	Grade 5 Science		Daytime Classes	Animal Signs	Birds	Small Mammals	White-tailed Deer	Wildlife Mgmt Forest Ecology	Plant Study	Trees and Keys	Wedgins Ecology Lake Study	Stream Study	Fisheries Mgmt	Acid Rain	Climate & Phenology	Energy & CO2	Geology	Weather Living Lightly	Natures Timing	Ojibwe Heritage	Ojibwe Snowshoe	Vovageur Life	Adventure Ropes Course	Rock Climbing	Basic Survival	Beginning Orienteering	Competitive Orienteering	Canoeing	Superior Snowshoe	Superior View Hike	Evening Activities	Astronomy	Creative Expressions	Creature from Wolf Lake	Dream Catchers	Lake Superior Game	Ol Pellets	Paper Making Star Lab	Woodland Art	Volleyball	Naturalist Programs Bate	Fur Trade	History of the North Shore	Logging Camp Life	Raptors	Frozen Beans
Substrand	Standard	Benchmarks																																												
A. Scientific World View	The student will understand that communica-tion is essential to science.	understanding guide scientific investigation.		1	1			1						1	1	1	1	L																												
		The student will recognize that clear communicat-ion of methods, findings and critical review is an essential part of doing science.			2			2			2	2	2	!	2	2																														
B. Scientific Inquiry	tions.	The student will perform a controlled experiment using a specific step-by-step procedure and present conclusions supported by the evidence.				1				:	1	1	1	. 1		1																														
	nysical Science Standard	Benchmarks																																												
D. Motion	The student will understand that changes in speed or direction of motion are caused by forces.	The student will investigate the use of a lever, inclined plane and wheel and axle to move objects. The student will demonstrate that the greater the force applied, the greater the change in motion.																										1									+			-						
		cience	-					_			÷						÷				÷				Ė				Ė		-				Ė		÷									
Substrand A. Earth Structure and Processes	Standard The student will explore the structures and functions of earth system	Benchmarks 1. The student will recognize the natural process that cause rocks to break down into smaller pieces and eventually into the soil.																																												
		The student will investigate the formation, composition, and properties of soil.								2	2						2																													
		3. The student will describe how waves, wind, water and ice shape and reshape the earth's surface.										3	3	1			3 3	3																												
		4. The student will describe the impacts of floods, tornadoes, earthquakes and volcanoes on the earth.										4					4																													
		5. The student will explore the interaction of the lithosphere, atmosphere, biosphere, hydrosphere and space.													5	5																														

3

	Grade 5 Science	Standards	Daytime Classes Animal Signs	Beavers	Small Mammals	Snowshoe Hare White-tailed Deer	Wildlife Mgmt	Forest Ecology Plant Study	Trees and Keys	Wetlands Ecology	Stream Study	Fisheries Mgmt	Frozen Lake Study	Climate & Phenology	Energy & CO2	Geology	Living Lightly	Natures Timing	Ojibwe Heritage	Seeds of Change	Voyageur Life	Adventure Ropes Course	Rock Climbing Basic Survival	F.I.R.S.T Games	Beginning Orienteering	Canoeina	Cross Country Skiing	Superior Snowshoe	Evening Activities	Astronomy	Creative Expressions	S	Lake Superior Game	Night Hike	OI Pellets	Paper Making Star Lab	Woodland Art	Volleyball Naturalist Programs	Bats	-	History of the North Shore	Logging Camp Life Raptors	Frozen Beans
Substrand	Life Science Standard	Benchmarks																																									
E. Biological Populations Change Over Time	The student will know that	The student will recognize that individuals of the same species		1 :	1	1 1	1	1		1	1	1	1										1			1		1															
		the environment changes and the adaptive characteristics of a species are insufficient to allow its survival. 3. The student will compare the structure of fossils to one another		2 2	3	2 2	2			2	2	2	2										-					2	2										_				
F. Flow of Matter and Energy	The student will know that matter and energy flow into, out of, and within a biological system.	and to living organisms. 1. The student will recognize that organisms need energy to stay alive and grow, and that this energy originates from the sun.	-	1 :	1	1 1	1	1 1	1	1 1	1	1	1	1	1	1				1									-														
		2. The student will use food webs to describe the relationships among producers, consumers and decomposers in an ecosystem in Minnesota. 3. The student will																											-														
		recognize that organisms are growing, dying and decaying, and that their matter is recycled.		3	3	3	3	3 3		3 3	3	3	3																														

4