

Lansing School District Fifth Grade Science Year-At-A-Glance Expected Pacing

Quarter	Dates	Amplify Core Content Unit One: Patterns of Earth and Sky
Q1	Aug. 28-31	Community building/routines/procedures
	Sept. 5-8	Patterns of Earth and Sky: Lessons 1-2
	Sept. 11-15	Patterns of Earth and Sky: Lessons 3-4
	Sept. 18-22	Patterns of Earth and Sky: Lessons 5-6
	Sept. 25-29	Patterns of Earth and Sky: Lessons 7-8
	Oct. 2-6	Chapter 2: Why is the sun up sometimes, but not other times? Lessons: 2.1 (Observing Patterns), 2.2 (The Daily Pattern), and 2.3 (What We See as We Spin)
	Oct. 9-13	Lessons: 2.4 (Which Way is Up?), 2.5 (How Does Up Change?), and 2.6 (Explaining the Effects of Earth's Spin)
	Oct. 16-20	Chapter 3: Why do we see different stars at different times of year? Lessons: 3.1 (Stars Through the Year), 3.2 (Modeling Earth's Orbit), and 3.3 (Seeing Stars for a Year)
	Oct. 23-27	Lessons 3.4 (Dog Days of Summer), 3.5 (Modeling Constellations over Time) and 3.6 (End of Unit Assessment)
	Oct. 30- Nov.3	Flex Week- To be used to catch up on pacing, reteach science content or additional math time.

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Quarter	Dates	Amplify Core Content Unit: Patterns of Earth and Sky & Modeling Matter (22 Lessons)
Q2	Nov. 6-10	Chapter 4: How can we investigate why we see different stars on different nights? Lessons: 4.1 (Star Scientist), 4.2 (Planning Investigations), and 4.3 (Student's Investigations of Constellations or Stars)
	Nov. 13-17	Unit: Modeling Matter Chapter 1: Why did the food coloring separate into different dyes? Lessons: 1.1 (Pre-Unit Assessment) 1.2 (Introducing Food Science) and 1.3 (Made of Matter)
	Nov. 20-24*	Thanksgiving Break
	Nov. 27-1	Lessons: 1.4 (Separating a Food-Coloring Mixture) and 1.5 (Exploring Another Model) and 1.6 (Nanovision Models of Chromatography)
	Dec. 4-8	Lessons: 1.7 (Break It Down) and 1.8 (Evaluating Chromatography Models) and 1.9 (Revising Chromatography Models)
	Dec. 11-15	Lessons: 1.10 (Explaining Chromatography) Chapter 2: Why do some salad dressings have sediments, and others do not? Lessons: 2.1 (Investigating Flavor Ingredients) and 2.2 (Investigating Dissolving)
	Dec. 18-22	Lessons: 2.3 (Reading About Dissolving) and 2.4 (Models of Solubility)
	Dec. 25-29	Winter Break
	Jan. 1-5	

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Quarter	Dates	Amplify Core Content Unit: Modeling Matter Cont.
Q2	Jan. 8-12	Lesson: 2.5 (Making Sense of Solubility) Chapter 3: Why can salad-dressing ingredients separate again after being mixed? Lessons: 3.1 (Investigating Attraction),
	Jan. 15-19	Lessons: 3.2 (Science You Can't See), 3.3 (Modeling Mixtures) and 3.4 (Investigating Emulsifiers)

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Quarter	Dates	Amplify Core Content Unit: Modeling Matter Cont. The Earth System (26 Lessons)
Q3	Jan. 22-26	Chapter 3: Why can salad-dressing ingredients separate again after being mixed? Lessons: 3.5 (Models of Emulsifiers), 3.6 (Creating Digital Models of Emulsifiers)
	Jan. 29-Feb. 2	Flex Week: Used to catch-up with pacing, re-teach, and review
	Feb. 5-9	Lesson 3.7 (End of Unit Assessment)
	Feb. 12-16	Unit: The Earth System Chapter 1: Why is East Ferris running out of water while West Ferris is not? Lessons: 2.1 (Investigating Water Drop Formation), 2.2 (From Water Vapor to Liquid Water), and 2.3 (A Nanoscale View of Condensation)
	Feb. 19-23	Lessons: 2.4 (Investigating Evaporation), 2.5 (Drinking Cleopatra's Tears), and 2.6 (Explaining How Raindrops Form)
	Feb. 26-Mar. 1	Lessons: 2.7 (Designing Freshwater Collection Systems) and 2.8 (Engineering Clean Water)
	Mar. 4-8	Chapter 3: Why is more water vapor getting cold over West Ferris than East Ferris? Lessons: 3.1 (Investigating Where Raindrops Form), and 3.2 (Making Sense of Where Raindrops From)
	Mar. 11-15	Lessons: 3.3 (Explaining Why It Rains), and 3.4 (Iterating on Freshwater Collection Systems)

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Quarter	Dates	Amplify Core Content Unit: The Earth System Cont.
Q3	Mar. 18-22	Chapter 4: Why is there more water vapor high up over West Ferris than East Ferris? Lessons: 4.1 (Investigating the Movement of Water Vapor), 4.2 (Investigating Rainfall Distribution)
	Mar. 25-29	Spring Break
	April 1-5	Lessons. 4.3 (End of Unit Assessment) Part I, 4.4 (How the Earth System Explains Dinosaur Extinction) and 4.5 (Final Design Iterations)

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Quarter	Dates	Amplify Core Content Unit: Ecosystem Restoration (22 Lessons)
Q4	April 8-12	Chapter 1: Why aren't the jaguars and sloths growing and thriving? Lessons: 1.1 (Pre-Unit Assessment), 1.2 (Introducing Ecosystems) and 1.3 (Matter Makes It All Up)
	April 15-19	Lessons: 1.4 (Investigating How Animals Grow), 1.5 (Modeling How Animals Use Food Matter) and 1.6 (The Role of Food in an Ecosystem)
	April 22-26	Lessons: 1.7 (Modeling Food Webs) and 1.8 (Arguments About Animals in the Ecosystem) Chapter 2: Why aren't the cecropia trees growing and thriving? Lesson: 2.1 (Even Plants Need Food)
	April 29-May 3	Lessons: 2.2 (Energy Makes It All Go), 2.3 (How Plants Make Food) and 2.4 (Claims and Evidence About Energy)
	May 6-10	Lessons: 2.5 (Energy in Ecosystems), 2.6 (Why Do Scientist Argue?) and 2.7 (Arguments About Plants in the Ecosystem)
	May 13-17	Chapter 3: Why aren't the cecropia trees growing and thriving in the soil? Lessons: 3.1 (Investigating Soil), 3.2 (Walk in the Woods) and 3.3 (Differences in Soil)
	May 20-24	Lessons: 3.4 (Nutrients and Soil), 3.5 (Decomposers, Nutrients, and Ecosystems) and 3.6 (Arguments About Soil in the Ecosystem)
	May 27-31	Lesson: 3.7 (End of Unit Assessment)
	June 3-7	Flex Week