

Middle Township School District
Curriculum/Pacing Guide
2011

Course/Grade: Science, 5th Grade

Content/Unit	CPI	Pacing (when & how long)	Assessment (Benchmark)
Scientific Process/Inquiry	5.1 A-D	Sept-June *woven through all the contents	Science Fair (optional) Lab Reports Experiments
Matter and Its Properties (Unit E, Chapter 1) <ul style="list-style-type: none"> • Volume through displacement • Density • Solubility • Boiling and Melting Point E8-10, E18	5.2.6 A1 A2 A3 E4	3 rd Marking Period End January to the Beginning of February 2 weeks	Experiment of Displacement Create mixtures and solutions Demonstration of boiling and melting points
Physical and Chemical Changes E20-E27	5.2.6 B1	3 rd Marking Period Middle of February 1 week	Lab Investigation (E20-E21) and Written Lab Report Demonstrations
Gravitational Forces (Magnetism and Friction) F4-F9	5.2.6 E2 E3	3 rd Marking Period End of February 1 Week	Lab Investigation and Written Lab Report (F4-F5) Hands-On Activity (TE, p F8)

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Circuits and Electricity F66-F73	5.2.6 D1	3 rd Marking Period Beginning of March 1 week	Lab Investigation and Written Lab Report (F66-F67) Demonstrate the 2 different kinds of circuits (series and parallel)
Changing Landforms C4-C25	5.4.6 B1 B2 B3 B4 D1 D2 D3 D4	3 rd - 4 th Marking Period Middle of March to Middle of April 4 weeks	Lab Investigations and Written Reports (C4-C5, C12-13, C20-21) Hand-On Activities (C10, C18, C21,) Construct a model of Pangea
Weather and Climate *Omit Water Cycle and Types of Clouds C60-83	5.4.6 F1 F2 G1	4 th Marking Period End of April to End of May 4 weeks	Lab Investigation (Home or Class Assignment) p C62-63 Process Skill Transparency (TE, p C71) Create a Climatographic Map
The Sun and the Solar System	5.4.6 A3 A4 E1	4 th Marking Period Beginning of June 2 weeks	Lesson Demonstration- http://www.noao.edu/education/peppercorn/pcmain.html

Modification Strategies:

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Special Education:

- Acceleration and reviewing
- Graphic organizers
- Re-teaching material
- One on one and small group instruction
- Differentiated instruction
- Extended time for testing
- Errorless learning i.e. test correction opportunities
- Kinesthetic manipulative materials
- Retest verbally
- Provide copy of notes
- Open book assessment
- Preferential seating
- Provide word bank
- In-class support
- Use of calculators

Gifted and Talented Students:

- Differentiation by product, process, or presentation
- Open-ended questioning
- Performance based assessments
- Classroom prompts to stimulate debates
- Interdisciplinary/thematic units
- Independent study and project opportunities
- Individualized alternative assignments

English Language Learners:

- Mixed level grouping and partners to allow for peer teaching scenarios
- Use of pictures, real world objects, and video support
- Simplify oral or written directions
- Oral assessments- reduced pencil and paper tasks
- Provide extended school time for assignment completion
- Preferential seating

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Core Instructional Materials:

- Harcourt Science, 2000- differentiated within Teacher's Edition
- Videos
- Electronic Resources

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