



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools Grade 5 SCIENCE

Quarter: 4 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 conduct experiments to explain how the mass of an object affects the amount of force needed to move

	<p>the object. (DOK 3)</p> <p>The students can conduct an experiment and explain how an object will remain at rest if it is not moving, and no force acts upon it. (DOK 3)</p>
<p>The amount of change in movement of an object is based on the mass of the object and the amount of force exerted. (DOK 2)</p>	<p>The students can use the formula (speed=distance ÷ time) in real world situations to calculate speed. (DOK 2)</p> <p>The students can identify that when a force is applied in the same direction of the object's motion, the speed will increase. (DOK 1)</p> <p>The students can identify that when a force is applied in the opposite direction of an object's motion, the speed will decrease. (DOK 1)</p>
<p>Light and sound are forms of energy that behave in predictable ways. (DOK 3)</p>	<p>The students can produce sound by vibrating objects. (DOK 2)</p> <p>The students can change the pitch of the sound as it relates to the rate of vibration. (DOK 3)</p> <p>The students can explore how sound travels through different mediums. (DOK 2)</p> <p>The students can understand that light travels in a straight line until it interacts with an object or moves from one substance to another. (DOK 2)</p> <p>The students can experiment to determine the difference between light that is absorbed, reflected and refracted. (DOK 2)</p>

