









Grade 5 Science (Master)




Teacher: Neumann, Rattai, Barten, Swanson

September 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p> <b>ACT Readiness Standards</b></p> <p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHAT DO SCIENTISTS AND ENGINEERS DO?</b></li> <li>● <b>HOW DOES HUMAN INTERACTION AFFECT EARTH SYSTEMS?</b></li> <li>● <b>HOW IS ENERGY TRANSFERRED AND TRANSFORMED ?</b></li> <li>● <b>HOW IS EARTH EVER CHANGING?</b></li> </ul>	<p><b>Scientific Method</b></p> <ol style="list-style-type: none"> <li>1. Engage in the scientific process</li> <li>2. Recognize processes that scientists use to solve problems</li> </ol> <p><b>Variables</b></p> <ol style="list-style-type: none"> <li>1. Organize data from an experiment</li> <li>2. Analyze data from an experiment</li> <li>3. Interpret data from an experiment</li> </ol> <p><b>Design Process</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the design process and the scientific method</li> <li>2. Identify a problem</li> <li>3. Construct a solution</li> <li>4. Discover that engineering is a continuous process and ever-evolving</li> </ol>	<ol style="list-style-type: none"> <li>1. I can identify the steps of the Scientific Method.</li> <li>2. I can use appropriate steps and tools to perform a scientific investigation.</li> <li>3. I can accurately gather data, analyze, and make sense of data.</li> <li>4. I can explain why scientists perform repeated trials and control variables.</li> <li>5. I can explain the steps of the design process.</li> <li>6. I can use the design process to solve real-life problems.</li> </ol>	<p> Scientific Method and Variables/Nature of Science Test</p>	<p> Engineering Template</p> <p> Scientific Method Template  Graphing</p> <p> Writing Prompts and Rubrics</p> <p></p>

<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>How do scientists investigate?</i></li> <li>• <i>How do scientists collect and interpret data?</i></li> <li>• <i>How do scientists support their conclusions?</i></li> <li>• <i>What is the design process?</i></li> <li>• <i>What do engineers do?</i> </li> </ul> <p>MN Academic Standards</p> <p><b>The Nature of Science</b></p> <ol style="list-style-type: none"> <li>1. Scientific Method</li> <li>2. Variables</li> <li>3. Design Process</li> </ol>				
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 <b>ACT Readiness Standards</b>	<p><b>Scientific Method</b></p> <ol style="list-style-type: none"> <li>1. Engage in the scientific process</li> <li>2. Recognize processes</li> </ol>	<p>1. I can identify the steps of the Scientific Method.</p>	<p> Scientific Method and Variables/Nature of Science Test</p>	<p> Engineering Template</p>

