

Worth County Elementary School
Fifth Grade 1st Nine Weeks
Science Pacing Guide

Week	Dates	Unit Topic	GPS Standard	Overview of lessons taught
1	8/3-8/5 8/8-8/12	Earth and Changes Over Time Geological Process	S5E1 Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.	Identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes. <ul style="list-style-type: none"> • Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes. • Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.
2	8/15-8/19	Earth and Changes Over Time Geological Processes Formation and/or destruction of landforms	S5E1 Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.	<ul style="list-style-type: none"> • Identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes. • Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes. • Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.
3	8/22-8/26	Earth and Changes Over Time	S5E1 Obtain, evaluate, and communicate information	<ul style="list-style-type: none"> • Identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as

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		<p style="text-align: center;">Geological Processes</p> <p style="text-align: center;">Formation and/or destruction of landforms</p>	<p style="text-align: center;">to identify surface features on the Earth caused by constructive and/or destructive processes.</p>	<p>being caused by constructive and/or destructive processes.</p> <ul style="list-style-type: none"> ● Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes. ● Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.
4	<p style="text-align: center;">8/29-9/2</p> <p style="text-align: center;">Common Assessment</p> <p style="text-align: center;">1A: 9/2</p>	<p style="text-align: center;">Earth and Changes Over Time</p> <p style="text-align: center;">Geological Processes</p> <p style="text-align: center;">Formation and/or destruction of landforms</p>	<p style="text-align: center;">S5E1</p> <p style="text-align: center;">Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.</p>	<ul style="list-style-type: none"> ● Identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes. ● Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes. ● Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.
5	<p style="text-align: center;">9/5-9/9</p> <p style="text-align: center;">Labor Day</p>	<p style="text-align: center;">Earth and Changes Over Time</p> <p style="text-align: center;">Geological Processes</p> <p style="text-align: center;">Formation and/or destruction of landforms</p>	<p style="text-align: center;">S5E1</p> <p style="text-align: center;">Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.</p>	<ul style="list-style-type: none"> ● Identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes. ● Develop simple interactive models to collect data that illustrate

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				<p>how changes in surface features are/were caused by constructive and/or destructive processes.</p> <ul style="list-style-type: none"> • Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.
6	9/12-9/16	<p>Earth and Changes Over Time</p> <p>Geological Processes</p> <p>Formation and/or destruction of landforms</p>	<p>S5E1</p> <p>Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.</p>	<ul style="list-style-type: none"> • Identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes. • Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes. • Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.
7	9/19-9/23	<p>Earth and Changes Over Time</p> <p>Geological Processes</p> <p>Formation and/or destruction of landforms</p>	<p>S5E1</p> <p>Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.</p>	<ul style="list-style-type: none"> • Identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes. • Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes. • Ask questions to obtain information on how

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8	9/26-9/30	<p style="text-align: center;">Dynamics of Classification</p> <p style="text-align: center;">Grouping animals and plants by their internal and/or external structure</p>	<p style="text-align: center;">S5L1a</p> <p style="text-align: center;">Obtain, evaluate, and communicate information to group organisms using scientific classification procedures</p>	<ul style="list-style-type: none"> 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.
9	<p style="text-align: center;">10/3-10/6</p> <p style="text-align: center;">End of 9 weeks 10/6</p> <p style="text-align: center;">Fall Break 10/7-10/11</p>	<p style="text-align: center;">Dynamics of Classification</p> <p style="text-align: center;">Grouping animals and plants by their internal and/or external structure</p>	<p style="text-align: center;">S5L1a</p> <p style="text-align: center;">Obtain, evaluate, and communicate information to group organisms using scientific classification procedures</p>	<ul style="list-style-type: none"> 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.