

Worth County Elementary School  
Fifth Grade 2nd Nine Weeks  
Science Pacing Guide

Week	Dates	Unit Topic	GSE	Overview of lessons taught
1	10/12 -10/14	Dynamics of Classification <b>Vertebrates/Invertebrates</b>	<b>S5L1a</b> Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.	<ul style="list-style-type: none"> <li>Develop a model that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal) using data from multiple sources.</li> </ul>
2	10/17-10/21	Dynamics of Classification <b>Plants</b>	<b>5L1b</b> Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.	<ul style="list-style-type: none"> <li>Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers) using data from multiple sources.</li> </ul>
3	10/24-10/28	Dynamics of Classification <b>Plants</b>	<b>S5L1b</b> Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.	<ul style="list-style-type: none"> <li>Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers) using data from multiple sources.</li> </ul>
4	10/31-11/4	Dynamics of Classification <b>Instincts/Learned Behaviors</b> <b>Inherited/Acquired Traits</b>	<p><b>S5L2a</b> Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.</p> <p><b>S5L2b</b> Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.</p>	<ul style="list-style-type: none"> <li>Ask questions to compare and contrast instincts and learned behaviors.</li> <li>Ask questions to compare and contrast inherited and acquired physical traits.</li> </ul>

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5	11/7-11/11  11/11 2A TEST	Dynamics of Classification  <b>Instincts/Learned Behaviors</b>  <b>Inherited/Acquired Traits</b>	<b>S5L2a</b> Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.  <b>S5L2b</b> Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.	<ul style="list-style-type: none"> <li>● Ask questions to compare and contrast instincts and learned behaviors.</li> <li>● Ask questions to compare and contrast inherited and acquired physical traits.</li> </ul>
6	11/14-11/18	Cells and Microorganisms  <b>Plant and Animal Cells</b>	<b>S5L3a, b, c</b> Obtain, evaluate, and communicate information to compare and contrast the parts of plants and animal cells.	<ul style="list-style-type: none"> <li>● Gather evidence by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification.</li> <li>● Develop a model to identify and label parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus).</li> <li>● Construct an explanation that differentiates between the structure of plant and animal cells.</li> </ul>
7	11/28-12/2	Cells and Microorganisms  <b>Plant and Animal Cells</b>	<b>S5L3a, b, c</b> Obtain, evaluate, and communicate information to compare and contrast the	<ul style="list-style-type: none"> <li>● Gather evidence by utilizing technology tools to support a</li> </ul>

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			parts of plants and animal cells.	<p>claim that plants and animals are comprised of cells too small to be seen without magnification.</p> <ul style="list-style-type: none"> <li>● Develop a model to identify and label parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus).</li> <li>● Construct an explanation that differentiates between the structure of plant and animal cells.</li> </ul>
8	12/5-12/9	<p>Cells and Microorganisms</p> <p><b>Plant and Animal Cells</b></p> <p><b>Microorganisms</b></p>	<p><b>S5L3a, b, c</b>        Obtain, evaluate, and communicate information to compare and contrast the parts of plants and animal cells.</p> <p><b>S5L4a, b</b>        Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms.</p>	<ul style="list-style-type: none"> <li>● Gather evidence by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification.</li> <li>● Develop a model to identify and label parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane,</li> </ul>

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				<p>cytoplasm, and nucleus).</p> <ul style="list-style-type: none"> <li>● Construct an explanation that differentiates between the structure of plant and animal cells.</li> <li>● Construct an argument using scientific evidence to support a claim that some microorganisms are beneficial.</li> <li>● Construct an argument using scientific evidence to support a claim that some microorganisms are harmful.</li> </ul>
9	12/12-12/16  12/14 2B TEST	Cells and Microorganisms  <b>Microorganisms</b>	<b>S5L4a, b</b> Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms.	<ul style="list-style-type: none"> <li>● Construct an argument using scientific evidence to support a claim that some microorganisms are beneficial.</li> <li>● Construct an argument using scientific evidence to support a claim that some microorganisms are harmful.</li> </ul>