5th Grade Standards

Correlated Standards by Class
Last Updated: 2024

IMPORTANT: Our classes have a base curriculum that can vary based on instructor, and some activities that match the standards below may not be taught. Please let us know if there is a standard below you would like us to focus on, and we will tailor our classes to make sure we address it!

Animals in Motion

Next Generation Science Standards (NGSS)

5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

Alabama Course of Study (ACOS)

Science

SC.5.12. Use a model to represent how any two of Earth's systems (atmosphere, biosphere, geosphere, and hydrosphere) interact and support life. *(CCC: Systems and System Models)*

Aquatic Adventures

Next Generation Science Standards (NGSS)

5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Alabama Course of Study (ACOS)

Science

SC.5.12. Use a model to represent how any two of Earth's systems (atmosphere, biosphere, geosphere, and hydrosphere) interact and support life. *(CCC: Systems and System Models)*
SC.5.14. Obtain and evaluate information to communicate how science-based solutions are being used to protect Earth's natural resources and its environment. *(CCC: Stability and Change)*

Mississippi College- and Career- Readiness Standards

Science

E.5.10. Students will demonstrate an understanding of the effects of human interaction with Earth and how Earth's natural resources can be protected and conserved.

10.1. Collect and organize scientific ideas that individuals and communities can use to conserve Earth's natural resources and systems.

Art in Nature

Alabama Course of Study (ACOS)

Arts Education - Visual Arts

1. Combine ideas to develop an innovative approach to creating art.
3. Communicate personal ideas, images, and themes through artistic choices of media, technique, and subject matter.
14. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.
15. Identify how works of art/design are used to inform or change beliefs, values, or behaviors of an individual or society.

Mississippi College- and Career- Readiness Standards

Arts Learning Standards - Visual Arts

Cr1. Generate and conceptualize artistic ideas and work.

1.5.a. Combine ideas to generate an innovative idea for art-making.

Cr2. Organize and develop artistic ideas and work.

1.5.a. Experiment and develop skills in multiple art-making techniques and approaches through practice.

Cn10. Synthesize and relate knowledge and personal experiences to make art.

1.5.a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

Down to Earth

Next Generation Science Standards (NGSS)

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
5-PS1-3. Make observations and measurements to identify materials based on their properties.

Alabama Course of Study (ACOS)

Science

SC.5.2. Analyze data collected through observations and measurements to identify materials based on their properties, including color, hardness, and reflectivity. *(CCC: Structure and Function)*
SC.5.9. Create and use a model to explain the transfer of matter and energy between the environment and organisms within it. *(CCC: Energy and Matter)*
SC.5.14. Obtain and evaluate information to communicate how science-based solutions are being used to protect Earth's natural resources and its environment. *(CCC: Stability and Change)*
SC.5.15. Design, test, and revise solutions to clear a polluted environment. *(CCC: Stability and Change)*

Mississippi College- and Career- Readiness Standards

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E.5.10. Students will demonstrate an understanding of the effects of human interaction with Earth and how Earth's natural resources can be protected and conserved.

10.1. Collect and organize scientific ideas that individuals and communities can use to conserve Earth's natural resources and systems.

Focus on Fungi

Next Generation Science Standards (NGSS)

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.
5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Alabama Course of Study (ACOS)

Science

SC.5.7. Support an argument from evidence that plants primarily use air and water to process matter needed for growth. *(CCC: Structure and Function)*
SC.5.9. Create and use a model to explain the transfer of matter and energy between the environment and organisms within it. *(CCC: Energy and Matter)*

Mississippi College- and Career- Readiness Standards

Science

L.5.3B. Students will demonstrate an understanding of a healthy ecosystem with a stable web of life and the roles of living things within a food chain and/or food web, including producers, primary and secondary consumers, and decomposers.

