#### Students will:

5-1: Plan and carry out investigations (e.g., adding air to expand a basketball, compressing air in a syring	jе,
dissolving sugar in water, evaporating salt water) to provide evidence that matter is made of particles too	
small to be seen.	

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria						
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4	
1. Grade appropriate evidence of the science and engineering practices ( <b>SEP</b> ) is evident.						
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.						
3. Grade appropriate evidence that the disciplinary core idea ( <b>DCI</b> ) is evident.						
4. Materials focus on an integration of SEP's <b>and</b> CCC's into the in-depth learning of the DCI.						
5. Learning experiences fit together coherently and help students develop proficiency on this standard.						
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.						
7. Integrates engineering and technology as significant elements in the learning experiences.						
8. Provides relevant grade-appropriate connections to the math and ELA standards.               (a) Math Standards Connections Visible						
□ (b) ELA Standards Connections Visible						
<ol> <li>Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.</li> </ol>						
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.						
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.						
idos, and experiments.						
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form						
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Documentation of how the standard is met. Cite examples from the material (chapter and page n and tab name)		ers O	R mo	odule		
Portions of the standard that are missing or not well developed in the instructional material (if ar	ıy):					
Comments:						

#### Students will:

**5-2:** Investigate matter to provide mathematical evidence, including graphs, to show that regardless of the type of reaction (e.g., new substance forming due to dissolving or mixing) or change (e.g., phase change) that occurs when heating, cooling, or mixing substances, the total weight of the matter is conserved.

occurs when heating, cooling, or mixing substances, the total weight of the matter is con							
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria							
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4		
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solutions to problems.	<u> </u>						
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Documentation of how the standard is met. Cite examples from the material (chapter and page n	umh	erc O	R mc	dule			
and tab name)	JIIIO		IX IIIC	duic			
and the name)							
Portions of the standard that are missing or not well developed in the instructional material (if an	<u>y):</u>						
Comments:							

Students will:						
<b>5-3:</b> Examine matter through observations and measurements to identify materials (e.g., minerals, liquids) based on their properties (e.g., color, hardness, reflectivity, electrical conductivity, response to magnetic forces, solubility, density).	-				nal	
0 = Rarely adheres to the criteria 1 = Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3 = Adheres to the criteria 4 = Exceeds the criteria						
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4	
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Documentation of how the standard is met. Cite examples from the material (chapter and page mand tab name)	ımb	ers O	K mc	dule		
Portions of the standard that are missing or not well developed in the instructional material (if an	y):					
Comments:						

#### Students will:

**5-4:** Investigate whether the mixing of two or more substances results in new substances (e.g., mixing of baking soda and vinegar resulting in the formation of a new substance, gas; mixing of sand and water resulting in no new substance being formed).

0 = Rarely adheres to the criteria $1 = $ Occasionally adheres to the criteria $2 = $ Sometimes $3 = $ Adheres to the criteria $4 = $ Exceeds the criteria	adheres	to the	crite	ria	
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident					
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<ol> <li>Materials focus on an integration of SEP's and CCC's into the in-depth learning of th DCI.</li> </ol>	e				
<ul><li>5. Learning experiences fit together coherently and help students develop proficiency or this standard.</li></ul>	I.				
6. Learning opportunities include instructional strategies that facilitate three-dimensional	1				
learning in an integrated fashion to support making sense of phenomena and/or					Ì
designing solutions to problems through inquiry and engineering design experiences.  7. Integrates engineering and technology as significant elements in the learning	_	-	<u> </u>		
7. Integrates engineering and technology as significant elements in the learning experiences.					Ì
8. Provides relevant grade-appropriate connections to the math and ELA standards.					
<ul> <li>(a) Math Standards Connections Visible</li> <li>(b) ELA Standards Connections Visible</li> </ul>		+			
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<ol><li>Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designin solutions to problems.</li></ol>	3				
<ol> <li>Provides opportunities for grade-appropriate scientific discourse, scientific writing, ar academic vocabulary in the context of the learning experience.</li> </ol>	ıd				
11. Adheres to safety rules and emphasizes the importance of safety in science procedure labs, and experiments.	3,				
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STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					
Documentation of how the standard is met. Cite examples from the material (chapter and page and tab name)	numb	ers O	R mo	dule	
Portions of the standard that are missing or not well developed in the instructional material (if	any):				
Comments:					
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Textbook Series/Title: Review	er Ini	tials_			

#### Students will:

**5-5:** Construct explanations from observations to determine how the density of an object affects whether the object sinks or floats when placed in a liquid.

