West Carroll Special School District
Instructional Plan/Pacing Guide, 2016-2017

Teacher:	Lori McClain	**Co-Teacher:**	NA
Subject:	Science	**Grade Level:**	5TH Grade

Unit Title	TN Standard # ACT Standard # (When Applicable)	Major Topics and Concepts Addressed	Major Activities Assignments Field Trips	Assessing Student Mastery: What student generated product will demonstrate that he/she has met the learning expectation?	Pacing (Beginning and ending dates of instruction)
Scientific Method Organizing Scientific Notebooks Science safety and rules	**GLE 507. Inq.1-4 SPI. 507. Inq.1 507. T/E .1-4 SPI. 507. T/E 1-2 The standards will be used all year long.**	Problem solving, making observations, and higher order of thinking. Working in groups, labs, and experiments. Expectations during class and science experiments.	"Eating a Candle" For each class I set up a Zero Bar to look like a candle and put a peanut in the top. Then I set that peanut on fire and eat it. The students have to make a detailed observation about what they saw, what they think it is, and why they think it is what whey think.	**Scientific Method quiz Verbal quiz over tools Scientific notebook review, reflect, and question.**	8/5/2016-8/9/2016
Organization of Living Things	**GLE 507.1.1 GLE 507.5.1 SPI 507. 1.1-2 GLE 507. Inq.5 & 3 GLE 507. T/E 1-2 Conceptual Strand 1 and 5**	Identifying parts of the plant and animal cells. Distinguish between the basic structures and functions, of plant and animals cells.	Make an animal cell out of hair gel and a Ziploc bag.	**Graphic organizers Vocabulary Strategy (Scientific Notebooks) Inquiry Skills Inquiry experiments Brain Pop Discovery Education Plickers Tweet Board Burning Questions Zip Grade Directed Inquiry Reading Science**	8/10/2016-8/16/2016

				Extreme Science Technology **TCAP Prep** **Brain Pop and Quizzes** **Formative Assessment** **Pre and Post test** **Quizzes** **TCAP practice questions** **TCAP formatted testing** **Unit and Chapter Review /Study Guides** **Test corrections** **Science Raps and chants** **Youtube** **TED TV**	
Organization of Living Things	**GLE 507.1.1** **GLE 507.5.1** **SPI 507. 1.1-2** **GLE 507. Inq.5 & 3** **GLE 507. T/E 1-2** **Conceptual Strand 1 and 5**	Classifying animals and organizing them into specific groups. Identifying animals groups.	2 Day observation station that has ceramic prints of various animals paws, claws, and feet prints. Another station has turtle shells of various sizes. Snake skins, crocodile head, bees nest, bee	**Graphic organizers** **Vocabulary Strategy (Scientific Notebooks)** **Inquiry Skills** **Inquiry experiments** **Brain Pop** **Discovery Education** **Directed Inquiry** **Reading Science** **Extreme Science Technology** **TCAP Prep** **Formative Assessment** **Pre and Post test** **Quizzes**	8/17/2016-8/23/2016

Ecosystems, Communities, and Biomes	**GLE 507.2.1** **GLE 507. 5.1-5** **GLE 507. 3.1** **GLE 507.8.1** **GLE 507. Inq.1&3** **SPI 507.2.1** **SPI 507. 5.1-2** **Conceptual Stand 2, 3, 4, and 5**	Investigate different nutritional relationships among organisms in an ecosystem. Identify physical and behavioral adaptations that enable animals to survive in a particular environment.	hives, shells, cut wood, microscope slides. Students will compare and contrast, make observations, and reflect in their Scientific Notebooks. Biome project and Research	**TCAP practice questions** **TCAP formatted testing** **Unit and Chapter Review /Study Guides** **Test corrections** **Youtube** **Plickers** **Twitter Board** **Burning Questions** **Graphic organizers** **Vocabulary Strategy (Scientific Notebooks)** **Inquiry Skills** **Inquiry experiments** **Brain Pop** **Discovery Education** **Directed Inquiry** **Reading Science** **Extreme Science** **Biome projects** **TCAP Prep** **Formative Assessment** **Pre and Post test** **Quizzes** **TCAP practice questions** **TCAP formatted testing**	8/24/2016-9/13/2016

