

# 5th Grade Unit 3 - Earth's Interactive Systems

Content Area: **Science**  
Course(s): **Science Grade 5**  
Time Period: **MP3**  
Length: **45 days**  
Status: **Published**

## **NJSLS - Science**

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SCI.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.
SCI.3-5-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.
SCI.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.
SCI.5-ESS2-1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
SCI.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.
SCI.5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.

## **Science and Engineering Practices**

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### **Developing and Using Models**

Develop a model using an example to describe a scientific principle. (5-ESS2-1)

### **Using Mathematics and Computational Thinking**

Describe and graph quantities such as area and volume to address scientific questions. (5-ESS2-2)

### **Obtaining, Evaluating, and Communicating Information**

Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. (5-ESS3-1)

### **Asking Questions and Defining Problems**

Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)

### **Planning and Carrying Out Investigations**

Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-5-ETS1-3)

### **Constructing Explanations and Designing Solutions**

Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (3-5-ETS1-2)

## **Disciplinary Core Ideas**

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### **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). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1)

### **ESS2.C: The Roles of Water in Earth's Surface Processes**

Nearly all of Earth's available water is in the ocean. Most freshwater is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (5-ESS2-2)

### **ESS3.C: Human Impacts on Earth Systems**

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)

### **ETS1.A: Defining and Delimiting Engineering Problems**

Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3-5-ETS1-1)

### **ETS1.B: Developing Possible Solutions**

Research on a problem, such as climate change, 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. (3-5-ETS1-2)

At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2)

Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3)

### **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. (3-5-ETS1-3)

## **Crosscutting Concepts**

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### **Systems and System Models**

A system can be described in terms of its components and their interactions. (5-ESS2-1, 5-ESS3-1)

### **Scale, Proportion, and Quantity**

Standard units are used to measure and describe physical quantities such as weight and volume. (5-ESS2-2)

### **Science Addresses Questions About the Natural and Material World.**

Science findings are limited to questions that can be answered with empirical evidence. (5-ESS3-1)

### **Influence of Engineering, Technology, and Science on Society and the Natural World**

People's needs and wants change over time, as do their demands for new and improved technologies. (3-5-ETS1-1)

Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks,

and meet societal demands. (3-5-ETS1-2)

## **Rationale and Transfer Goals**

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In this unit of study, students describe and graph data to provide evidence about the distribution of water on Earth. The crosscutting concepts of scale, proportion, quantity and systems, and systems models are called out as organizing concepts for these disciplinary core ideas. Students will also be able to describe ways in which the geosphere, biosphere, hydrosphere, and atmosphere interact. The crosscutting concept of systems and system models is called out as an organizing concept for this disciplinary core idea. Students are expected to demonstrate grade appropriate proficiency in using mathematics and computational thinking and in obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

## **Enduring Understandings**

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Nearly all of Earth's available water is in the ocean.

Most freshwater is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.

Individuals and communities are doing things to help protect Earth's resources and environments.

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).

The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate.

Individuals and communities are doing things to help protect Earth's resources and environments.

## **Essential Questions**

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In what ways do the geosphere, biosphere, hydrosphere, and atmosphere interact?

How do individual communities use science ideas to protect Earth's resources and environment?

Where is water found on the Earth?

What percentage of the Earth's water is freshwater?

How do humans impact Earth's water?

## **Content - What will students know?**

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- A system can be described in terms of its components and their interactions.
- 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).
- The Earth's major systems interact in multiple ways to affect Earth's surface materials and processes.
- The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate.
- Winds and clouds in the atmosphere interact with landforms to determine patterns of weather.
- Science findings are limited to questions that can be answered with empirical evidence.
- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space.
- Individuals and communities are doing things to help protect Earth's resources and environments.
- Standard units are used to measure and describe physical quantities such as weight and volume.
- Nearly all of Earth's available water is in the ocean.
- Most freshwater is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and

the atmosphere.

- Science findings are limited to questions that can be answered with empirical evidence.
- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space.
- Individuals and communities are doing things to help protect Earth's resources and environments.