3= Adheres to the criteria $4=$ Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
<ol> <li>Grade appropriate evidence of the science and engineering practices (SEP) is evident.</li> </ol>					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea ( <b>DCI</b> ) is evident.					
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<ol><li>Learning experiences fit together coherently and help students develop proficiency on this standard.</li></ol>	7				
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards.  □ (a) Math Standards Connections Visible  □ (b) ELA Standards Connections Visible					
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10. Provides opportunities for grade-appropriate scientific discourse, scientific writing and academic vocabulary in the context of the learning experience.	5,				
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
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STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					
Documentation of how the standard is met. Cite examples from the material (chapter and page and tab name)	numb	ers O	R mo	dule	
Portions of the standard that are missing or not well developed in the instructional material (if	any):				
Comments:					

#### Students will:

**5-6:** Construct an explanation from evidence to illustrate that the gravitational force exerted by Earth on objects is directed downward towards the center of Earth.

0 = Rarely adheres to the criteria						
	3= Adheres to the criteria 4 = Exceeds the criteria Place a check in the appropriate box for each of the criteria after review	0	1	2	2	1
1	Grade appropriate evidence of the science and engineering practices (SEP) is	0	1	2	3	4
1.	evident.					
2.	Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
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	phenomena and/or designing solutions to problems through inquiry and					
	engineering design experiences.					
7.	Integrates engineering and technology as significant elements in the learning					
	experiences.					
8.	Provides relevant grade-appropriate connections to the math and ELA standards.  (a) Math Standards Connections Visible					
	□ (a) Math Standards Connections Visible □ (b) ELA Standards Connections Visible					
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	designing solutions to problems.					
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STEP 1: Ta	bulate the total points for each column. Add column totals and transfer to					
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Portions of	the standard that are missing or not well developed in the instructional material (if an	*/).				
r ortions or	the standard that are missing of not wen developed in the histractional material (if an	y).				
Comments:						
To	extbook Series/Title: Reviewer	Init	ials			

#### Students will:

5-7:	Design and	conduct a to	est to modify	the speed	of a falling	object due t	o gravity (e.	.g., construc	ting a
parac	hute to keep	an attached	d object from	breaking)	.*				

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0 = Kare	ly adheres to the criteria $1 = Occasionally$ adheres to the criteria $2 = Sometimes$ adh $3 = Adheres$ to the criteria $4 = Exceeds$ the criteria	eres	to the	crite	rıa	
	Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
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9.	☐ (b) ELA Standards Connections Visible  Provides scaffolded supports for teachers to facilitate learning of the practices so					
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	procedures, tubs, and experiments.				<u> </u>	
STEP 1: Ta	bulate the total points for each column. Add column totals and transfer to					
Documental and tab name	tion of how the standard is met. Cite examples from the material (chapter and page nume)	ımbe	ers O	R mo	dule	
Portions of	the standard that are missing or not well developed in the instructional material (if an	y):				
Comments:						

#### Students will:

<b>5-8:</b> Defend the position that plants obtain materials needed for growth primarily from air and water.						
0 = Rarely adheres to the criteria $1 = Occasionally adheres to the criteria$ $2 = Sometimes adheres$ $3 = Adheres to the criteria$ $4 = Exceeds the criteria$	neres	to the	crite	ria		
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4	
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Documentation of how the standard is met. Cite examples from the material (chapter and page n and tab name)	umb	ers O	K mo	dule		
Portions of the standard that are missing or not well developed in the instructional material (if an	ny):					
Comments:						