<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHAT DO SCIENTISTS AND ENGINEERS DO?</b></li> <li>● <b>HOW DOES HUMAN INTERACTION AFFECT EARTH SYSTEMS?</b></li> <li>● <b>HOW IS ENERGY TRANSFERRED AND TRANSFORMED ?</b></li> <li>● <b>HOW IS EARTH EVER CHANGING?</b></li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>● <i>How do scientists investigate?</i></li> <li>● <i>How do scientists collect and interpret data?</i></li> <li>● <i>How do scientists support their conclusions?</i></li> </ul>	<p>that scientists use to solve problems</p> <p><b>Variables</b></p> <ol style="list-style-type: none"> <li>1. Organize data from an experiment</li> <li>2. Analyze data from an experiment</li> <li>3. Interpret data from an experiment</li> </ol> <p><b>Design Process</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the design process and the scientific method</li> <li>2. Identify a problem</li> <li>3. Construct a solution</li> <li>4. Discover that engineering is a continuous process and ever-evolving</li> </ol>	<p>2. I can use appropriate steps and tools to perform a scientific investigation.</p> <p>3. I can accurately gather data, analyze, and make sense of data.</p> <p>4. I can explain why scientists perform repeated trials and control variables.</p> <p>5. I can explain the steps of the design process.</p> <p>6. I can use the design process to solve real-life problem.</p>	<p><input type="checkbox"/> Scientific Method Template <input type="checkbox"/> Graphing</p> <p><input type="checkbox"/> Writing Prompts and Rubrics</p>
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<ul style="list-style-type: none"> <li>• <i>What is the design process?</i></li> <li>• <i>What do engineers do?</i> </li> </ul> <p>MN Academic Standards</p> <p><b>The Nature of Science</b></p> <ol style="list-style-type: none"> <li>1. Scientific Method</li> <li>2. Variables</li> <li>3. Design Process</li> <li>4. Great Graphs in 10 Days</li> </ol>				
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<p><b>AFFECT EARTH SYSTEMS?</b></p> <ul style="list-style-type: none"> <li>● <b>HOW IS ENERGY TRANSFERRED AND TRANSFORMED ?</b></li> <li>● <b>HOW IS EARTH EVER CHANGING?</b></li> </ul> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● <i>How do scientists investigate?</i></li> <li>● <i>How do scientists collect and interpret data?</i></li> <li>● <i>How do scientists support their conclusions?</i></li> <li>● <i>What is the design process?</i></li> <li>● <i>What do engineers do?</i> </li> </ul> <p>MN Academic Standards</p> <p><b>The Nature of Science</b></p> <ol style="list-style-type: none"> <li>1. Scientific Method</li> <li>2. Variables</li> </ol>	<p>experiment</p> <p><b>Design Process</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the design process and the scientific method</li> <li>2. Identify a problem</li> <li>3. Construct a solution</li> <li>4. Discover that engineering is a continuous process and ever-evolving</li> </ol>	<ol style="list-style-type: none"> <li>4. I can explain why scientists perform repeated trials and control variables.</li> <li>5. I can explain the steps of the design process.</li> <li>6. I can use the design process to solve real-life problem.</li> </ol>		
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<p>3. Design Process 4. Great Graphs in 10 Days</p>				
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<p>● <b>HOW IS EARTH EVER CHANGING?</b></p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● <i>How do scientists investigate?</i></li> <li>● <i>How do scientists collect and interpret data?</i></li> <li>● <i>How do scientists support their conclusions?</i></li> <li>● <i>What is the design process?</i></li> <li>● <i>What do engineers do?</i></li> <li>● <i>How does graphing help scientists and engineers analyze?</i></li> </ul> <p> MN Academic Standards <b>The Nature of Science</b></p> <ol style="list-style-type: none"> <li>1. Scientific Method</li> <li>2. Variables</li> <li>3. Design Process</li> <li>4. Great Graphs in 10 Days</li> </ol>	<p>continuous process and ever-evolving</p>			
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<ul style="list-style-type: none"> <li>• <i>How do scientists support their conclusions?</i></li> <li>• <i>What is the design process?</i></li> <li>• <i>What do engineers do?</i></li> <li>• <i>How does graphing help scientists and engineers analyze?</i></li> </ul> <p> MN Academic Standards <b>The Nature of Science</b></p> <ol style="list-style-type: none"> <li>1. Scientific Method</li> <li>2. Variables</li> <li>3. Design Process</li> <li>4. Great Graphs in 10 Days</li> </ol>				
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<p><b>ENGINEERS DO?</b></p> <ul style="list-style-type: none"> <li>● <b>HOW DOES HUMAN INTERACTION AFFECT EARTH SYSTEMS?</b></li> <li>● <b>HOW IS ENERGY TRANSFERRED AND TRANSFORMED ?</b></li> <li>● <b>HOW IS EARTH EVER CHANGING?</b></li> </ul> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● <i>How do scientists investigate?</i></li> <li>● <i>How do scientists collect and interpret data?</i></li> <li>● <i>How do scientists support their conclusions?</i></li> <li>● <i>What is the design process?</i></li> <li>● <i>What do engineers do?</i></li> </ul>	<p><b>Variables</b></p> <ol style="list-style-type: none"> <li>1. Organize data from an experiment</li> <li>2. Analyze data from an experiment</li> <li>3. Interpret data from an experiment</li> </ol> <p><b>Design Process</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the design process and the scientific method</li> <li>2. Identify a problem</li> <li>3. Construct a solution</li> <li>4. Discover that engineering is a continuous process and ever-evolving</li> </ol>	<p>scientific investigation.</p> <ol style="list-style-type: none"> <li>3. I can accurately gather data, analyze, and make sense of data.</li> <li>4. I can explain why scientists perform repeated trials and control variables.</li> <li>5. I can explain the steps of the design process.</li> <li>6. I can use the design process to solve real-life problem.</li> </ol>		<p> Graphing  Writing Prompts and Rubrics</p>
