

5th Grade Unit	Major Outcomes	Catholic Identity	Assessments/activities	Resources
Solar System	<p>E.ST.05.21 Describe the motion of planets and moons in terms of rotation on axis and orbits due to gravity.</p> <p>E.ST.05.22 Explain moon phases as they relate to the position of the moon in its orbit around the earth, resulting in the amount of observable reflected light.</p> <p>E.ST.05.23 Recognize that nighttime objects (stars and constellations) and the sun appear to move because the earth rotates on its axis and orbits the sun.</p> <p>E.ST.05.24 Explain lunar and solar eclipses based on the relative positions of the earth, moon, and sun, and the orbit of the moon.</p> <p>E.ST.05.25 Explain the tides of the oceans as they relate to the gravitational pull and orbit of the moon.</p> <p>E.ST.M.1 The sun is the central & largest body in our solar system. Earth is the 3rd planet from the sun in a system that includes other planets and their moons, as well as smaller objects, such as asteroids and comets.</p> <p>E.ST.M.2 Gravity is the force that keeps most objects in the solar system in regular and predictable motion.</p> <p>E.ST.05.11 Design a model that describes the position and relationship of the planets and other objects (comets and asteroids) to the sun.</p> <p>S.IP.05.11 Generate scientific questions based on research, observations, and investigations.</p> <p>S.IP.05.15 Construct charts & graphs from data and observations.</p> <p>S.IP.05.16 Identify patterns in data.</p> <p>S.IP.05.11 Generate scientific questions based on research, observations, and investigations.</p> <p>S.IP.05.15 Construct charts & graphs from data and observations.</p> <p>S.IP.05.16 Identify patterns in data.</p>	<ul style="list-style-type: none"> ● Sense of wonder and awe at God’s creation. ● Understanding from the perspective that God created a well-ordered universe. 	<ul style="list-style-type: none"> ● Quizzes ● Tests ● Diagrams ● Compare/contrast planets within our solar system. ● Identify facts about each planet in our solar system. ● Construct a 3-D model of our solar system. (Primarily completed at home.) 	<ul style="list-style-type: none"> ● Harcourt Science (The Solar System and Beyond) Copy-right 2005 ● Scott Foresman Science (Earth Science) Copyright 2003 ● Macmillan/McGraw-Hill (Earth and Beyond) Copyright 1995

Electricity And Magnetism	<p>P.EN.04.5 Electrical circuits transfer electrical energy and produce magnetic fields.</p> <p>P.EN.04.51 Demonstrate how electrical energy is transferred and changed through the use of a simple circuit.</p> <p>P.EN.04.52 Demonstrate magnetic effects in a simple electric circuit.</p> <p>P.PM.E.3 Magnets can repel or attract other magnets. Magnets can also attract magnetic objects. Magnets can attract and repel at a distance.</p> <p>P.PM.04.33 Demonstrate magnetic field by observing patterns formed with iron filings using a variety of magnets.</p> <p>P.PM.04.34 Demonstrate that non-magnetic objects are affected by the strength of the magnet and the distance away from the magnet</p> <p>E.SE.06.61 Describe the earth as a magnet and compare the magnetic properties of the earth to that of a natural or manufactured magnet.</p> <p>E.SE.06.62 Explain how a compass works using the magnetic field</p> <p>S.IP.05.11 Generate scientific questions based on research, observations, and investigations.</p> <p>S.IP.05.15 Construct charts & graphs from data and observations.</p> <p>S.IP.05.16 Identify patterns in data.</p> <p>S.RS.05.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>S.IP.05.11 Generate scientific questions based on research, observations, and investigations.</p>	<ul style="list-style-type: none"> • Identifies God’s creation as consisting of visible and invisible. • Sense of wonder and awe at God’s creation. • God creates energy. • We are called to be good stewards of God’s creation. 	<ul style="list-style-type: none"> • Quizzes • Tests • Diagrams • Tables/graphs • Construct working circuits. • Determine strength of various magnets. 	<ul style="list-style-type: none"> • Insights: Pathways & Circuits Copyright 2003 • Scott Foresman (Physical Science) Copyright 2003 • Macmillan/McGraw Hill (Electrical Energy) Copyright 1995 • Supplies needed: Wire Dry Cells (AA-D) Light bulbs (flashlight size through 60 watt) Magnets of various sizes and strengths Pieces of wool cloth Balloons Compasses

	<p>S.IP.05.12 Design & conduct scientific investigations.</p> <p>S.IP.05.13 Use tools & equipment appropriate to scientific investigations.</p> <p>S.IP.05.14 Use metric measurement devices in an investigation.</p> <p>S.IP.05.15 Construct charts & graphs from data and observations.</p> <p>S.IP.05.16 Identify patterns in data.</p> <p>S.IA.05.11 Analyze information from data tables & graphs to answer scientific questions.</p> <p>S.IA.05.12 Evaluate data, claims, and personal knowledge through collaborative science discourse.</p> <p>S.IA.05.13 Communicate and defend findings of observations & investigations using evidence.</p> <p>S.IA.05.14 Draw conclusions from sets of data from multiple trials of a scientific investigation.</p> <p>of the Earth, and how a compass is used for navigation on</p> <p>S.IP.05.15 Construct charts & graphs from data and observations.</p> <p>S.IP.05.16 Identify patterns in data.</p>			
<p>Respiratory System</p>	<p>L.OL.05.41 Identify the general purpose of the respiratory system.</p> <p>L.OL.05.42 Explain how systems work together to perform selected activities.</p> <p>2.2 Describe the short- and long- term physical effects of using tobacco and inhalants.</p> <p>2.3 Describe health benefits of abstaining from or stopping tobacco use.</p> <p>2.4 Recognize that it is hard to stop using tobacco.</p> <p>2.5 Compute the economic cost of tobacco use.</p> <p>2.6 Explain school policies and community laws related to the sale and use of tobacco products.</p> <p>S.IP.05.11 Generate scientific questions based on research, observations, and investigations.</p>	<ul style="list-style-type: none"> ● Sense of wonder and awe at God’s creation. ● Describe God’s creation as good. ● God calls us to respect His creation (ourselves & others) 	<ul style="list-style-type: none"> ● Diagram an overview of respiratory system, correctly labeling parts. ● Quizzes related to vocabulary. ● Tests. ● Dissect respiratory system of fetal pig. 	<ul style="list-style-type: none"> ● Michigan Model 5th Grade Phase 3 Lessons 4-7 ● Use large model of respiratory system ● Supplies needed for dissection: <ul style="list-style-type: none"> Fetal Pigs Surgical gloves Scalpels Scissors Paper toweling, garbage bags, newspapers, disinfecting wipes.

	<p>S.IP.05.13 Use tools & equipment appropriate to scientific investigations.</p> <p>S.RS.05.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>S.R.05.18 Describe how science & technology have advanced because of the contributions of many people throughout history & across cultures.</p>			