

Fifth Grade

Exhibit Areas	Common Core Standards	Next Generation Science Standards
Nickelodeon Play Lab	<ul style="list-style-type: none"> ✓ W.5.7 – Conduct short research projects that build knowledge through investigations of different aspects of a topic. ✓ W.5.8 – Recall relevant information from experiences or gather information in notes and from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ✓ MP.2 – Reason abstractly and quantitatively. ✓ MP.4 – Model with mathematics. ✓ MP.5 – Use appropriate tools strategically. 	<ul style="list-style-type: none"> ✓ 5-ETS-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. ✓ 5-ETS1-2 – 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. ✓ 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. ✓ ETS1.A: Defining Engineering Problems: Possible solutions to a problem have constraints. The success of a designed solution is determined by considering the desired features of a solution. ✓ ETS1.B: Developing Possible Solutions: Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. ✓ ETS1.C: Optimizing the Design Solution: Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (5-ETS1-3)

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Nature Valley Water Amazements	<ul style="list-style-type: none"> ✓ W.5.7 – Conduct short research projects that build knowledge through investigations of different aspects of a topic. ✓ W.5.8 – Recall relevant information from experiences or gather information in notes and from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ✓ MP.2 – Reason abstractly and quantitatively. ✓ MP.4 – Model with mathematics. ✓ MP.5 – Use appropriate tools strategically. 	<ul style="list-style-type: none"> ✓ 5-ETS-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. ✓ 5-ETS1-2 – 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. ✓ 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. ✓ ETS1.A: Defining Engineering Problems: Possible solutions to a problem have constraints. The success of a designed solution is determined by considering the desired features of a solution. ✓ ETS1.B: Developing Possible Solutions: Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. ✓ ETS1.C: Optimizing the Design Solution: Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (5-ETS1-3)

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General Mills Lift, Load, and Haul	<ul style="list-style-type: none"> ✓ W.5.7 – Conduct short research projects that build knowledge through investigations of different aspects of a topic. ✓ W.5.8 – Recall relevant information from experiences or gather information in notes and from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ✓ MP.2 – Reason abstractly and quantitatively. ✓ MP.4 – Model with mathematics. ✓ MP.5 – Use appropriate tools strategically. 	<ul style="list-style-type: none"> ✓ 5-ETS-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. ✓ 5-ETS1-2 – 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. ✓ 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. ✓ ETS1.A: Defining Engineering Problems: Possible solutions to a problem have constraints. The success of a designed solution is determined by considering the desired features of a solution. ✓ ETS1.B: Developing Possible Solutions: Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. ✓ ETS1.C: Optimizing the Design Solution: Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (5-ETS1-3)

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Cave & Canopy Climber	<ul style="list-style-type: none"> ✓ W.5.8 – Recall relevant information from experiences or gather information in notes and from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ✓ MP.2 – Reason abstractly and quantitatively. 	<ul style="list-style-type: none"> ✓ 5-ESS2-1 – Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. ✓ 5-ESS2-2 – Describe and graph the amounts of salt 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. ✓ ESS2.A: Earth Materials and Systems: Earth’s major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). ✓ ESS2.C: The Roles of Water in Earth’s Surface Processes: Nearly all of Earth’s available water is in the ocean. (5-ESS2-2) ✓ ESS3.C: Human Impacts on Earth’s Systems: Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air and even outer space. (5-ESS3-1) ✓ 5-PS3-1 – Use models to describe that energy in animals’ food (used for body repair ect..)was once energy from the sun. ✓ 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. ✓ PS3.D: Energy in Chemical Processes and Everyday life ✓ LS1.C: Organization for Matter and Energy Flow in Organisms ✓ LS2.A: Interdependent Relationships in Ecosystems ✓ LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

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<p>The Market Sponsored by Walmart</p>	<p>✓ MP.2 – Reason abstractly and quantitatively.</p>	<p>✓ 5-PS3-1 – Use models to describe that energy in animals’ food (used for body repair ect...) was once energy from the sun.</p> <p>✓ 5-LS1-1 – Support an argument that plants get the materials they need for growth chiefly from air and water</p> <p>✓ 5-LS2-1 – Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p> <p>✓ PS3.D: Energy in Chemical Processes and Everyday life</p> <p>✓ LS1.C: Organization for Matter and Energy Flow in Organisms</p> <p>✓ LS2.A: Interdependent Relationships in Ecosystems</p> <p>✓ LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</p>

