

Grade 5 - Earth and Space Science (ESS); Physical Science (PS)

Space Systems: Stars and the Solar System

Pacing – Approximately 4-6 weeks

Big Ideas:

The apparent brightness of sun is due to relative distance of Earth from the sun.

The Earth’s orbit and rotation causes observable patterns in length of day/night, position of objects in Earth’s sky, and shadow lengths.

Essential Questions How do lengths and directions of shadows change from day to day?

Why do lengths of day and night change from day to day?

How does the appearance of some stars change in different seasons?

Vocabulary: galaxy, gas, dust, stars, orbit, Milky Way, Sun, Solar System, planets, moons, asteroids, comets, Earth, inner and outer planets, characteristics, surface, composition, atmosphere, size, relative position to the Sun, rings, relative temperature, relative length of year

Students who demonstrate understanding can:

5-PS2-1 Support an argument that the gravitation force exerted by Earth on objects is directed down. [Clarification Statement: “Down” is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]

5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth. [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).]

5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.] [Assessment Boundary: Assessment does not include causes of seasons.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. (5-ESS1-2) <p>Engaging in Argument from Evidence</p>	<p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> The gravitational force of Earth acting on an object near Earth’s surface pulls that object toward the planet’s center. (5- PS2-1) <p>ESS1.A: The Universe and its Stars</p> <ul style="list-style-type: none"> The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (5-ESS1-1) <p>ESS1.B: Earth and the Solar System</p>	<p>Patterns</p> <ul style="list-style-type: none"> Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena. (5-ESS1-2) <p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified and used to explain change. (5-PS2-1) <p>Scale, Proportion, and Quantity</p>

<p>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> Support an argument with evidence, data, or a model. (5-PS2-1),(5-ESS1-1) 	<ul style="list-style-type: none"> The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2) 	<ul style="list-style-type: none"> Natural objects exist from the very small to the immensely large. (5-ESS1-1)
<p><i>Connections to other DCIs in fifth grade: N/A</i></p>		
<p><i>Articulation of DCIs across grade-levels:</i> 1.ESS1.A (5-ESS1-2); 1.ESS1.B (5-ESS1-2); 3.PS2.A (5-PS2-1),(5-ESS1-2); 3.PS2.B (5-PS2-1); MS.PS2.B (5-PS2-1); MS.ESS1.A (5-ESS1-1),(5-ESS1-2); MS.ESS1.B (5-PS2-1),(5-ESS1-1),(5-ESS1-2); MS.ESS2.C (5-PS2-1)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy -</i></p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-ESS3-1)</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ESS2-1),(5-ESS2-2),(5-ESS3-1)</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS3-1)</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-ESS2-2),(5-ESS3-1)</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-ESS2-1),(5-ESS2-2)</p> <p><i>Mathematics -</i></p> <p>MP.2 Reason abstractly and quantitatively. (5-ESS1-1),(5-ESS1-2),</p> <p>MP.4 Model with mathematics. (5-ESS1-1),(5-ESS1-2) Explain patterns in number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-ESS1-1)</p> <p>5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS2-1)</p>		