



**MOHAWK**

**Local School District**

*Preparing today's students for tomorrow's challenges*

**Mohawk Local Schools      Grade 5 SCIENCE**

**Quarter: 1      Curriculum Guide**

**Guiding Principles of the Scientific Inquiry/Learning Cycle:**

Evaluate...Engage...Explore...Explain...Extend...Evaluate

- Identify ask valid and testable questions
- Research books, other resources to gather known information
- Plan and Investigate
- Use appropriate mathematics, technology tools to gather, interpret data.
- Organize, evaluate, interpret observations, measurements, other data
- Use evidence, scientific knowledge to develop explanations
- Communicate results with graphs charts, tables

**Critical Areas of Focus Being Addressed:**

- Cycles and Patterns in the Solar System
- Light, Sound and Motion
- Interactions Within Ecosystems
- Scientific Inquiry and Application

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:  
 (DOK1)      (DOK2)      (DOK3)      (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

Scientific Inquiry and Application. (DOK 3)

The students can investigate a locally threatened or endangered species. (DOK 3)

	<p>The students can create a remediation program based on investigations of a locally threatened or endangered species. (DOK 4)</p> <p>The students can observe satellite imaging and determine the relationship between the producers and consumers within an ecosystem. (DOK 2)</p>
<p>Organisms perform a variety of roles in an ecosystem. (DOK 2)</p>	<p>The students can identify producers, consumers and decomposers in an ecosystem. (DOK 1)</p> <p>The students can identify herbivores, carnivores and omnivores. (DOK 1)</p> <p>The students can simulate predator-prey relationships. (DOK 3)</p> <p>The students can explain symbiotic relationships, commensalism, mutualism and parasitism. (DOK 2)</p> <p>The students can identify animals that live within each of the 3 main types of symbiotic relationships. (DOK 1)</p>
<p>All of the Processes that take place within organisms require energy. (DOK 2)</p>	<p>The students can diagram energy flow through an ecosystem. (DOK 3)</p> <p>The students can categorize organisms by how they obtain their energy. (DOK 2)</p> <p>The students can identify that producers change energy from the sun and make food through a process called photosynthesis. (DOK 2)</p> <p>The students can describe and identify the process of</p>

photosynthesis. (DOK 2)

The students can observe satellite imaging and determine the relationship between the producers and consumers within an ecosystem. (DOK 2)