

5th Grade Science I Can Statements 2019	
	Unit: Physical and Chemical Changes
PS 1	I can plan and carry out investigations to determine the properties of mixtures and solutions, to observe whether combining two or more substances creates new substances, and to separate mixtures and solutions by their physical properties
	Unit: What is Matter?
PS 2	I can make a model to show that matter is made of particles that are too small to be seen.
PS 3	I can measure and create graphs of quantities to prove that matter is conserved even when changes happen due to heating, cooling, or mixing substances.
	Unit: Earth and Space Systems
PS 4	I can use data to make graphical displays to show patterns of changes in our solar system, including the length and direction of shadows, day and night, the relationship of the amount of daylight to the season of the year, and the seasonal appearance of some stars in the night sky.
4 a	I can support an argument that relative distances from Earth affect the apparent brightness of the Sun compared to other stars.
4 b	I can develop a model showing that objects can be seen only when light is reflected off of them or when they are able to produce their own light, as the Sun does.
PS 7	I can support an argument that gravitational force on objects on Earth is directed toward the center of the planet.
	Unit: Earth's Spheres
PS 5	I can develop a model with an example that shows ways the geosphere, biosphere, hydrosphere, an/or atmosphere interact.
PS 6	I can describe and graph the distribuion of water on Earth based on fresh or salt water, by amounts and percentages, and by type of reservoir.
6 a.	I can describe ways communities use science ideas to protect Earth's resources and environments.
	Unit: Ecosystems
PS 8	I can create models to show the movement of matter and energy among plants, animals, decomposers, and the environment, and through Earth cycles.
	Unit: Plants and Photosynthesis
8 a	I can use models to show that energy stored in food was once energy from the Sun.
PS 9	I can support an argument that plants get the materials they need for growing mainly from the air and water.
	Unit: Body Systems
PS 10	I can compare and contrast the similiar functions of major organs and organ systems of animals that belong to different vertebrate groups.
	All Units
PS 11	I can apply engineering design principles to define a design problem, generate and compare multiple solutions, and plan and carry out fair tests.
11 a	I can define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost.
11 b	I can generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
11 c	I can plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
PS 12	Read and comprehend science materials and write routinely over a range of discipline specific tasks, for a variety of purposes and audiences at an appropriate grade level.