



Grade 5 Science Standards

Adopted by the State Board of Education on June 16, 2022

VERSION 2022.1



OREGON
DEPARTMENT OF
EDUCATION



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K-12 Science Education for Every Student

[A K-12 Framework Science Education](#) (National Research Council, 2012) is a compilation of science education research identifying critical topics and best practices for youth to learn science that centers students' cultures, interests, and identities as they make sense of their world. The Framework highlights how "all science learning can be understood as a cultural accomplishment." Research shows that a cultural perspective can transform learning experiences into more engaging and meaningful for learners. This is a fundamental shift from **learning about** a science topic, **to figuring out** why or how something happens. These [instructional sequences](#) are more coherent when students investigate compelling natural phenomena (in science) or work on meaningful design problems (in engineering) by engaging in science and engineering practices.

"Equity in science education requires that all students are provided with equitable opportunities to learn science and become engaged in science and engineering practices; with access to quality space, equipment, and teachers to support and motivate that learning and engagement; and adequate time spent on science. In addition, the issue of connecting to students' interests and experiences is particularly important for broadening participation in science." (NRC, 2012).

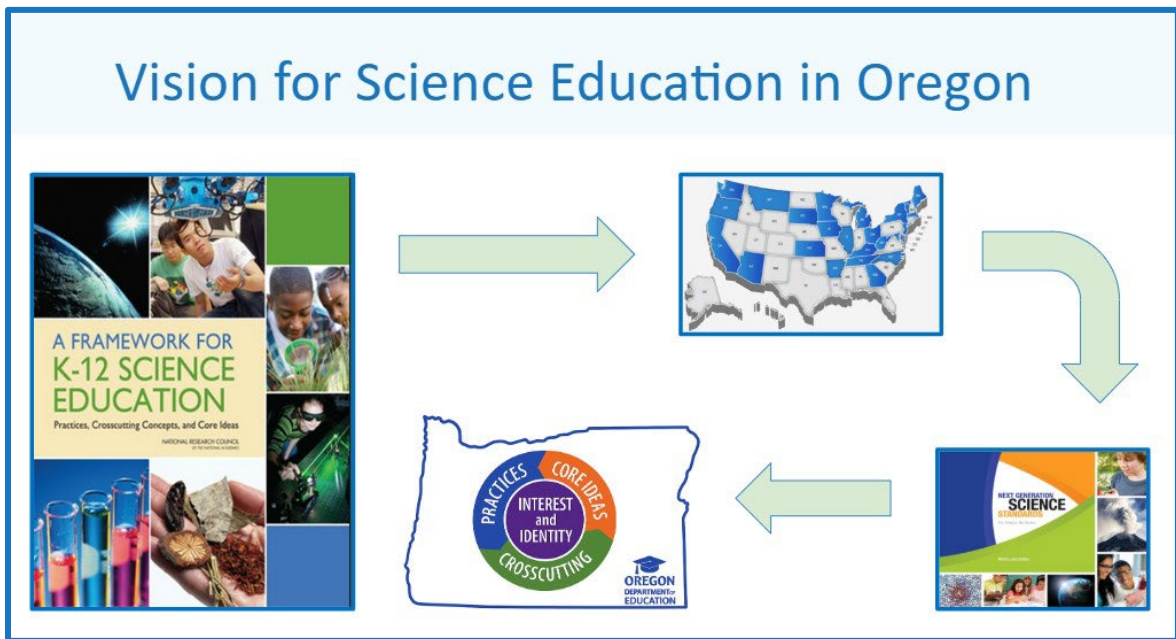


Figure 1

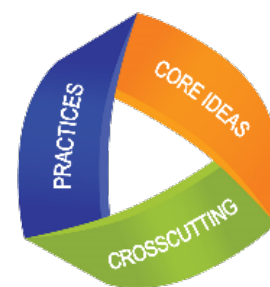
From the research publication of the Framework, the Next Generation Science Standards were developed in partnership with the coordination of 26 states, including Oregon, along with critical partners in science, science education, higher education, and industry. As part of the development process, the standards underwent multiple reviews, including two public drafts, allowing all who have a stake in science education an opportunity to inform the development of the standards. This included input from over 50,000 educators (Figure 1). In 2014, and again in 2022, based on the recommendation from the Oregon Science Standards Advisory Panels, **the Oregon State Board of Education adopted the NGSS as Oregon’s K-12 Science Standards.**

