

## Science Instructional Guide for Grade 5

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b>Scott Foresman Introduction to Scientific Thinking</b> #1 pp. xx-xxxii</p> <p><b>Scott Foresman Unit B Earth Science</b> #2 Chapter 7 <i>Omit Directed Inquiry</i> Lesson 1 Lesson 2 Lesson 3 Lesson 4 Guided Inquiry</p> <p><i>Omit Chapter 8</i></p> <p>#3 Chapter 9 <i>Omit Directed Inquiry</i> <i>Omit Lesson 1</i> Lesson 2 Lesson 3 Lesson 4 <i>Omit Lesson 5</i> Lesson 6 Guided Inquiry</p> <p>#4 Chapter 10 <i>Omit Directed Inquiry</i> Lesson 1 Lesson 2 Lesson 3 Lesson 4 Guided Inquiry <i>Omit Full Inquiry</i></p>	<p><b>Scott Foresman Unit C Physical Science</b> #5 Chapter 11 Directed Inquiry Lesson 1 Lesson 2 Lesson 3 Lesson 4 Guided Inquiry Math in Science</p> <p>#6 Chapter 12 Directed Inquiry Lesson 1 <i>Omit Lesson 2</i> <i>Omit Lesson 3</i> <i>Omit Lesson 4</i> Guided Inquiry</p> <p>#7 Chapter 13 Directed Inquiry Lesson 1 Lesson 2 Lesson 3 Lesson 4 Guided Inquiry</p> <p>#8 Chapter 14 Directed Inquiry Lesson 1 Lesson 2 <i>Omit Lesson 3</i> Lesson 4 <i>Omit Guided Inquiry</i></p> <p>#9 Chapter 15 Directed Inquiry Lesson 1 Lesson 2 <i>Omit Lesson 3</i> <i>Omit Guided Inquiry</i> Full Inquiry</p>	<p><b>Scott Foresman Unit D Space and Technology</b> #10 Chapter 16 <i>Omit Directed Inquiry</i> <i>Omit Lesson 1</i> Lesson 2 Lesson 3 Guided Inquiry</p> <p>#11 Chapter 17 <i>Omit Directed Inquiry</i> Lesson 1 Lesson 2 Lesson 3 Lesson 4 Guided Inquiry</p> <p><i>Omit Chapter 18</i></p> <p><b>FCAT Review of Annually Assessed Benchmarks</b></p>	<p><b>Scott Foresman Unit A Life Science</b> #12 Chapter 1 Directed Inquiry Lesson 1 Lesson 2 Lesson 3 Lesson 4 Guided Inquiry</p> <p>#13 Chapter 2 Directed Inquiry Lesson 1 Lesson 2 <i>Omit Lesson 3</i> <i>Omit Guided Inquiry</i></p> <p>#14 Chapter 3 Directed Inquiry Lesson 1 Lesson 2 Lesson 3 Guided Inquiry</p> <p>#15 Chapter 4 Directed Inquiry Lesson 1 Lesson 2 <i>Omit Lesson 3</i> <i>Omit Lesson 4</i> Guided Inquiry Math in Science</p> <p>#16 Chapter 5 Directed Inquiry Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Guided Inquiry Math in Science</p> <p>#17 Chapter 6 Directed Inquiry Lesson 1 Lesson 2 Lesson 3 Guided Inquiry <i>Omit Full Inquiry</i></p>

