



**Grade 5**

**3.1.5.B Life Science: Ecosystems:** Interactions, Energy, and Dynamics

**Students who demonstrate understanding can** *develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.*

**Clarifying Statement:** Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.

**Assessment Boundary:** Assessment does not include molecular explanations.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p><b>Developing and Using Models</b> Modeling in 3–5 builds on K–2 models and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> <li>Develop a model to describe phenomena.</li> </ul> <hr/> <p style="text-align: center;"><b>Connections to Nature of Science</b></p> <p><b>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</b></p> <ul style="list-style-type: none"> <li>Science explanations describe the mechanisms for natural events.</li> </ul>	<p><b>LS2.A: Interdependent Relationships in Ecosystems</b></p> <ul style="list-style-type: none"> <li>The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.</li> </ul> <p><b>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</b></p> <ul style="list-style-type: none"> <li>Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment.</li> </ul>	<p><b>Systems and System Models</b></p> <ul style="list-style-type: none"> <li>A system can be described in terms of its components and their interactions.</li> </ul>

**Pennsylvania Context:** Examples of Pennsylvania context include native plants and animals.

**PA Career Ready Skills:** Identify one’s own strengths, needs, and preferences.



**Connections to Other Standards Content and Practices**

Standard Source	Possible Connections to Other Standard(s) or Practice(s)
<b>Agriculture (AFNR)</b>	CS.06.01.01.a: Research and explain the foundational cycles in AFNR (e.g., water cycle, nutrient cycle, carbon cycle, etc.).
<b>Science, Environmental Literacy and Sustainability (NAEE)</b>	5-8 Strand 1.F. Working with models and simulations: Learners use models to analyze information that support their environmental investigations. They explain the purposes and limitations of these models. 5-8 Strand 2.1.A. Earth’s physical systems: Learners describe the physical processes that shape Earth, including weather, climate, plate tectonics, and the hydrologic cycle. They explain how matter cycles and energy flows among the abiotic and biotic components of the environment. They describe how humans affect and are affected by Earth’s physical systems.
<b>PA Core Standards: ELA</b>	CC.1.2.5.G: 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. CC.1.5.5.A: Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly. CC.1.5.5.E: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<b>PA Core Standards and Practices: Math</b>	MP.2: Reason abstractly and quantitatively. MP.4: Model with mathematics. CC.2.4.5.A.2: Represent and interpret data using appropriate scale.
<b>PA Standards: Social Studies</b>	7.2.5.B: Identify the basic physical processes that affect the physical characteristics of places and regions.
<b>Educational Technology (ISTE)</b>	1.6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
<b>Technology and Engineering (ITEEA)</b>	STEL-2F: Describe how a subsystem is a system that operates as part of another, larger system.