#### Students will:

5-9: Construct an illustration to explain how plants use light energy to convert carbon di	oxio	de an	d wa	ter ir	nto	
a storable fuel, carbohydrates, and a waste product, oxygen, during the process of photos	_					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria						
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4	
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(b) ELA Standards Connections Visible  9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.  10. Provides opportunities for grade-appropriate scientific discourse, scientific writing,	8. Provides relevant gr	rade-appropriate connections to the math and ELA standards.					
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and academic vocabulary in the context of the learning experience.	* *	ies for grade-appropriate scientific discourse, scientific writing, bulary in the context of the learning experience.					
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Comments:	Comments:						

#### Students will:

<b>5-11</b> : Crea	ate a model to illustrate the transfer of matter among producers; consumers, inc	ludi	ing so	cavei	ngers	
	nposers; and the environment.					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria						
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1.	Grade appropriate evidence of the science and engineering practices (SEP) is					
2.	evident.  Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3.	Grade appropriate evidence that the disciplinary core idea ( <b>DCI</b> ) is evident.					
4.	Materials focus on an integration of SEP's <b>and</b> CCC's into the in-depth learning of the DCI.					
5.	Learning experiences fit together coherently and help students develop proficiency on this standard.					
6.	Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7.	Integrates engineering and technology as significant elements in the learning experiences.					
8.	Provides relevant grade-appropriate connections to the math and ELA standards.  (a) Math Standards Connections Visible  (b) ELA Standards Connections Visible					
9.	Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or					
10.	designing solutions to problems.  Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11.	Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Ta	abulate the total points for each column. Add column totals and transfer to n form					
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Portions of	the standard that are missing or not well developed in the instructional material (if an	y):				
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#### Students will:

<b>5-12:</b> Defend the claim that one factor determining the apparent brightness of the sun compared to other stars							
is the relative distance from Earth.							
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria							
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4		
1. Grade appropriate evidence of the science and engineering practices ( <b>SEP</b> ) is evident.							
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Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)							
Portions of the standard that are missing or not well developed in the instructional material (if any):							
Comments:	Comments:						

#### Students will:

**5-13:** Analyze data and represent with graphs to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky (e.g., shadows and the position and motion of Earth with respect to the sun, visibility of select stars only in particular months).

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Portions of the standard that are missing or not well developed in the instructional material (if any):							
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#### Students will:

**5-14:** Use a model to represent how any two systems, specifically the atmosphere, biosphere, geosphere, and/or hydrosphere, interact and support life (e.g., influence of the ocean on ecosystems, landform shape, and climate; influence of the atmosphere on landforms and ecosystems through weather and climate; influence of mountain ranges on winds and clouds in the atmosphere).

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#### Students will:

**5-15:** Identify the distribution of freshwater and salt water on Earth (e.g., oceans, lakes, rivers, glaciers, ground water, polar ice caps) and construct a graphical representation depicting the amounts and percentages found in different reservoirs.

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria								
	Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4		
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Portions of the standard that are missing or not well developed in the instructional material (if any):								
Comments								

#### Students will:

<b>5-16:</b> Collect and organize scientification	fic ideas that individuals and commu	nities can use to protect Earth's natural
resources and its environment (e.g	,, terracing land to prevent soil erosic	on, utilizing no-till farming to improve
soil fertility, regulating emissions	from factories and automobiles to red	duce air pollution, recycling to reduce
overuse of landfill areas).		
0 = Rarely adheres to the criteria	1= Occasionally adheres to the criteria	2 = Sometimes adheres to the criteria

	3= Adheres to the criteria $4=$ Exceeds the criteria					
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#### Students will:

<b>5-17:</b> Design solutions, test, and revise a process for cleaning a polluted environment (e.g., simulating an oil							
spill in the ocean or a flood in a city and creating a solution for containment and/or cleanup).*							
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