6  | 7  | 8  |   |          |   |
| 11           | 12 | 13 | 14 | X  | Conservation of matter                      | 05-PS1-2 | Students will be able to measure and graph quantities to provide evidence of matter conservation.                         |
| 18           | 19 | 20 | 21 | 22 |   |          |   |
| 25           | 26 | 27 | 28 | 29 | properties of matter                        | 05-PS1-3 | Students will be able to make observations and measurements to identify materials based on their properties.              |
| <b>April</b> |    |    |    |    |   |          |   |
| X            | X  | X  | X  | X  |   |          |   |
| 8            | 9  | 10 | 11 | 12 | investigation- chemical and physical change | 05-PS1-4 | Students will conduct investigation to determine if a new substance has been created during the mixing of two substances. |
| 15           | 16 | 17 | 18 | 19 |   |          |   |
| 22           | 23 | 24 | 25 | 26 |   |          |   |
| 29           | 30 |    |    |    |   |          |   |
| <b>May</b>   |    |    |    |    |   |          |   |
|              |    | 1  | 2  | 3  |   |          |   |
| 6            | 7  | 8  | 9  | 10 |   |          |   |
| 13           | 14 | 15 | 16 | 17 |   |          |   |
| 20           | 21 | 22 | 23 | 24 |   |          |   |
| 27           | 28 | 29 | 30 | 31 |   |          |   |