### **Skills - What will students be able to do?**

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- Describe a system in terms of its components and interactions.
- Develop a model using an example to describe a scientific principle.
- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. (The geosphere, hydrosphere, atmosphere, and biosphere are each a system. Assessment is limited to the interactions of two systems at a time.)
- Describe a system in terms of its components and interactions.
- Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.
- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
- Describe physical quantities, such as weight and volume, in standard units.
- Describe and graph quantities such as area and volume to address scientific questions.
- 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. (Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.)
- Describe a system in terms of its components and interactions.
- Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.
- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

### **Activities - How will we teach the content and skills?**

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- Inspire Science Grade 5 Unit 3 Earth's Interactive Systems Module: Lesson 1 Water Distribution on

## Earth

- Inspire Science Grade 5 Unit 3 Earth's Interactive Systems Module: Lesson 2 Human Impact on Water Resources
- Inspire Science Grade 5 Unit 3 Earth's Interactive Systems Module: Lesson 3 Effects of the Hydrosphere
- Inspire Science Grade 5 Unit 3 Earth's Other Systems Module: Lesson 1 Effects of the Geosphere
- Inspire Science Grade 5 Unit 3 Earth's Other Systems Module: Lesson 2 Effects of the Atmosphere
- Inspire Science Grade 5 Unit 3 Earth's Other Systems Module: Lesson 3 Effects of the Biosphere
- [5-ESS2-1 Lesson Examples](#)
- [5-ESS2-2 Lesson Examples](#)
- [5-ESS3-1 Lesson Examples](#)

## **Evidence/Assessments - How will we know what students have learned?**

- Inspire Science Labs
- Inspire Science STEM Module Projects
- Inspire Science Grade 5 Unit 3 Earth's Interactive Systems Module: Lesson 1 Lesson Check
- Inspire Science Grade 5 Unit 3 Earth's Interactive Systems Module: Lesson 2 Lesson Check
- Inspire Science Grade 5 Unit 3 Earth's Interactive Systems Module: Lesson 3 Lesson Check
- Inspire Science Grade 5 Unit 3 Earth's Other Systems Module: Lesson 1 Lesson Check
- Inspire Science Grade 5 Unit 3 Earth's Other Systems Module: Lesson 2 Lesson Check
- Inspire Science Grade 5 Unit 3 Earth's Other Systems Module: Lesson 3 Lesson Check
- Daily Warm Ups
- Daily Exit Tickets
- Science Journal
- [Grade 5 Unit 3 Benchmark Assessment](#)
- [CER - Claim Evidence Reasoning Written Response](#)
- [Water Cycle](#)

## Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
<ul style="list-style-type: none"><li>• Winds and clouds in the atmosphere interact with landforms to determine patterns of weather.</li><li>• Nearly all of Earth’s available water is in the ocean.</li><li>• Most freshwater is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.</li></ul>	<p>Grade 2: Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.</p> <p>Grade 2: Wind and water can change the shape of the land.</p> <p>Grade 3: Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.</p> <p>Grade 3: Climate describes a range of an area’s typical weather conditions and the extent to which those conditions vary over years.</p> <p>Grade 4: Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.</p>	<p><a href="#">2-ESS2-1 Activities</a></p> <p><a href="#">2-ESS2-3 Activities</a></p> <p><a href="#">3-ESS2-1 Activities</a></p> <p><a href="#">3-ESS2-2 Activities</a></p> <p><a href="#">4-ESS2-1 Activities</a></p>

## Key Resources

Inspire Science



[Simulating an Oil Spill](#)

[What-a-Cycle](#)

Water Cycle Science Court

Lindenwold Sewer come into class and discuss how water is treated

Lab to teach students about water pollution: [Water Filtration Experiment](#)

[Water Cycle Exploration](#)

[The Water Bodies Video](#)

[Changing Water Video](#)

[Weathering and Erosion Video](#)

[Weather Systems and Patterns](#)

[Climate Article](#)

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## **21st Century Life and Careers**

WRK.9.2.5.CAP.3

Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

WRK.9.2.5.CAP.4

Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

## **Career Readiness, Life Literacies, & Key Skills**

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TECH.9.4.5.CI.1

Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

TECH.9.4.5.CI.2

Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

TECH.9.4.5.IML.3

Represent the same data in multiple visual formats in order to tell a story about the data.

## **Interdisciplinary Connections/Companion Standards**

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### **NJSLS ELA**

RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. (5-ESS3-1, 3-5-ETS1-2)

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-ESS2-1, 5-ESS2-2, 5-ESS3-1, 3-5-ETS1-2)

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS3-1, 3-5-ETS1-2)

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. (3-5-ETS1-1, 3-5-ETS1-3)

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-ESS2-2, 5-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-3)

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-3)

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when

appropriate to enhance the development of main ideas or themes. (5-ESS2-1, 5-ESS2-2)

### **NJSLS Mathematics**

MP.2 Reason abstractly and quantitatively. (5-ESS2-1, 5-ESS2-2, 5-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3)

MP.4 Model with mathematics. (5-ESS2-1, 5-ESS2-2, 5-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3)

MP.5 Use appropriate tools strategically. (3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3)

3-5.OA Operations and Algebraic Thinking (3-5-ETS1-1, 3-5-ETS1-2)

5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS2-1)