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<ul style="list-style-type: none"> <li>• <i>How does graphing help scientists and engineers analyze?</i></li> </ul> <p> MN Academic Standards</p> <p><b>The Nature of Science</b></p> <ol style="list-style-type: none"> <li>1. Scientific Method</li> <li>2. Variables</li> <li>3. Design Process</li> <li>4. Great Graphs in 10 Days</li> </ol>				
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<p><b>AFFECT EARTH SYSTEMS?</b></p> <ul style="list-style-type: none"> <li><b>HOW IS ENERGY TRANSFERRED AND TRANSFORMED ?</b></li> <li><b>HOW IS EARTH EVER CHANGING?</b></li> </ul> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li><i>How do scientists investigate?</i></li> <li><i>How do scientists collect and interpret data?</i></li> <li><i>How do scientists support their conclusions?</i></li> <li><i>What is the design process?</i></li> <li><i>What do engineers do?</i></li> <li><i>How does graphing help scientists and engineers analyze?</i></li> </ul> <p> MN Academic Standards</p>	<p>3. Interpret data from an experiment</p> <p><b>Design Process</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the design process and the scientific method</li> <li>2. Identify a problem</li> <li>3. Construct a solution</li> <li>4. Discover that engineering is a continuous process and ever-evolving</li> </ol>	<p>data.</p> <ol style="list-style-type: none"> <li>4. I can explain why scientists perform repeated trials and control variables.</li> <li>5. I can explain the steps of the design process.</li> <li>6. I can use the design process to solve real-life problem.</li> </ol>		
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<p><b>The Nature of Science</b></p> <ol style="list-style-type: none"> <li>1. Scientific Method</li> <li>2. Variables</li> <li>3. Design Process</li> <li>4. Great Graphs in 10 Days</li> </ol>				
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<p><b>TRANSFORMED ?</b></p> <ul style="list-style-type: none"> <li>● <b>HOW IS EARTH EVER CHANGING?</b></li> </ul> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● <i>How do scientists investigate?</i></li> <li>● <i>How do scientists collect and interpret data?</i></li> <li>● <i>How do scientists support their conclusions?</i></li> <li>● <i>What is the design process?</i></li> <li>● <i>What do engineers do?</i></li> <li>● <i>How does graphing help scientists and engineers analyze?</i></li> </ul> <p> MN Academic Standards</p> <p><b>The Nature of Science</b></p> <ol style="list-style-type: none"> <li>1. Scientific Method</li> <li>2. Variables</li> <li>3. Design Process</li> </ol>	<p>scientific method</p> <ol style="list-style-type: none"> <li>2. Identify a problem</li> <li>3. Construct a solution</li> <li>4. Discover that engineering is a continuous process and ever-evolving</li> </ol>	<ol style="list-style-type: none"> <li>5. I can explain the steps of the design process.</li> <li>6. I can use the design process to solve real-life problem.</li> </ol>		
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4. Great Graphs in 10 Days				
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<p>● <b>HOW IS EARTH EVER CHANGING?</b></p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● How do we classify living things?</li> <li>● How do plants and animals grow and change?</li> <li>● How are living things organized?</li> <li>● How do living things interact with their environment?</li> <li>● How do humans impact the environment?</li> </ul> <p> <b>MN Academic Standards</b></p> <p><b>Earth's Living Systems</b></p> <ol style="list-style-type: none"> <li>1. Classification</li> <li>2. Adaptations</li> <li>3. Structures and Functions</li> <li>4. Ecosystems</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how humans interact and influence with ecosystems</li> <li>2. Discover how all of the organisms in an ecosystem are interdependent and how changes influence the balance</li> </ol>			
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<p> <b>ACT Readiness Standards</b></p> <p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHAT DO SCIENTISTS AND ENGINEERS DO?</b></li> <li>● <b>HOW DOES HUMAN INTERACTION AFFECT EARTH SYSTEMS?</b></li> <li>● <b>HOW IS ENERGY TRANSFERRED AND TRANSFORMED ?</b></li> <li>● <b>HOW IS EARTH EVER CHANGING?</b></li> </ul>	<p><b>Classification</b></p> <ol style="list-style-type: none"> <li>1. Utilize a dichotomous key for living organisms</li> <li>2. Subdivide living organisms based on physical attributes</li> </ol> <p><b>Adaptations, Structures, and Functions</b></p> <ol style="list-style-type: none"> <li>1. Consider how physical and behavioral adaptations help organisms survive</li> <li>2. Explain how adaptations contribute to natural selection</li> <li>3. Compare physical characteristics of plants and animals vastly different environments</li> </ol> <p><b>Ecosystems</b></p> <ol style="list-style-type: none"> <li>1. Describe how humans interact and influence with ecosystems</li> <li>2. Discover how all of the</li> </ol>	<p>I can use classification to identify physical features and behaviors of organisms</p> <p>I can describe physical and behavioral features that do/do not help organisms' survival.</p> <p>I can explain how all living and non-living parts of an ecosystem impact survival and health the environment and its organisms.</p>	<p> Life Science Test</p>	<p>DNR Pearson Textbook Chapters 3-6</p> <p> Animal Kingdom Notes</p> <p> Writing Prompts and Rubrics</p>