There is no doubt that science - and therefore, **science education - is central to the lives of every community member.** Never before has our world been so complex and scientific literacy so critical to making sense of it all. Science is also at the heart of each community’s ability to continue innovating, leading, and creating jobs for the future. That’s why **all students** - regardless of whether they pursue college or STEM careers - **should have access to a high-quality K-12 science education.** (nextscience.org, 2013).

For more information on Next Generation Science Standards (NGSS) and supporting resources, please visit the NextGenScience website.

Three-Dimensional Learning: Putting it Together

[A K-12 Framework Science Education](#) (National Research Council, 2012) describes a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. It presents three dimensions that will be combined to form each standard. These three dimensions, **science and engineering practices, crosscutting concepts**, and the **disciplinary core ideas**, make up distinct but equally important components of what students should know and be able to demonstrate. The three dimensions are:



Dimension 1: Science and Engineering Practices

The practices describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems. [A Framework for K-12 Science Education](#) uses the term practices instead of a term like “skills” to emphasize that engaging in scientific investigation requires not only skill but also the knowledge that is specific to each practice. Part of the NRC’s intent is to better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires.

Although engineering design is similar to scientific inquiry, there are significant differences. For example, scientific inquiry involves the formulation of a question that can be answered through investigation, while engineering design involves the formulation of a problem that can be solved through design.

Strengthening instruction involving engineering will clarify for students the relevance of science, technology, engineering, and mathematics (the four STEM fields) to everyday life.

❖ *Asking Questions and Defining Problems*

A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world(s) works and which can be empirically tested.

❖ *Developing and Using Models*

A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations.

❖ *Planning and Carrying Out Investigations*

Scientists and engineers plan and carry out investigations in the field or laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters.

❖ *Analyzing and Interpreting Data*

Scientific investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists use a range of tools—including tabulation, graphical interpretation, visualization, and statistical analysis—to identify the significant features and patterns in the data. Scientists identify sources of error in the investigations and calculate the degree of certainty in the results.

❖ *Using Mathematics and Computational Thinking*

In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships.

❖ *Constructing Explanations and Designing Solutions*

The end-products of science are explanations, and the end-products of engineering are solutions. The goal of science is the construction of theories that provide explanatory accounts of the world. A theory becomes accepted when it has multiple lines of empirical evidence and greater explanatory power of phenomena than previous theories.

❖ *Engaging in Argument from Evidence*

Argumentation is the process by which evidence-based conclusions and solutions are reached. In science and engineering, reasoning and argument based on evidence are essential to identifying the best explanation for a natural phenomenon or the best solution to a design problem.

❖ *Obtaining, Evaluating, and Communicating Information*

Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity.

Dimension 2: Crosscutting Concepts

Crosscutting concepts have application across all domains of science. As such, they are a way of linking the different domains of science. They include: Patterns, similarity, and diversity; Cause and effect; Scale, proportion and quantity; Systems and system models; Energy and matter; Structure and function; Stability and change.

[A Framework for K-12 Science Education](#) emphasizes that these concepts need to be made explicit for students because they provide an organizational schema for interrelating knowledge from various science fields into a coherent and scientifically-based view of the world.

❖ *Patterns*

Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.

❖ *Cause and Effect: Mechanism and Explanation*

Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.

❖ *Scale, Proportion, and Quantity*

In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.

❖ *Systems and System Models*

Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering.

❖ *Energy and Matter: Flows, Cycles, and Conservation*

Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.

❖ *Structure and Function*

The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.

❖ *Stability and Change*

For natural and built systems alike, conditions of stability and factors that control rates of change are critical elements to consider and understand.