Food for Thought

Next Generation Science Standards (NGSS)

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.
5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Alabama Course of Study (ACOS)

Science

SC.5.7. Support an argument from evidence that plants primarily use air and water to process matter needed for growth. *(CCC: Structure and Function)*
SC.5.12. Use a model to represent how any two of Earth's systems (atmosphere, biosphere, geosphere, and hydrosphere) interact and support life. *(CCC: Systems and System Models)*
SC.5.13. Construct a model to represent the distribution of freshwater and saltwater on Earth. *(CCC: Scale, Proportion, and Quantity)*
SC.5.14. Obtain and evaluate information to communicate how science-based solutions are being used to protect Earth's natural resources and its environment. *(CCC: Stability and Change)*

Mississippi College- and Career- Readiness Standards

Science

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10.1. Collect and organize scientific ideas that individuals and communities can use to conserve Earth's natural resources and systems.

Hop, Slither, Slide & Birds of a Feather

Next Generation Science Standards (NGSS)

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

Alabama Course of Study (ACOS)

SC.5.14. Obtain and evaluate information to communicate how science-based solutions are being used to protect Earth's natural resources and its environment. *(CCC: Stability and Change)*

Invention Convention

Next Generation Science Standards (NGSS)

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-3. 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. *)*

Mississippi College- and Career- Readiness Standards

Science

P.5.5A Students will demonstrate an understanding of the physical properties of matter.

5A.5. Design a vessel that can safely transport a dense substance (e.g. syrup, coins, marbles) through water at various distances and under conditions. Use an engineering design process to define the problem, design, construct, evaluate, and improve the vessel.

McDowell Woods

Next Generation Science Standards (NGSS)

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

3-5ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Alabama Course of Study (ACOS)

Science

SC.5.14. Obtain and evaluate information to communicate how science-based solutions are being used to protect Earth's natural resources and its environment. *(CCC: Stability and Change)*

Mississippi College- and Career- Readiness Standards

Science

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10.1. Collect and organize scientific ideas that individuals and communities can use to conserve Earth's natural resources and systems.

Meet a Map

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Navigation

Our Galaxy

Next Generation Science Standards (NGSS)

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 Earth.
5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

Alabama Course of Study (ACOS)

Science

SC.5.5. Make a claim, supported by evidence, that the gravitational force exerted by Earth pulls objects towards the center of Earth. *(CCC: Systems and System Models)*

Mississippi College- and Career- Readiness Standards

Science

P.5.6. Students will demonstrate an understanding of the factors that affect the motion of an object through a study of Newton's Laws of Motion.
6.1 Obtain and communicate information describing gravity's effect on an object.
E.5.8A Students will demonstrate an understanding of the locations of objects in the universe.
8A.1. Develop and use scaled models of Earth's solar system to demonstrate the size, composition (i.e. rock or gas), location, and order of the planets as they orbit the Sun.
8A.4. Construct scientific arguments to support claims about the importance of astronomy in navigation and exploration, including the use of telescopes, compasses, and star charts.
E.5.8B Students will demonstrate an understanding of the principles that govern moon phases, day and night, appearance of objects in the sky, and seasonal changes.

Arts Learning Standards - Theatre

Pr6. Convey meaning through the presentation of artistic work.
13. Present drama/theatre work informally to an audience.

People of the Earth

Alabama Course of Study (ACOS)

Social Studies

SS.5.3 Distinguish differences among major American Indian cultures in North America according to geographic region, natural resources, community organization, economy, and belief systems.

3a. Locating on a map American Indian nations according to geographic region.

SS.5.10 Describe political, social, and economic events between 1803 and 18060 that led to the expansion of the territory of the United States, including the War of 1812, the Indian Removal Act, the Texas-Mexican War, the Mexican-American War, and the Gold Rush of 1849.

10c. Identifying Alabama's role in the expansion movement in the United States, including the Battle of Horseshoe Bend and the Trail of Tears.

Mississippi College- and Career-Readiness Standards

Social Studies

5.2. Investigate the people and ways of life of North America and Caribbean Basin prior to the Coumbian Era.

2.1. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.

2.2. Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.

2.3. Determine how tribes in different regions used their environment to obtain food, clothing, and shelter.

Rock Query

Next Generation Science Standards (NGSS)

5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
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Survival Skills

Mississippi College- and Career-Readiness Standards

Science

E.5.10. Students will demonstrate an understanding of the effects of human interaction with Earth and how Earth's natural resources can be protected and conserved.