

**Youngstown City Schools
Grade 5 Science Pacing Guide
Quarter 1**

Strand/ Content Statement	Duration	Learning Targets “I Can....”	Resources	Vocabulary / Concepts
Thinking Like a 21 st Century Scientist and Engineer	Weeks 1 -3	<ul style="list-style-type: none"> • Follow a laboratory procedure and work collaboratively within a group using appropriate scientific tools • Work individually, with a partner, and as a team to test a scientific concept, change a variable, and record the experimental outcome. • Use the engineering design cycle to develop a solution with a predictable outcome. • Cite specific text or online resource to support a proposed design solution. 	<p><u>Lessons:</u></p> <ul style="list-style-type: none"> • Team building • Lab Safety • Laboratory procedures and equipment • Computer technology • Introduction to Science and Engineering • Inquiry Design Cycle <p><u>Textbook: MacMillan Science</u></p> <p><u>Discovery Education:</u> www.discoveryeducation.com User name: your email address Password: united</p> <p>AIR Practice Site</p>	<ul style="list-style-type: none"> • Classify • Communicate • Compare • Conclude • Data • Design Cycle • Engineer • Evidence • Infer • Interpret • Investigate • Justify • Measure • Observe • Organize • Predict / Hypothesis • Question • Record • Relate • Science Variable
Life Science Organisms perform a variety of roles in an ecosystem. All of the processes that	Weeks 4-9 *Will continue into second Quarter for 3 additional weeks	<ul style="list-style-type: none"> • Identify producers, consumers and decomposers in an ecosystem • Identify herbivores, carnivores and omnivores • Categorize organisms by how they obtain their energy • Diagram energy flow through an ecosystem • Identify that producers change 	<p><u>Discovery Education:</u> www.discoveryeducation.com User name: your email address Password: united</p> <ul style="list-style-type: none"> - Debbie Greenthumb: How Plants Grow 12:59 min - Real World Science : Seeds and Plants 12:26 min(segment: Closer Look at Seeds and Germination 1:40) 	<ul style="list-style-type: none"> • Carnivore • Commensalism • Consumer • Decomposer • Dynamic Relationships • Ecosystem • Energy • Energy flow • Food chains

<p>take place within organisms require energy.</p> <p>* Topics within these content statements will be assessed on BOTH the PBA and EOY</p>		<p>energy from the sun and make food through a process called photosynthesis</p> <ul style="list-style-type: none"> • Describe and identify the process of photosynthesis • Investigate a locally threatened or endangered species • Create a remediation program based on investigations of a locally threatened or endangered species • Simulate predator-prey relationships • Observe satellite imaging and determine the relationship between the producers and consumers within an ecosystem • Explain symbiotic relationships, commensalism, mutualism and parasitism • Identify animals that live within each of the 3 main types of symbiotic relationships 	<p><u>Other Resources:</u></p> <p><u>Books:</u></p> <ul style="list-style-type: none"> - <u>The Reason for a Flower</u> by Ruth Heller - <u>The Lorax</u> by Dr. Seuss <p><u>Websites:</u></p> <p>http://www.myschoolhouse.com/courses/o/1/5.asp</p> <p><u>ODE:</u></p> <p>http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Science/Science_Standards.pdf.aspx</p> <p>AIR Practice Site</p>	<ul style="list-style-type: none"> • Food webs • Herbivore • Mutualism • Nutrients • Omnivore • Organisms • Parasitism • Photosynthesis • Predator-Prey Relationship • Producer • Source of Energy Species • Symbiotic • Threatened or Endangered • Transfer energy • Transform energy
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