<b>FIFTH GRADE #12</b>			
<b>Life Science</b>			
<b>Scott Foresman Chapter 1: Classifying Organisms</b>			
<b>BENCHMARKS AND ITEM CLARIFICATION</b>		<b>AA or CS</b>	
<b>Test Item Code</b>			
<b>The student...</b>			
SC.F.1.2.3 knows that living things are different but share similar structures. <i>Compares and contrasts components of organisms.</i>		AA	
SC.G.1.2.1 knows ways that plants, animals, and protists interact. <i>Identifies the roles of different organisms in an ecosystem.</i>		CS	
<b>Benchmark Codes:</b> AA = <b>Annually Assessed Benchmarks</b> ; CS = <b>Content-Sampled Benchmarks</b> <b>Test Item Codes:</b> MC = <b>Multiple Choice</b> ; SR = <b>Short Response</b> ; ER = <b>Extended Response</b>			
<b>SCOTT FORESMAN SCIENCE</b>			
<b>Scott Foresman Textbook</b>	<b>Directed Inquiry</b>	<b>How can you classify seeds? p. 4</b>	<b>SC.F.1.2.3</b>
	<b>Lesson 1</b>	<b>Why do we classify? pp. 6-9</b>	<b>SC.F.1.2.3</b>
	<b>Lesson 2</b>	<b>How do we classify vertebrates? pp. 10-17</b>	<b>SC.F.1.2.3</b>
	<b>Lesson 3</b>	<b>How do we classify invertebrates? pp. 18-21</b>	<b>SC.F.1.2.3</b>
	<b>Lesson 4</b>	<b>How are other organisms classified? pp. 22-25</b>	<b>SC.F.1.2.3</b>
	<b>Guided Inquiry</b>	<b>What are some characteristics of yeast? pp. 26-27</b>	<b>SC.G.1.2.1</b> <b>SC.F.1.2.3</b>
<b>Scott Foresman Leveled Readers</b>	<i>Classifying Organisms</i> (Below-Level) <i>Grouping Living Things</i> (On-Level) <i>The Cat Family</i> (Advanced)		
<b>Scott Foresman Assessment</b>	Chapter Review; ExamView Test (build your own test for lessons 1-4 in chapter 1); FCAT Science Test Prep pp. 1-6; Assessment Book pp. 1-4		
<b>Vocabulary</b> Bold = FCAT Underscore = Marzano	<u>invertebrate</u> , <u>vertebrate</u>		
<b>OTHER RESOURCES</b>			
<b>CIA</b> <a href="http://www.cs.ocps.net">www.cs.ocps.net</a>			
<b>AIMS</b> <a href="http://www.aimsedu.org">www.aimsedu.org</a>	<i>Magnificent Microworld Adventures: Onion Rings, Making a Hay Infusion</i>		
<b>Literature</b>			
<b>Other</b>	Carolina Biological Program, <i>Science, Technology and Children: Microworlds Kit</i> Page Keeley, <i>Uncovering Student Ideas in Science</i> , Vol. 1: Is It Made of Cells? pp. 131-137		
<b>NOTES</b>			

FIFTH GRADE #13		
Life Science		
Scott Foresman Chapter 2: Cells to Systems		
BENCHMARKS AND ITEM CLARIFICATION		AA or CS
The student...		Test Item Code
SC.F.1.2.4 knows that similar cells form different kinds of structures.		MC
<b>Benchmark Codes:</b> AA = Annually Assessed Benchmarks; CS = Content-Sampled Benchmarks <b>Test Item Codes:</b> MC = Multiple Choice; SR = Short Response; ER = Extended Response		
SCOTT FORESMAN SCIENCE		
<b>Scott Foresman Textbook</b>	Directed Inquiry Lesson 1 Lesson 2	What do yeast cells need to grow? p. 36 What is inside a cell? pp. 39-41 How do cells work together? pp. 42-45
<b>Scott Foresman Leveled Readers</b>	<i>Cells to Systems</i> (Below-Level) <i>The Human Body: Cells to Systems</i> (On-Level) <i>Inside Sea Creatures</i> (Advanced)	
<b>Scott Foresman Assessment</b>	Chapter Review; ExamView Test (build your own test for lessons 1 and 2 in chapter 2); FCAT Science Test Prep pp. 7-12; Assessment Book pp. 5-8  (Note: Omit all questions relating to lesson 3.)	
<b>Vocabulary</b> Bold = FCAT Underscore = Marzano	<b>organ, <u>tissue</u></b>	
OTHER RESOURCES		
<b>CIA</b> <a href="http://www.cs.ocps.net">www.cs.ocps.net</a>	Strands F and G - The Human Body: Messing Around with Microscopes	
<b>AIMS</b> <a href="http://www.aimsedu.org">www.aimsedu.org</a>	Vol. 17, No. 5: Cell Blocks; <i>Budding Botanist</i> : Model of a Cell	
<b>Literature</b>	Newbridge: <i>Cells to Systems</i>	
<b>Other</b>	Carolina Biological Program, <i>Science, Technology and Children</i> : Microworlds Kit	
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<b>FIFTH GRADE #14</b>		
<b>Life Science</b>		
<b>Scott Foresman Chapter 3: Human Body Systems</b>		
<b>BENCHMARKS AND ITEM CLARIFICATION</b>		<b>AA or CS</b>
<b>The student...</b>		<b>Test Item Code</b>
SC.F.1.2.1 knows that the human body is made of systems with structures and functions that are related. <i>Identifies, describes, and compares the functions of systems (i.e., digestive system, respiratory system, nervous system, muscular system, circulatory system, and/or skeletal system) in the human body.</i>	CS	MC
<b>Benchmark Codes:</b> AA = <b>Annually Assessed Benchmarks</b> ; CS = Content-Sampled Benchmarks <b>Test Item Codes:</b> MC = Multiple Choice; SR = Short Response; ER = Extended Response		
<b>SCOTT FORESMAN SCIENCE</b>		
<b>Scott Foresman Textbook</b>	Directed Inquiry      How can you observe your pulse? p. 60 Lesson 1                      What is the circulatory system? pp. 62-69 Lesson 2                      What is the respiratory system? pp. 70-73 Lesson 3                      What are the digestive and urinary systems? pp. 74-79 Guided Inquiry              What is your lung capacity? pp. 80-81	SC.F.1.2.1 SC.F.1.2.1 SC.F.1.2.1 SC.F.1.2.1 SC.F.1.2.1
<b>Scott Foresman Leveled Readers</b>	<i>Human Body Systems</i> (Below-Level) <i>Systems of the Human Body</i> (On-Level) <i>Staying Healthy</i> (Advanced)	
<b>Scott Foresman Assessment</b>	Chapter Review; ExamView Test (build your own test for lessons 1-3 in chapter 3); FCAT Science Test Prep pp. 13-18; Assessment Book pp. 9-12	
<b>Vocabulary</b> Bold = FCAT Underscore = Marzano	<u>systems</u>	
<b>OTHER RESOURCES</b>		
<b>CIA</b> <a href="http://www.cs.ocps.net">www.cs.ocps.net</a>	<u>Strands F and G - The Human Body</u> : Lung Power; The Beat Goes On; The Body's Filtering System; Discoveries about Digestion	
<b>AIMS</b> <a href="http://www.aimsedu.org">www.aimsedu.org</a>	<i>From Head to Toe</i> : How Does Your Heart Rate? The Pressure's On; Step in Time; You Take My Breath Away	
<b>Literature</b>		
<b>Other</b>	Carolina Biological Program, <i>Science, Technology and Children</i> : Microworlds Kit Page Keeley, <i>Uncovering Student Ideas in Science, Vol. 1</i> : Human Body Basics, pp. 139-146	
<b>NOTES</b>		

