



Grade 5

3.2.5.A Physical Science: Matter and Its Interactions

Students who demonstrate understanding can *develop a model to describe that matter is made of particles too small to be seen.*

Clarifying Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.

Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p>Developing and Using Models</p> <p>Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> Use models to describe phenomena. 	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. 	<p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Natural objects exist from the very small to the immensely large.

Pennsylvania Context: N/A

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)
Agriculture (AFNR)	CS.06.01.01.c: Teach others about the impact of foundational cycles within AFNR systems.
Science, Environmental Literacy and Sustainability (NAAEE)	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.



Standard Source	Possible Connections to Other Standard(s) or Practice(s)
PA Core Standards: ELA	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.1.4.5.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. CC.1.4.5.V: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CC.1.4.5.W: 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.
PA Core Standards and Practices: Math	MP.2: Reason abstractly and quantitatively. MP.5: Use appropriate tools strategically. CC.2.4.5.A.1: Solve problems using conversions within a given measurement system. CC.2.4.5.A.6: Apply concepts of volume to solve problems and relate volume to multiplication and to addition.
PA Standards: Social Studies	N/A
Educational Technology (ISTE)	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.
Technology and Engineering (ITEEA)	STEL-21: Describe the properties of different materials.