

Worth County Elementary School  
 Fifth Grade 1st Nine Weeks  
 Science Pacing Guide 2020-2021

Week	Dates	Unit Topic	GPS Standard	Overview of lessons taught
1	8/4-8/6 8/9-8/13	<b>Earth and Changes Over Time</b>  Geological Process	<b>S5E1</b> 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"> <li>• Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.</li> <li>• Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.</li> </ul>
2	8/16-8/20	<b>Earth and Changes Over Time</b>  Geological Processes  Formation and/or destruction of landforms	<b>S5E1</b> 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"> <li>• Identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes.</li> <li>• Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.</li> <li>• Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.</li> </ul>
3	8/23-8/27	<b>Earth and Changes Over Time</b>	<b>S5E1</b> Obtain, evaluate, and communicate information	<ul style="list-style-type: none"> <li>• Identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as</li> </ul>

Worth County Elementary School  
Fifth Grade 1st Nine Weeks  
Science Pacing Guide 2020-2021

		<p style="text-align: center;"><b>Geological Processes</b></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"> <li>● Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.</li> <li>● Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.</li> </ul>
4	<p>8/30-9/3</p> <p>Common Assessment</p> <p>1A: 9/2</p>	<p style="text-align: center;"><b>Earth and Changes Over Time</b></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;"><b>S5E1</b></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"> <li>● Identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes.</li> <li>● Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.</li> <li>● Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.</li> </ul>
5	<p>9/6-9/10</p> <p>Labor Day</p>	<p style="text-align: center;"><b>Earth and Changes Over Time</b></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;"><b>S5E1</b></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"> <li>● Identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes.</li> <li>● Develop simple interactive models to collect data that illustrate</li> </ul>

Worth County Elementary School  
 Fifth Grade 1st Nine Weeks  
 Science Pacing Guide 2020-2021

				<p>how changes in surface features are/were caused by constructive and/or destructive processes.</p> <ul style="list-style-type: none"> <li>• Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.</li> </ul>
6	9/13-9/17	<p><b>Earth and Changes Over Time</b></p> <p>Geological Processes</p> <p>Formation and/or destruction of landforms</p>	<p><b>S5E1</b></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"> <li>• Identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes.</li> <li>• Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.</li> <li>• Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.</li> </ul>
7	9/20-9/24	<p><b>Earth and Changes Over Time</b></p> <p>Geological Processes</p> <p>Formation and/or destruction of landforms</p>	<p><b>S5E1</b></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"> <li>• Identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes.</li> <li>• Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.</li> <li>• Ask questions to obtain information on how</li> </ul>

Worth County Elementary School  
 Fifth Grade 1st Nine Weeks  
 Science Pacing Guide 2020-2021

				technology is used to limit and/or predict the impact of constructive and destructive processes.
8	9/27-10/1	<p style="text-align: center;"><b>Dynamics of Classification</b></p> <p style="text-align: center;">Grouping animals and plants by their internal and/or external structure</p>	<p style="text-align: center;"><b>S5L1a</b></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"> <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>
9	<p style="text-align: center;">10/4-10/8</p> <p style="text-align: center;">End of 9 weeks 10/7</p> <p style="text-align: center;">Fall Break 10/8-12</p>	<p style="text-align: center;"><b>Dynamics of Classification</b></p> <p style="text-align: center;">Grouping animals and plants by their internal and/or external structure</p>	<p style="text-align: center;"><b>S5L1a</b></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"> <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>