				Unit and Chapter Review /Study Guides **Test corrections**	
Ecosystems, Communities, and Biomes	**GLE 507.2.1-3** **GLE 507.3.1-2** **GLE 507. 5.1-2** **GLE 507. Inq 5** **SPI 507. 3.1-2** **SPI 507.2-5** **SPI 507 5.2** **Conceptual Strand 2 and 5**	Describe the interactions, relationships, food webs, and food chains in an ecosystem. Identify the impact that humans have on our environment and ecosystems.	Outside food hunt for predator and prey. Food Chain Stacking Cups Popsicle stick stack up Foldable and build a balanced Ecosystem.	**Graphic organizers** **Vocabulary Strategy (Scientific Notebooks)** **Inquiry Skills** **Inquiry experiments** **Brain Pop** **Discovery Education** **Directed Inquiry** **Reading Science** **Extreme Science** **Technology** **TCAP Prep** **Formative Assessment** **Pre and Post test** **Quizzes** **TCAP practice questions** **TCAP formatted testing**	9/14/2016-9/21/2016

				Unit and Chapter Review /Study Guides **Test corrections** **Youtube** **Plickers** **Twitter Board** **Burning Questions**	
Energy and Matter in Ecosystems	**GLE 507.2.1-3** **GLE 507.3.1-2** **GLE 507. 5.1-2** **GLE 507. Inq 5** **SPI 507. 3.1-2** **SPI 507.2-5** **SPI 507 5.2** **Conceptual Strand 2 and 5**	Distinguish among symbiotic, mutualistic, commensals, and parasitic relationships.	Monsters inside me!	**Graphic organizers** **Vocabulary Strategy (Scientific Notebooks)** **Inquiry Skills** **Inquiry experiments** **Brain Pop** **Discovery Education** **Directed Inquiry** **Reading Science** **Extreme Science** **Technology** **TCAP Prep** **Formative Assessment** **Pre and Post test** **Quizzes** **TCAP practice questions** **TCAP formatted testing**	9/22/2016-9/27/2016

				Unit and Chapter Review /Study Guides **Test corrections** **Youtube** **Plickers** **Twitter Board** **Burning Questions**	
Energy and Matter in Ecosystems	**GLE 507.2.1-3** **GLE 507.3.1-2** **GLE 507. 5.1-2** **GLE 507. Inq 5** **SPI 507. 3.1-2** **SPI 507.2-5** **SPI 507 5.2** **Conceptual Strand 2 and 5**	Factors that affect an ecosystem. Explain who fossils provide information from the past.	Matrix activity digging fossils out from Coon Creek where TN was once part of the ocean. Students will get to dig and keep their own fossils.	**Vocabulary Strategy (Scientific Notebooks)** **Inquiry Skills** **Inquiry experiments** **Brain Pop** **Discovery Education** **Directed Inquiry** **Reading Science** **Extreme Science** **Technology** **TCAP Prep** **Formative Assessment** **Pre and Post test** **Quizzes** **TCAP practice questions** **TCAP formatted testing** **Unit and Chapter Review /Study Guides** **Test corrections** **Youtube** **Plickers** **Twitter Board** **Burning Questions**	9/28/2016-10/4/2016
				Vocabulary Strategy (Scientific Notebooks)	

Energy and Matter in an ecosystem	**GLE 507.2.1-3** **GLE 507.3.1-2** **GLE 507. 5.1-2** **GLE 507. Inq 5** **SPI 507. 3.1-2** **SPI 507.2-5** **SPI 507 5.2** **Conceptual Strand 2 and 5**	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	Pollution activity The students will have to clean up a polluted cup of water.	**Inquiry Skills** **Inquiry experiments** **Brain Pop** **Discovery Education** **Directed Inquiry** **Reading Science** **Extreme Science** **Technology** **TCAP Prep** **Formative Assessment** **Pre and Post test** **Quizzes** **TCAP practice questions** **TCAP formatted testing** **Unit and Chapter Review /Study Guides** **Test corrections** **Youtube** **Plickers** **Twitter Board** **Burning Questions**	10/05/2016-10/11/2016

