

Science Grade 5 June 2020

	Sci	ience Grade 5				
Physical Science: Forces and Simple Machines (FM)						
Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4-Exemplary The student independently demonstrates an in-depth understanding of the concept and consistently applies this knowledge to new situations.		
FM5.1 Analyze the effects of gravitational, magnetic, and mechanical forces, including friction, on the movement of objects.	• I use some experimentation, measurement, OR data, to show the difference between contact and non-contact forces.	I use experimentation, measurement, OR data to give several examples of the effects of contact and non-contact forces on the movement of objects.	I use experimentation, measurement, AND data to give examples of the effects of contact and non-contact forces on the movement of objects.	I use experimentation, measurement, data, AND research to give examples of the effects of contact and non- contact forces on the movement of objects.		
	 I can give examples of gravitational, magnetic, OR mechanical forces, including friction 	I can give examples of gravitational, magnetic, AND mechanical forces, including friction.	I can distinguish the effects of gravitational, magnetic, AND mechanical forces, including friction, on the movement of objects.	I can compare the effects of gravitational, magnetic, AND mechanical forces, including friction in various conditions or situations.		
	 I can use a few specific vocabulary words in my analyses. 	I can use some specific vocabulary in my analyses.	I can use many specific vocabulary in my analyses.	I can use extensive specific vocabulary in my analyses.		



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nning dent is having y demonstrating an anding of the concept. carry out simple esses to determine y characteristics of	ence Grade 5 rces and Simple Ma 2 - Approaching The student is developing an understanding of the concept. • I can carry out simple processes with some	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept. • I can carry out processes	4-Exemplary The student independently demonstrates an in-depth understanding of the concept and consistently applies this knowledge to new situations. • I can design and carry
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e simple machines ding levers, wheels axles, pulleys, ned planes, screws, vedges.	accuracy to determine a few characteristics of some simple machines including levers, wheels and axles, pulleys, inclined planes, screws, OR wedges.	accurately to determine the characteristics of simple machines including levers, wheels and axles, pulleys, inclined planes, screws, and wedges.	out an accurate investigation to determine the characteristics of simple machines including levers, wheels and axles pulleys, inclined planes, screws, and wedges.
identify a few acteristics of simple nines including rs, wheels and axles, rys, inclined planes, ws, OR wedges.	• I can identify the characteristics of simple machines including levers, wheels and axles, pulleys, inclined planes, screws, AND wedges.	• I can differentiate with examples many of the operating principles of simple machines, including levers, wheels and axles, pulleys, inclined planes, screws, AND wedges.	I can compare the use of simple machines, including levers, wheels and axles, pulleys, inclined planes, screws, AND wedges in various conditions or situations.
	identify a few acteristics of simple nines including s, wheels and axles, ys, inclined planes,	and axles, pulleys, inclined planes, screws, OR wedges. identify a few acteristics of simple planes including levers, wheels and axles, yys, inclined planes, or and axles, pulleys, inclined planes, screws, inclined planes, screws, inclined planes, screws, or and axles, pulleys, inclined planes,	and axles, pulleys, inclined planes, screws, OR wedges. • I can identify the characteristics of simple machines including levers, wheels and axles, ys, inclined planes, screws, and wedges. • I can identify the characteristics of simple machines including levers, wheels and axles, pulleys, inclined planes, screws, AND wedges. • I can differentiate with examples many of the operating principles of simple machines, including levers, wheels and axles, pulleys, inclined planes, screws, inclined planes, screws, inclined planes, screws,



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FM5.3 Assess how natural and man- made forces and simple machines affect individuals, society, and the environment.	I can identify a few benefits and challenges of the effects of natural OR man-made forces on me, my community, OR the environment.	I can identify a few benefits and challenges of the effects of natural AND man-made forces on me, my community, OR the environment.	I can explain several benefits and challenges of the effects of natural AND man-made forces on me, my community, AND the environment.	I can explain several benefits and challenges of the effects of natural AND man-made forces on me, my community, AND the environment, AND propose potential future impacts.
	I can explain a few benefits and challenges of the effects of simple machines on me, my community, OR the environment, with help.	I can explain a few benefits and challenges of the effects of simple machines on me, my community, OR the environment.	I can explain several benefits and challenges of the effects of simple machines on me, my community, AND the environment.	I can explain several benefits and challenges of the effects of simple machines on me, my community, AND the environment, AND propose potential futur impacts.