**FIFTH GRADE #15**

**Life Science**

**Scott Foresman Chapter 4: Plants**

**BENCHMARKS AND ITEM CLARIFICATION**

**AA or CS**

**Test Item Code**

**The student...**

SC.F.1.2.4 knows that similar cells form different kinds of structures.

CS

MC

**SC.G.1.2.3 knows that green plants use carbon dioxide, water, and sunlight energy to turn minerals and nutrients into food for growth, maintenance, and reproduction.**

AA

MC, SR

*Identifies and describes the process and importance of photosynthesis.*

**Benchmark Codes:** AA = Annually Assessed Benchmarks; CS = Content-Sampled Benchmarks

**Test Item Codes:** MC = Multiple Choice; SR = Short Response; ER = Extended Response

**SCOTT FORESMAN SCIENCE**

**Scott Foresman  
Textbook**

**Directed Inquiry  
Lesson 1**

**What color can come from leaves? p. 92  
How do leaves help a plant? pp. 94-97**

**SC.G.1.2.3**

SC.F.1.2.4

**SC.G.1.2.3**

**Lesson 2**

**How do stems and roots help a plant? pp. 98-101**

SC.F.1.2.4

**SC.G.1.2.3**

**Guided Inquiry**

**Does the direction seeds are planted affect the  
direction the roots grow? pp. 114-115**

**SC.G.1.2.3**

**Math in Science**

**Comparing Plant Growth pp. 116-117**

**SC.G.1.2.3**

**Scott Foresman  
Leveled Readers**

*Plants (Below-Level)  
Sunflowers and the Story of Plants (On-Level)  
Food and Farming (Advanced)*

**Scott Foresman  
Assessment**

Chapter Review; ExamView Test (build your own test for lessons 1 and 2 in chapter 4); FCAT Science Test Prep pp. 19-24; Assessment Book pp. 13-16

(Note: Omit all questions relating to lessons 3 and 4.)