Traits of Living Things	**GLE 507. 4.1-2** **GLE 507.Inq.1&4** **GLE 507 T/E 1** **SPI 507.4.2-3** **Conceptual Strand 4**	Distinguish between inherited traits and those that can be attributed to the environment. Recognize that information is passed from parents to offspring during reproduction.	Trait Babies Plant Adaption observation	**Vocabulary Strategy (Scientific Notebooks)** **Inquiry Skills** **Inquiry experiments** **Brain Pop** **Discovery Education** **Directed Inquiry** **Reading Science** **Extreme Science** **Technology** **TCAP Prep** **Formative Assessment** **Pre and Post test** **Quizzes** **TCAP practice questions** **TCAP formatted testing** **Unit and Chapter Review /Study Guides** **Test corrections** **Youtube** **Plickers** **Twitter Board** **Burning Questions**	10/12/2016-10/27/2016 -
Exploring Space	**GLE 507.6.1-3** **GLE 507 Inq.1, 5, & 6** **SPI 507. 6/1-3** **SPI. 507.7 1** **Conceptual Strand 6**	Distinguish among the planets according to their known characteristics such as appearance, location, composition, and apparent motion.	**Fear Factor Review Day** **Walk through the planets activity** **Create a Star Chart/Star Observations** **Two days before Thanksgiving Physics Introduction**	**Vocabulary Strategy (Scientific Notebooks)** **Inquiry Skills** **Inquiry experiments** **Brain Pop** **Discovery Education** **Directed Inquiry** **Reading Science** **Extreme Science** **Technology** **TCAP Prep**	10/28/2016-11/22/2016

				Formative Assessment **Pre and Post test** **Quizzes** **TCAP practice questions** **TCAP formatted testing** **Unit and Chapter Review /Study Guides** **Test corrections** **Youtube** **Plickers** **Twitter Board** **Burning Questions**	
Earth's structure	GLE 507.7.1 **GLE 507. 6.1** **GLE 507. Inq 3, 2, & 6** **SPI 507. 7.1** **Conceptual Strand 7**	Identifying what makes up Earth's Structures. Compare geologic events responsible for the Earth's major geological features. Describe internal forces such as volcanoes, earthquakes, faulting, and plate movements that are responsible for the earth's major geological features such as mountains, valleys, etc.	Layers of the Earth Project Plate tectonics Projects	**Vocabulary Strategy (Scientific Notebooks)** **Inquiry Skills** **Inquiry experiments** **Brain Pop** **Discovery Education** **Directed Inquiry** **Reading Science** **Extreme Science** **Technology** **TCAP Prep** **Formative Assessment** **Pre and Post test** **Quizzes** **TCAP practice questions** **TCAP formatted testing** **Unit and Chapter Review /Study Guides** **Test corrections** **Youtube** **Plickers**	11/28/2016-12/20/2016

				Twitter Board **Burning Questions**	
Weather and Climate	**GLE 507.8.1-4** **SPi 507. 8.1-4** **Conceptual Strand 8**	Describe the Effects of the Ocean on weather and climate. Explain how mountains affect weather and climate.	I got a grant for Robots to use in my classroom that are coming for 2 months during January and February. They run off the chrome books. Lessons will vary during these next two months.	**Vocabulary Strategy (Scientific Notebooks)** **Inquiry Skills** **Inquiry experiments** **Brain Pop** **Discovery Education** **Directed Inquiry** **Reading Science** **Extreme Science** **Technology** **TCAP Prep** **Formative Assessment** **Pre and Post test** **Quizzes** **TCAP practice questions** **TCAP formatted testing** **Unit and Chapter Review /Study Guides** **Test corrections** **Youtube** **Plickers** **Twitter Board**	01/3/2017-1/18/2017
Properties of Matter	**GLE 507.9.2.1-3** **SPI 507. 9.1-3** **Conceptual Strand 9**	Identifying what matter is in relation to the world around us. Distinguish between physical and chemical properties.	Slime, Chocolate, and Tie-dyed shirt day.	**Vocabulary Strategy (Scientific Notebooks)** **Inquiry Skills** **Inquiry experiments** **Brain Pop** **Discovery Education** **Directed Inquiry** **Reading Science** **Extreme Science**	01/18/2017-2/2/2017