<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● How do we classify living things?</li> <li>● How do plants and animals grow and change?</li> <li>● How are living things organized?</li> <li>● How do living things interact with their environment?</li> <li>● How do humans impact the environment?</li> </ul> <p> <b>MN Academic Standards</b></p> <p><b>Earth's Living Systems</b></p> <ol style="list-style-type: none"> <li>1. Classification</li> <li>2. Adaptations</li> <li>3. Structures and Functions</li> <li>4. Ecosystems</li> </ol>	<p>organisms in an ecosystem are interdependent and how changes influence the balance</p>			
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December


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<ul style="list-style-type: none"> <li>● How do plants and animals grow and change?</li> <li>● How are living things organized?</li> <li>● How do living things interact with their environment?</li> <li>● How do humans impact the environment?</li> </ul> <p> <b>MN Academic Standards</b></p> <p><b>Earth's Living Systems</b></p> <ol style="list-style-type: none"> <li>1. Classification</li> <li>2. Adaptations</li> <li>3. Structures and Functions</li> <li>4. Ecosystems</li> </ol>	<p>how changes influence the balance</p>			
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**January**

Content	Skills	Learning Targets	Assessment	Resources & Technology
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<p> <b>ACT Readiness Standards</b></p> <p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHAT DO SCIENTISTS AND ENGINEERS DO?</b></li> <li>● <b>HOW DOES HUMAN INTERACTION AFFECT EARTH SYSTEMS?</b></li> <li>● <b>HOW IS ENERGY TRANSFERRED AND TRANSFORMED ?</b></li> <li>● <b>HOW IS EARTH EVER CHANGING?</b></li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>● How do we classify living things?</li> <li>● How do plants and animals grow and change?</li> </ul>	<p><b>Classification</b></p> <ol style="list-style-type: none"> <li>1. Utilize a dichotomous key for living organisms</li> <li>2. Subdivide living organisms based on physical attributes</li> </ol> <p><b>Adaptations, Structures, and Functions</b></p> <ol style="list-style-type: none"> <li>1. Consider how physical and behavioral adaptations help organisms survive</li> <li>2. Explain how adaptations contribute to natural selection</li> <li>3. Compare physical characteristics of plants and animals vastly different environments</li> </ol> <p><b>Ecosystems</b></p> <ol style="list-style-type: none"> <li>1. Describe how humans interact and influence with ecosystems</li> <li>2. Discover how all of the organisms in an ecosystem are interdependent and</li> </ol>	<p>I can use classification to identify physical features and behaviors of organisms</p> <p>I can describe physical and behavioral features that do/do not help organisms' survival.</p> <p>I can explain how all living and non-living parts of an ecosystem impact survival and health the environment and its organisms.</p>	<p> Life Science Test</p>	<p>DNR Pearson Textbook Chapters 3-6</p> <p> Animal Kingdom Notes</p> <p> Writing Prompts and Rubrics</p>
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**January**





Content	Skills	Learning Targets	Assessment	Resources & Technology
<p> <b>ACT Readiness Standards</b></p> <p><b>CEQ:</b></p>	<p><b>Classification</b></p> <ol style="list-style-type: none"> <li>1. Utilize a dichotomous key for living organisms</li> <li>2. Subdivide living organisms based on</li> </ol>	<p>I can use classification to identify physical features and behaviors of organisms</p>	<p> Life Science Test</p>	<p>DNR Pearson Textbook Chapters 3-6</p> <p> Animal Kingdom</p>




