

5-ESS3 Earth and Human Activity

5-ESS3 Earth and Human Activity

Students who demonstrate understanding can:

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

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>Obtaining, Evaluating, and Communicating Information</p> <p>Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.</p> <ul style="list-style-type: none"> ▪ Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. (5-ESS3-1) 	<p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> ▪ Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1) 	<p>Systems and System Models</p> <ul style="list-style-type: none"> ▪ A system can be described in terms of its components and their interactions. (5-ESS3-1) <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Science Addresses Questions About the Natural and Material World.</p> <ul style="list-style-type: none"> ▪ Science findings are limited to questions that can be answered with empirical evidence. (5-ESS3-1)
<p><i>Connections to other DCIs in fifth grade:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> MS.ESS3.A (5-ESS3-1); MS.ESS3.C (5-ESS3-1); MS.ESS3.D (5-ESS3-1)</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-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-ESS3-1)</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-ESS3-1)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (5-ESS3-1)</p> <p>MP.4 Model with mathematics. (5-ESS3-1)</p>		

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

The section entitled "Disciplinary Core Ideas" is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas*. Integrated and reprinted with permission from the National Academy of Sciences.