				Technology **TCAP Prep** **Formative Assessment** **Pre and Post test** **Quizzes** **TCAP practice questions** **TCAP formatted testing** **Unit and Chapter Review /Study Guides** **Test corrections** **Youtube** **Plickers** **Twitter Board** **Burning Questions**	
Energy	**GLE 507.10. 1-5** **SPI 507. 10. 1-2** **Conceptual Strand 10**	Differentiate between Potential and Kinetic energy. Determine the method by which heat energy is transferred from one object or material to another	Roller Coaster Day Energy stations with various skills that they have to complete. **Conduction, convection, and radiation stations** **Potential and kinetic energy heat transfer stations**	**Vocabulary Strategy (Scientific Notebooks)** **Inquiry Skills** **Inquiry experiments** **Brain Pop** **Discovery Education** **Directed Inquiry** **Reading Science** **Extreme Science** **Technology** **TCAP Prep** **Formative Assessment** **Pre and Post test** **Quizzes** **TCAP practice questions** **TCAP formatted testing**	2/03/2017-002/16/2017

				Unit and Chapter Review /Study Guides **Test corrections** **Youtube** **Plickers** **Twitter Board** **Burning Questions**	
Forces, Motion, and Work	GLE 507.11.1-3 SPI 507. 11.1 GLE 507. 12.1-3 SPI 507 12.1-3 Conceptual Strand 11 and 12	Determine how shape affects the rate at which a material falls to earth. Explain relationships that exist among mass, force, and distance traveled. Recognize that earth attracts objects without touching them.	**Potential and Kinetic Energy Poppers** **Design a Roller Coaster and Identify Potential and Kinetic energy**	**Vocabulary Strategy (Scientific Notebooks)** **Inquiry Skills** **Inquiry experiments** **Brain Pop** **Discovery Education** **Directed Inquiry** **Reading Science** **Extreme Science** **Technology** **TCAP Prep** **Formative Assessment** **Pre and Post test** **Quizzes** **TCAP practice questions** **TCAP formatted testing** **Unit and Chapter Review /Study Guides** **Test corrections** **Youtube** **Plickers** **Twitter Board** **Burning Questions**	2/17/2017-3/6/2017

TCAP Review will start the first of March. I have allowed a few days at the end of February that might be needed due to student pace and possible snow days. After Spring Break students will participate in a competitive board game using the TCAP Questions from the state website, questions from previous test, and several TCAP Review sites.				**Interactive games and assessment** **Clicker Group game** **Chicks vs. Dude** **It's Not Fair** **Old TCAP Practice test** **TCAP Practice from the book** **TCAP Practice from the State website**	
Following TCAP we will work on GLE's and SPI's for 6TH grade. To help introduce difficult concepts that will be covered the next year. Students will have field trips and Field Day.					
April 24-28 or the First week of May 2017		As soon as the last Unit is complete the	Clicker Game Chicks VS. Dudes No Fair		

After TCAP TESTING **Demonstrations and experiments using 6th grade standards.** **Field Trips** **Field Day** **Awards Program**		students will begin to copy review material from the entire year. They will make a folder that is lined off with every standard in 5TH Grade Science. They will copy, define the TN vocabulary, and go over the multiple choice questions that are in the workbook. We will play games using the TCAP review material. We will go over them as much as possible and make sure everyone understands all the questions they have.	We will play these games using all the resources to generate questions.		