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<ul style="list-style-type: none"> <li>• How do humans impact the environment?</li> </ul> <p> <b>MN Academic Standards</b></p> <p><b>Earth's Living Systems</b></p> <ol style="list-style-type: none"> <li>1. Classification</li> <li>2. Adaptations</li> <li>3. Structures and Functions</li> <li>4. Ecosystems</li> </ol>				
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

**January 2019**


<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p> <b>ACT Readiness Standards</b></p> <p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>• <b>WHAT DO SCIENTISTS AND ENGINEERS DO?</b></li> </ul>	<p><b>Classification</b></p> <ol style="list-style-type: none"> <li>1. Utilize a dichotomous key for living organisms</li> <li>2. Subdivide living organisms based on physical attributes</li> </ol> <p><b>Adaptations, Structures, and Functions</b></p> <ol style="list-style-type: none"> <li>1. Consider how</li> </ol>	<p>I can use classification to identify physical features and behaviors of organisms</p> <p>I can describe physical and behavioral features that do/do not help organisms' survival.</p> <p>I can explain how all living and non-living parts of an ecosystem impact survival</p>	<p> Life Science Test</p>	<p>DNR Pearson Textbook Chapters 3-6</p> <p> Animal Kingdom Notes</p> <p> Writing Prompts and Rubrics</p>

<ul style="list-style-type: none"> <li>● <b>HOW DOES HUMAN INTERACTION AFFECT EARTH SYSTEMS?</b></li> <li>● <b>HOW IS ENERGY TRANSFERRED AND TRANSFORMED ?</b></li> <li>● <b>HOW IS EARTH EVER CHANGING?</b></li> </ul> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● How do we classify living things?</li> <li>● How do plants and animals grow and change?</li> <li>● How are living things organized?</li> <li>● How do living things interact with their environment?</li> <li>● How do humans impact the environment?</li> </ul>	<p>physical and behavioral adaptations help organisms survive</p> <ol style="list-style-type: none"> <li>2. Explain how adaptations contribute to natural selection</li> <li>3. Compare physical characteristics of plants and animals vastly different environments</li> </ol> <p><b>Ecosystems</b></p> <ol style="list-style-type: none"> <li>1. Describe how humans interact and influence with ecosystems</li> <li>2. Discover how all of the organisms in an ecosystem are interdependent and how changes influence the balance</li> </ol>	<p>and health the environment and its organisms.</p>		
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**February**


Content	Skills	Learning Targets	Assessment	Resources & Technology
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<p>1. Classification 2. Adaptations 3. Structures and Functions 4. Ecosystems</p>				
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**March**


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<p> <b>MN Academic Standards</b></p> <p><b>Energy</b></p> <p>1. Forces and Energy 2. Newton's Laws of Motion</p>				
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**March**


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<ul style="list-style-type: none"> <li>● <b>HOW IS ENERGY TRANSFERRED AND TRANSFORMED ?</b></li> <li>● <b>HOW IS EARTH EVER CHANGING?</b></li> </ul> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● What affects the motion of objects?</li> <li>● How is energy transformed and transferred?</li> </ul> <p> <b>MN Academic Standards</b></p> <p><b>Energy</b></p> <p>1. Forces and Energy 2. Newton's Laws of Motion</p>	<p>2. Manipulate force to cause change in motion</p>			
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**March**


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<ul style="list-style-type: none"> <li>• What affects the motion of objects?</li> <li>• How is energy transformed and transferred?</li> </ul> <p> <b>MN Academic Standards</b></p> <p><b>Energy</b></p> <ol style="list-style-type: none"> <li>1. Forces and Energy</li> <li>2. Newton's Laws of Motion</li> </ol>				
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**April**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p> <b>ACT Readiness Standards</b></p> <p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>• <b>WHAT DO SCIENTISTS AND</b></li> </ul>	<p><b>Erosion and Deposition</b></p> <ol style="list-style-type: none"> <li>1. Explain how erosion and deposition change Earth's surface</li> <li>2. Analyze how humans impact the changes in Earth's surface</li> </ol>	<ol style="list-style-type: none"> <li>1. I can explain processes that change the Earth's surface.</li> <li>2. I can explain how renewable and nonrenewable resources are obtained and how they are</li> </ol>	<p> Earth Science</p>	<p> Erosion Notes</p> <p>Bell Museum MN topographic maps</p> <p> Erosion Lab  Soil Notes  Erosion Lab</p>