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<p style="text-align: center;">The Homestead Cabin & Farm</p>	<ul style="list-style-type: none"> ✓ W.5.8 – Recall relevant information from experiences or gather information in notes and from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ✓ MP.2 – Reason abstractly and quantitatively. 	<ul style="list-style-type: none"> ✓ 5-PS3-1 – Use models to describe that energy in animals' food (used for body repair ect...) was once energy from the sun. ✓ 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. ✓ PS3.D: Energy in Chemical Processes and Everyday life ✓ LS1.C: Organization for Matter and Energy Flow in Organisms ✓ LS2.A: Interdependent Relationships in Ecosystems ✓ LS2.B: Cycles of Matter and Energy Transfer in Ecosystems ✓ 5-ESS2-1 – Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. ✓ 5-ESS2-2 – Describe and graph the amounts of salt 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. ✓ ESS2.A: Earth Materials and Systems: Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). ✓ ESS2.C: The Roles of Water in Earth's Surface Processes: Nearly all of Earth's available water is in the ocean. (5-ESS2-2) ✓ ESS3.C: Human Impacts on Earth's Systems: Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air and even outer space. (5-ESS3-1)

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<p>The 3M Tinkering Hub</p>	<ul style="list-style-type: none"> ✓ W.5.7 – Conduct short research projects that build knowledge through investigations of different aspects of a topic. ✓ W.5.8 – Recall relevant information from experiences or gather information in notes and from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ✓ MP.2 – Reason abstractly and quantitatively. ✓ MP.4 – Model with mathematics. ✓ MP.5 – Use appropriate tools strategically. 	<ul style="list-style-type: none"> ✓ 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. ✓ 5-ETS1-2 – 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. ✓ 5-ETS1-3 – Plan and carry out fair test in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. ✓ ETS1.A: Defining and Delimiting Engineering Problems: Possible solutions to a problem have constraints. The success of a designed solution is determined by considering the desired features of a solution. ✓ ETS1.B: Developing Possible Solutions: Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. ✓ ETS1.C: Optimizing the Design Solution: Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (5-ETS1-3)

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Outdoor Playscape	<ul style="list-style-type: none"> ✓ W.5.8 – Recall relevant information from experiences or gather information in notes and from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ✓ MP.2 – Reason abstractly and quantitatively. 	<ul style="list-style-type: none"> ✓ 5-ESS2-1 – Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. ✓ 5-ESS2-2 – Describe and graph the amounts of salt 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. ✓ ESS2.A: Earth Materials and Systems: Earth’s major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). ✓ ESS2.C: The Roles of Water in Earth’s Surface Processes: Nearly all of Earth’s available water is in the ocean. (5-ESS2-2) ✓ ESS3.C: Human Impacts on Earth’s Systems: Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air and even outer space. (5-ESS3-1) ✓ 5-PS3-1 – Use models to describe that energy in animals’ food (used for body repair ect..)was once energy from the sun. ✓ 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. ✓ PS3.D: Energy in Chemical Processes and Everyday life ✓ LS1.C: Organization for Matter and Energy Flow in Organisms ✓ LS2.A: Interdependent Relationships in Ecosystems ✓ LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

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Energizer Weather & Nature	<ul style="list-style-type: none"> ✓ W.5.8 – Recall relevant information from experiences or gather information in notes and from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ✓ MP.2 – Reason abstractly and quantitatively. ✓ MP.5 – Use appropriate tools strategically. 	<ul style="list-style-type: none"> ✓ 5-ESS2-1 – Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. ✓ 5-ESS2-2 – Describe and graph the amounts of salt 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. ✓ ESS2.A: Earth Materials and Systems: Earth’s major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). ✓ ESS2.C: The Roles of Water in Earth’s Surface Processes: Nearly all of Earth’s available water is in the ocean. (5-ESS2-2) ✓ ESS3.C: Human Impacts on Earth’s Systems: Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air and even outer space. (5-ESS3-1)