

2008-2009
Heroic Measures
 Fourth Nine Weeks

5 th grade (2001)	5 th grade (2010)	4 th grade (2001)	4 th grade (2010)
<p>No competencies match in the 2001 frameworks for 5th grade.</p>	<p>1. Develop and demonstrate an understanding of scientific inquiry using process skills.</p> <p>a. Form a hypothesis, predict outcomes, and conduct a fair investigation that includes manipulating variables and using experimental controls. (DOK 3)</p> <p>b. Distinguish between observations and inferences. (DOK 2)</p> <p>c. Use precise measurement in conjunction with simple tools and technology to perform tests and collect data. (DOK 1) * Tools (English rulers [to the nearest one-sixteenth of an inch], metric rulers [to the nearest millimeter], thermometers, scales, hand lenses, microscopes, balances, clocks, calculators, anemometers, rain gauges, barometers, hygrometers) * Types of data (height, mass, volume, temperature, length, time, distance, volume, perimeter, area)</p> <p>d. Organize and interpret data in tables and graphs to construct explanations and draw conclusions. (DOK 2)</p>	<p>2. Explore the interactions of components in living systems. (L)</p> <p>a. Identify parts and basic functions of various body systems (circulatory, respiratory, digestive, skeletal and nervous systems).</p> <p>b. Analyze the circulatory system.</p> <p>10. Develop the process of measurement and the concepts related to units of measurement. (L, E, P) *</p> <p>a. Measure a given object using specified scientific measurement (English and/or metric).</p> <p>b. Select, use, compare and convert within the appropriate standard (English and metric) system of measurement. *</p> <p>c. Identify the attributes of length, weight, capacity/volume, mass, time and temperature using English and metric units of measurement. *</p> <p>d. Calculate and solve problems with elapsed time. *</p>	<p>1. Explain and use skills necessary to conduct scientific inquiry.</p> <p>a. Form hypotheses and predict outcomes of problems to be investigated. (DOK 3)</p> <p>b. Use the senses and simple tools to gather qualitative information about objects or events (size, shape, color, texture, sound, position, change). (DOK 1)</p> <p>c. Demonstrate the accurate use of simple tools to gather and compare information (DOK 1) * Tools (English rulers [to the nearest eighth of an inch], metric rulers [to the nearest centimeter], thermometers, spring scales, hand lenses, balances, microscopes, calculators, clocks, anemometers, rain gauges) * Types of data (height, mass/weight, temperature, length, distance, volume, area, perimeter)</p> <p>d. Use simple sketches, diagrams, tables, charts, and writing to draw conclusions and communicate data results. (DOK 2)</p>

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	<p>e. Use drawings, tables, graphs, and written and oral language to describe objects and explain ideas and actions. (DOK 2)</p> <p>f. Make and compare different proposals when designing a solution or product. (DOK 2)</p> <p>g. Evaluate results of different data (whether trivial or significant). (DOK 2)</p> <p>h. Infer and describe alternate explanations and predictions. (DOK 3)</p> <p>3. Predict characteristics, structures, life cycles, environments, evolution, and diversity of organisms.</p> <p>b. Research and classify the organization of living things. (DOK 2) * Function of the major parts of body systems (nervous, circulatory, respiratory, digestive, skeletal, muscular) and the ways they support one another</p> <p>c. Research and cite evidence of the work of scientists (e.g., Pasteur, Fleming, Salk) as it contributed to the discovery and prevention of disease. (DOK 3)</p>		<p>e. Interpret and describe patterns of data using drawings, diagrams, charts, tables, graphs, and maps. (DOK 2)</p> <p>f. Explain why scientists and engineers often work in teams with different individuals doing different things that contribute to the results. (DOK 2)</p> <p>g. Draw conclusions about important steps (e.g., making observations, asking questions, trying to solve a problem, etc.) that led to inventions and discoveries. (DOK 3)</p> <p>3. Analyze the characteristics, structures, life cycles, and environments of organisms.</p> <p>b. Classify the organs and functions of the nervous, circulatory, and respiratory systems of the body. (DOK 1)</p>
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