

## Connecting to the Next Generation Science Standards (NGSS Lead States 2013):

Performance Expectations	Connections to Classroom Activities
<p>5-PS1-1. Develop a model to describe that matter is made of particles too small to see.</p> <p>5-PS1-2. Measure and graph quantities to provide evidence that, regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p> <p>5-PS1-3. Make observations and measurements to identify materials based on their properties.</p> <p>5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p> <p>5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (This PE is partially addressed in the unit.)</p>	<p>Students make sense of the phenomenon of garbage in the school, home, and neighborhood, which all goes to a landfill in the local community.</p> <p>The anchoring phenomenon for the unit is that the school, home, and neighborhood make large amounts of garbage every day.</p> <p>The driving question for the unit is, “What happens to our garbage?”</p> <p>To answer the driving question, students engage in three-dimensional learning and build their understanding coherently over approximately 9 weeks of instruction.</p>
Science and Engineering Practices	
All of the eight practices	To answer the driving question, “What happens to our garbage?,” students engage in each of the SEPs multiple times over approximately 9 weeks of instruction.
Disciplinary Core Ideas	

<p><b>PS1.A: Structure and Properties of Matter</b></p> <ul style="list-style-type: none"> <li>• 5-PS1-1</li> <li>• 5-PS1-2</li> <li>• M5-PS1-3</li> <li>•</li> </ul> <p><b>PS1.B: Chemical Reactions</b></p> <ul style="list-style-type: none"> <li>• 5-PS1-4</li> <li>• 5-PS1-2</li> <li>•</li> </ul> <p>LS2.A: Interdependent Relationships in Ecosystems (partial DCI)</p> <ul style="list-style-type: none"> <li>• 5-LS2-1</li> </ul> <p>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems (partial DCI)</p> <ul style="list-style-type: none"> <li>• 5-LS2-1</li> </ul>	<p>To answer the driving question, “What happens to our garbage?,” students use each of the DCIs multiple times over approximately 9 weeks of instruction (see more details in the text).</p>
<p><b>Crosscutting Concepts</b></p>	
<p>All of the seven crosscutting concepts, except structure and function</p>	<p>To answer the driving question, “What happens to our garbage?” students use each of the CCCs multiple times over an approximately 9 weeks of instruction.</p>