<p><b>ENGINEERS DO?</b></p> <ul style="list-style-type: none"> <li>● <b>HOW DOES HUMAN INTERACTION AFFECT EARTH SYSTEMS?</b></li> <li>● <b>HOW IS ENERGY TRANSFERRED AND TRANSFORMED ?</b></li> <li>● <b>HOW IS EARTH EVER CHANGING?</b></li> </ul> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● How does water move through the environment?</li> <li>● What tools do scientists use to measure weather and water in the environment?</li> <li>● How does weather affect the environment?</li> </ul>	<p><b>Rocks and Minerals and Soil</b></p> <ol style="list-style-type: none"> <li>1. Explain the slow and rapid process that change rock and soil</li> <li>2. Analyze how humans impact and utilize rocks, mineral, and soil</li> </ol> <p><b>Energy Resources</b></p> <ol style="list-style-type: none"> <li>1. Examine how humans utilize renewable and non-renewable resources</li> <li>2. Describe how their decisions impact the environment</li> </ol> <p><b>Water Cycle and Weather</b></p> <ol style="list-style-type: none"> <li>1. Determine how water circulates and recycles in the environment</li> <li>2. State how weather impacts the environment and its organisms</li> <li>3. Use tools and maps to predict</li> </ol>	<p>used.</p> <p>3. I can give examples of how humans impact the environment in positive and negative ways.</p>		<p> Writing Prompts and Rubrics</p>
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<ul style="list-style-type: none"> <li>• What kinds of processes change Earth's surface?</li> <li>• How do we utilize natural resources?</li> </ul> <p> <b>MN Academic Standards</b></p> <p><b>Earth's Processes</b></p> <ol style="list-style-type: none"> <li>1. Erosion and Deposition</li> <li>2. Rocks and Minerals</li> <li>3. Energy Resources</li> <li>4. Water Cycle &amp; Weather</li> </ol>	<p>interpret weather patterns</p>			
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**April**








<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p> <b>ACT Readiness Standards</b></p> <p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>• <b>WHAT DO SCIENTISTS AND ENGINEERS DO?</b></li> </ul>	<p><b>Erosion and Deposition</b></p> <ol style="list-style-type: none"> <li>1. Explain how erosion and deposition change Earth's surface</li> <li>2. Analyze how humans impact the changes in Earth's surface</li> </ol>	<ol style="list-style-type: none"> <li>1. I can explain processes that change the Earth's surface.</li> <li>2. I can explain how renewable and nonrenewable resources are obtained and how they are used.</li> </ol>	<p> Earth Science</p>	<p> Erosion Notes</p> <p>Bell Museum MN topographic maps</p> <p> Erosion Lab  Soil Notes  Erosion Lab</p>




<ul style="list-style-type: none"> <li>● <b>HOW DOES HUMAN INTERACTION AFFECT EARTH SYSTEMS?</b></li> <li>● <b>HOW IS ENERGY TRANSFERRED AND TRANSFORMED ?</b></li> <li>● <b>HOW IS EARTH EVER CHANGING?</b></li> </ul> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● How does water move through the environment?</li> <li>● What tools do scientists use to measure weather and water in the environment?</li> <li>● How does weather affect the environment?</li> <li>● What kinds of processes change Earth's surface?</li> </ul>	<p><b>Rocks and Minerals and Soil</b></p> <ol style="list-style-type: none"> <li>1. Explain the slow and rapid process that change rock and soil</li> <li>2. Analyze how humans impact and utilize rocks, mineral, and soil</li> </ol> <p><b>Energy Resources</b></p> <ol style="list-style-type: none"> <li>1. Examine how humans utilize renewable and non-renewable resources</li> <li>2. Describe how their decisions impact the environment</li> </ol> <p><b>Water Cycle and Weather</b></p> <ol style="list-style-type: none"> <li>1. Determine how water circulates and recycles in the environment</li> <li>2. State how weather impacts the environment and its organisms</li> <li>3. Use tools and maps to predict</li> </ol>	<p>3. I can give examples of how humans impact the environment in positive and negative ways.</p>		<p> Writing Prompts and Rubrics</p>
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<ul style="list-style-type: none"> <li>How do we utilize natural resources?</li> </ul> <p> <b>MN Academic Standards</b></p> <p><b>Earth's Processes</b></p> <ol style="list-style-type: none"> <li>Erosion and Deposition</li> <li>Rocks and Minerals</li> <li>Energy Resources</li> <li>Water Cycle &amp; Weather</li> </ol>	<p>interpret weather patterns</p>			
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**April**


