5.Space Systems:  Stars and the Solar System

Science and Engineering Practices

Analyzing and Interpreting Data
Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. (5-ESS1-2)
- Support an argument with evidence, data, or a model. (5-PS2-1), (5-ESS1-1)

Engaging in Argument from Evidence
Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Support an argument with evidence, data, or a model. (5-PS2-1), (5-ESS1-1)

Disciplinary Core Ideas

PS2.B: Types of Interactions
- The gravitational force of Earth acting on an object near Earth’s surface pulls that object toward the planet's center. (5-PS2-1)

ESS1.A: The Universe and its Stars
- The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (5-ESS1-1)

ESS1.B: Earth and the Solar System
- The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)

Crosscutting Concepts

Patterns
- Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena. (5-ESS1-2)

Cause and Effect
- Cause and effect relationships are routinely identified and used to explain change. (5-PS2-1)

Scale, Proportion, and Quantity
- Natural objects exist from the very small to the immensely large. (5-ESS1-1)

The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education:

Connections to other DCIs in fifth grade: N/A

Articulation of DCIs across grade-bands:

- **1.ESS1.A** (5-ESS1-2);
- **1.ESS1.B** (5-ESS1-2);
- **3.PS2.1** (5-PS2-1), (5-ESS1-2);
- **3.PS2.2** (5-PS2-1);
- **MS.PS2.1** (5-PS2-1);
- **MS.ESS1.A** (5-ESS1-1), (5-ESS1-2);
- **MS.ESS1.B** (5-PS2-1), (5-ESS1-2);
- **MS.ESS2.C** (5-PS2-1);

Common Core State Standards Connections:

ELA/Literacy –

- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-PS2-1), (5-ESS1-1)
- **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-ESS1-1)
- **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5-ESS1-1)
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-PS2-1), (5-ESS1-1)
- **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-PS2-1), (5-ESS1-1)
- **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-ESS1-2)

Mathematics –

- **MP.2** Reason abstractly and quantitatively. (5-ESS1-1), (5-ESS1-2)
- **MP.4** Model with mathematics. (5-ESS1-1), (5-ESS1-2)
- **5.NBT.A.1** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-ESS1-1)
- **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-ESS1-2)

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

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