



Grade 5

3.2.5.G Physical Science: Energy

Students who demonstrate understanding can use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Clarifying Statement: Examples of models could include diagrams, and flow charts.

Assessment Boundary: N/A

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models 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. <ul style="list-style-type: none"> Use and/or develop models to describe phenomena. 	Energy in Chemical Processes and Everyday Life <ul style="list-style-type: none"> The energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). Organization for Matter and Energy Flow in Organisms <ul style="list-style-type: none"> Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. 	Energy and Matter <ul style="list-style-type: none"> Energy can be transferred in various ways and between objects.

Pennsylvania Context: Examples of Pennsylvania context include but are not limited to using Pennsylvania native species to demonstrate food chains and food webs.

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.a: Research and explain the foundational cycles in AFNR (e.g., water cycle, nutrient cycle, carbon cycle, etc.).



Standard Source	Possible Connections to Other Standard(s) or Practice(s)
Science, Environmental Literacy and Sustainability (NAAEE)	<p>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.</p> <p>5-8 Strand 2.1.B. Earth's living systems: Learners describe how living things, including humans, are dependent on their environment and are adapted to live in particular ecosystems under particular environmental conditions. They describe major interactions among organisms and populations of organisms and explain the importance of biodiversity to ecosystem health. They describe how humans affect and are affected by the biosphere.</p>
PA Core Standards: ELA	<p>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.</p> <p>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.</p> <p>CC.1.5.5.E: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
PA Core Standards and Practices: Math	CC.2.2.5.A.4: Analyze patterns and relationships using two rules.
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-3D: Explain how various relationships can exist between technology and engineering and other content areas.