**Vocabulary**

**Bold = FCAT**

**Underscore = Marzano**

**photosynthesis**

**OTHER RESOURCES**

**CIA**

[www.cs.ocps.net](http://www.cs.ocps.net)

**Strands F and G - Ecosystems:** Habitat, Sweet Habitat; Water World; Shed Some Light on Photosynthesis; Take a Little, Give a Little; What's for Dinner? Web of Life; Owl Have to Think about This; Feasting on Yeast

**AIMS**

[www.aimsedu.org](http://www.aimsedu.org)

*Magnificent Microworld Adventures:* The Green Machine; *The Budding Botanist:* Down Under, Herb and Woody

**Literature**

**Other**

Page Keeley, *Uncovering Student Ideas in Science, Vol. 2:* Is It Food for Plants? pp. 113-120

**NOTES**

**FIFTH GRADE #16**

**Life Science**

**Scott Foresman Chapter 5: Interactions in Ecosystems**

BENCHMARKS AND <i>ITEM CLARIFICATION</i>	AA or CS	Test Item Code
<b>The student...</b>		
<b>SC.B.1.2.1 knows how to trace the flow of energy in a system (e.g., as in an ecosystem).</b>	AA	MC, SR
SC.B.2.2.1 knows that some source of energy is needed for organisms to stay alive and grow.	CS	MC
SC.F.1.2.2 knows how all animals depend on plants. <i>Identifies various ways animals use plants for survival.</i>	CS	MC
SC.G.1.2.1 knows ways that plants, animals, and protists interact. <i>Identifies the roles of different organisms in an ecosystem.</i>	CS	MC
<b>SC.G.1.2.2 knows that living things compete in a climatic region with other living things and that structural adaptations make them fit for an environment.</b> <i>Identifies, explains, analyzes, and interprets the causes and benefits of adaptations in an organism.</i>	AA	MC, SR
<b>SC.G.1.2.3 knows that green plants use carbon dioxide, water, and sunlight energy to turn minerals and nutrients into food for growth, maintenance, and reproduction.</b> <i>Identifies and describes the process and importance of photosynthesis.</i>	AA	MC, SR
SC.G.1.2.4 knows that some organisms decompose dead plants and animals into simple minerals and nutrients for use by living things and thereby recycle matter. (Assessed as G.1.2.6)	CS	MC
SC.G.1.2.5 Knows that animals eat plants or other animals to acquire the energy they need for survival. <i>Identifies the roles of organisms in a food chain.</i>	CS	MC
SC.G.1.2.6 knows that organisms are growing, dying, and decaying and that new organisms are being produced from the materials of dead organisms. (Also assesses G.1.2.4) <i>Identifies the cyclic nature of nutrients.</i>	CS	MC
SC.G.1.2.7 knows that variations in light, water, temperature, and soil content are largely responsible for the existence of different kinds of organisms and population densities in an ecosystem. <i>Identifies factors that benefit or slow down the development of different organisms in an ecosystem.</i>	CS	MC
SC.G.2.2.2 knows that the size of a population is dependent upon the available resources within its community. <i>Identifies factors that limit the population of an organism.</i>	CS	MC

**Benchmark Codes:** AA = Annually Assessed Benchmarks; CS = Content-Sampled Benchmarks  
**Test Item Codes:** MC = Multiple Choice; SR = Short Response; ER = Extended Response

**SCOTT FORESMAN SCIENCE**

<b>Scott Foresman Textbook</b>	Directed Inquiry	How can you find out how animals live in an area? p. 124	<b>SC.G.1.2.3</b>
	<b>Lesson 1</b>	<b>What is an ecosystem? pp. 126-129</b>	<b>SC.G.1.2.2</b>
			SC.G.1.2.7
			SC.G.2.2.2
	Lesson 2	What are land biomes? pp. 130-135	SC.G.1.2.7
	Lesson 3	What are water ecosystems? pp. 136-139	SC.G.1.2.7
	Lesson 4	How do organisms interact? pp. 140-143	SC.G.1.2.1
	<b>Lesson 5</b>	<b>How does energy move in ecosystems? pp. 144-147</b>	<b>SC.B.1.2.1</b>
			SC.B.2.2.1
			SC.F.1.2.2
		<b>SC.G.1.2.3</b>	
		SC.G.1.2.5	
		SC.G.1.2.6	
Lesson 6	What cycles occur in ecosystems? pp. 148-153	SC.G.1.2.1	
		SC.G.1.2.4	
		SC.G.1.2.6	
<b>Guided Inquiry</b>	<b>How can you show that plants use carbon dioxide? pp. 154-155</b>	<b>SC.G.1.2.3</b>	