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<p> <b>ACT Readiness Standards</b></p> <p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHAT DO SCIENTISTS AND ENGINEERS DO?</b></li> <li><b>HOW DOES HUMAN INTERACTION</b></li> </ul>	<p><b>Erosion and Deposition</b></p> <ol style="list-style-type: none"> <li>Explain how erosion and deposition change Earth's surface</li> <li>Analyze how humans impact the changes in Earth's surface</li> </ol> <p><b>Rocks and Minerals and Soil</b></p> <ol style="list-style-type: none"> <li>Explain the slow and</li> </ol>	<ol style="list-style-type: none"> <li>I can explain processes that change the Earth's surface.</li> <li>I can explain how renewable and nonrenewable resources are obtained and how they are used.</li> <li>I can give examples of how humans impact the environment in positive</li> </ol>	<p> Earth Science</p>	<ul style="list-style-type: none"> <li> Erosion Notes</li> <li>Bell Museum MN topographic maps</li> <li> Erosion Lab  Soil Notes  Erosion Lab</li> <li> Writing Prompts and Rubrics</li> </ul>

<p><b>AFFECT EARTH SYSTEMS?</b></p> <ul style="list-style-type: none"> <li>● <b>HOW IS ENERGY TRANSFERRED AND TRANSFORMED ?</b></li> <li>● <b>HOW IS EARTH EVER CHANGING?</b></li> </ul> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● How does water move through the environment?</li> <li>● What tools do scientists use to measure weather and water in the environment?</li> <li>● How does weather affect the environment?</li> <li>● What kinds of processes change Earth's surface?</li> <li>● How do we utilize natural resources?</li> </ul>	<p>rapid process that change rock and soil</p> <p>2. Analyze how humans impact and utilize rocks, mineral, and soil</p> <p><b>Energy Resources</b></p> <p>1. Examine how humans utilize renewable and non-renewable resources</p> <p>2. Describe how their decisions impact the environment</p> <p><b>Water Cycle and Weather</b></p> <p>1. Determine how water circulates and recycles in the environment</p> <p>2. State how weather impacts the environment and its organisms</p> <p>3. Use tools and maps to predict interpret weather patterns</p>	<p>and negative ways.</p>		
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<p><b>TRANSFERRED AND TRANSFORMED ?</b></p> <ul style="list-style-type: none"> <li>● <b>HOW IS EARTH EVER CHANGING?</b></li> </ul> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● How does water move through the environment?</li> <li>● What tools do scientists use to measure weather and water in the environment?</li> <li>● How does weather affect the environment?</li> <li>● What kinds of processes change Earth's surface?</li> <li>● How do we utilize natural resources?</li> </ul> <p> <b>MN Academic Standards</b></p> <p><b>Earth's Processes</b></p>	<p>2. Analyze how humans impact and utilize rocks, mineral, and soil</p> <p><b>Energy Resources</b></p> <ol style="list-style-type: none"> <li>1. Examine how humans utilize renewable and non-renewable resources</li> <li>2. Describe how their decisions impact the environment</li> </ol> <p><b>Water Cycle and Weather</b></p> <ol style="list-style-type: none"> <li>1. Determine how water circulates and recycles in the environment</li> <li>2. State how weather impacts the environment and its organisms</li> <li>3. Use tools and maps to predict interpret weather patterns</li> </ol>			
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<p>1. Erosion and Deposition                  2. Rocks and Minerals                  3. Soil                  4. Energy Resources                  5. Water Cycle &amp; Weather</p>				
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2. Rocks and Minerals 3. Soil 4. Energy Resources 5. Water Cycle & Weather				
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3. Soil 4. Energy Resources 5. Water Cycle & Weather				
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