	Math in Science                      Population Cycles pp. 156-157	SC.G.2.2.2
<b>Scott Foresman Leveled Readers</b>	<i>Interactions in Ecosystems</i> (Below-Level) <i>Inside Ecosystems</i> (On-Level) <i>Build an Aquarium</i> (Advanced)	
<b>Scott Foresman Assessment</b>	Chapter Review; ExamView Test (build your own test for lessons 1-6 in chapter 5); FCAT Science Test Prep pp. 25-30; Assessment Book pp. 17-20	
<b>Vocabulary</b> Bold = FCAT Underscore = Marzano	<b>community, <u>ecosystem</u>, <u>energy pyramid</u>, habitat, population</b>	
<b>OTHER RESOURCES</b>		
<b>CIA</b> <a href="http://www.cs.ocps.net">www.cs.ocps.net</a>	<u>Strands F and G - Ecosystems</u> : Habitat, Sweet Habitat; Water World; Shed Some Light on Photosynthesis; Take a Little, Give a Little; What's for Dinner? Web of Life; Owl Have to Think about This; Feasting on Yeast	
<b>AIMS</b> <a href="http://www.aimsedu.org">www.aimsedu.org</a>	<i>Critters</i> : Who's Home in the Biome?	
<b>Literature</b>	Newbridge: <i>Habitats and Ecosystems Set</i>	
<b>Other</b>	Carolina Biological Program, <i>Science, Technology and Children</i> : Microworlds Kit Page Keeley, <i>Uncovering Student Ideas in Science, Vol. 2</i> : Habitat Change, pp. 143-148	
<b>NOTES</b>		

FIFTH GRADE #17			
Life Science			
Scott Foresman Chapter 6: Changes in Ecosystems			
BENCHMARKS AND ITEM CLARIFICATION		AA or CS	Test Item Code
<b>The student...</b>			
SC.F.2.2.1 knows that many characteristics of an organism are inherited from the parents of the organism, but that other characteristics are learned from an individual's interactions with the environment. <i>Identifies features or behaviors of an organism that are either acquired or inherited.</i>		CS	MC
SC.G.1.2.2 knows that living things compete in a climatic region with other living things and that structural adaptations make them fit for an environment.		AA	MC, SR
SC.G.2.2.1 knows that all living things must compete for Earth's limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring. <i>Identifies characteristics of an organism that increase its probability of reproducing.</i>		AA	MC, SR
SC.G.2.2.3 Understands that changes in the habitat of an organism may be beneficial or harmful. <i>Identifies the effects that changes in a habitat have on organisms.</i>		CS	MC
Benchmark Codes: AA = Annually Assessed Benchmarks; CS = Content-Sampled Benchmarks Test Item Codes: MC = Multiple Choice; SR = Short Response; ER = Extended Response			
SCOTT FORESMAN SCIENCE			
<b>Scott Foresman Textbook</b>	Directed Inquiry	How can pollution affect a habitat? p. 164	SC.G.2.2.3
	<b>Lesson 1</b>	<b>How do ecosystems change? pp. 166-169</b>	<b>SC.G.1.2.2</b>
	<b>Lesson 2</b>	<b>How do species change? pp. 170-173</b>	SC.G.2.2.3 SC.F.2.2.1 <b>SC.G.1.2.2</b>
	<b>Lesson 3</b>	<b>How do changes cause more changes? pp. 174-177</b>	<b>SC.G.2.2.1</b> <b>SC.G.1.2.2</b> <b>SC.G.2.2.1</b>
	Guided Inquiry	What happens when a wetland ecosystem changes? pp. 178-179	SC.G.2.2.3 SC.G.2.2.3
<b>Scott Foresman Leveled Readers</b>	<i>Changing Ecosystems</i> (Below-Level) <i>How Ecosystems Change</i> (On-Level) <i>Changing World</i> (Advanced)		
<b>Scott Foresman Assessment</b>	Chapter Review; ExamView Test (build your own test for lessons 1-3 in chapter 6); FCAT Science Test Prep pp. 31-36; Assessment Book pp. 21-24		
<b>Vocabulary</b> Bold = FCAT Underscore = Marzano	<b>adaptation</b>		
OTHER RESOURCES			
<b>CIA</b> <a href="http://www.cs.ocps.net">www.cs.ocps.net</a>	<u>Strands F and G - Life Adaptations</u> : How Many Bears Can This Forest Hold? Adapting to Change <u>Strands F and G - Ecosystems</u> : Coastal Erosion		
<b>AIMS</b> <a href="http://www.aimsedu.org">www.aimsedu.org</a>	<i>Vol. 16, No. 1</i> : Beat the Heat; <i>Vol. 18, No. 10</i> : Habitat Changes; <i>Critters</i> : Missing Moths		
<b>Literature</b>			
<b>Other</b>	Carolina Biological Program, <i>Science, Technology and Children</i> : Microworlds Kit Page Keeley, <i>Uncovering Student Ideas in Science, Vol. 2</i> : Baby Mice, pp. 129-136		
NOTES			