Dimension 3: Disciplinary Core Ideas

Disciplinary core ideas have the power to focus K-12 science curriculum, instruction, and assessments on the most important aspects of science. To be considered core, the ideas should meet at least two of the following criteria and ideally all four:

- Have **broad importance** across multiple sciences or engineering disciplines or be a **key organizing concept** of a single discipline;
- Provide a **key tool** for understanding or investigating more complex ideas and solving problems;
- Relate to the **interests and life experiences of students** or be connected to **societal or personal concerns** that require scientific or technological knowledge;
- Be **teachable** and **learnable** over multiple grades at increasing levels of depth and sophistication.

Disciplinary ideas are grouped in four main core ideas (domains) and their subtopics: the [earth and space sciences](#); [engineering, technology and applications of science](#); the [life sciences](#); and the [physical sciences](#).

❖ *Earth & Space Science*

- ESS1 Earth's Place in the Universe
- ESS2 Earth's Systems
- ESS3 Earth and Human Activity

❖ *Engineering, Technology, and the Application of Science*

- ETS1 Engineering Design
- ETS2 Links Among Engineering, Technology, Science, and Society

❖ *Life Science*

- LS1 From Molecules to Organisms: Structures and Processes
- LS2 Ecosystems: Interactions, Energy, and Dynamics
- LS3 Heredity: Inheritance and Variation of Traits
- LS4 Biological Evolution: Unity and Diversity

❖ *Physical Science*

- PS1 Matter and Its Interactions
- PS2 Motion and Stability: Forces and Interactions
- PS3 Energy
- PS4 Waves and Their Applications in Technologies for Information Transfer



Integration of K-12 Climate Change Education[^]

The adopted 2022 Oregon Science Standards include the foundational understanding of weather, climate, and human impacts on natural resources in Kindergarten through Grade 5. The standards also specifically identify global climate change and human impact on earth's system as a disciplinary core idea in [middle school](#) and [high school](#).

With the adoption of the 2022 Oregon Science Standards, there are continual opportunities to elevate climate change education across grade levels and between disciplinary core ideas. This will provide learning progressions for students to make sense of the complex nature of climate change and learn the skills to develop and deploy solutions. A caret or up arrow ([^]) was added to those K-12 science standards that have proximal connections to climate change and human impact on earth's system. These standards were identified by utilizing a [research analysis](#) conducted by MADE CLEAR through a National Science Foundation Grant that could further support climate change education. For more information on climate change education and supporting resources, please visit the [STEM Teaching Tools – Climate Learning](#) website.

[^] This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth's Systems and Earth and Human Activity.

Integration of Engineering Design*

The NGSS represents a commitment to integrate engineering design into the structure of science education by raising engineering design to the same level as scientific inquiry when teaching science disciplines at all levels, from kindergarten to twelfth grade. It affirms the value of teaching engineering ideas, particularly engineering design, to young students.

The inclusion of engineering design within the fabric of the NGSS has profound opportunities for all students to acquire engineering design practices and concepts alongside the practices and concepts of science. The core idea of engineering design includes three component ideas:

- **Defining** and delimiting engineering problems involves stating the problem to be solved as clearly as possible in terms of criteria for success and constraints or limits.
- **Designing solutions** to engineering problems begins with generating a number of different possible solutions, then evaluating potential solutions to see which ones best meet the criteria and constraints of the problem.



- **Optimizing** the design solution involves a process in which solutions are systematically tested and refined and the final design is improved by trading off less important features for those that are more important.

It is important to point out that these component ideas do not always follow in order, any more than do the “steps” of scientific inquiry. At any stage, a problem solver can redefine the problem or generate new solutions to replace an idea that is just not working out. An asterisk (*) was added to those K-12 science standards that have engineering design embedded within either the science and engineering practices or as a disciplinary core idea. For more information on engineering design and supporting resources, please visit [Appendix I – Engineering Design in the NGSS](#).

* This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.



Grade 5 Science Standards

Earth & Space Science

5.ESS1 *Earth's Place in the Universe*

5.ESS1.1 Support an argument that the apparent brightness of the sun and stars is due to their relative distances from Earth. [Clarification Statement: Emphasis is to obtain information and construct an explanation on how the scale of the distance to objects giving off light affects the brightness of objects (such as a nearby streetlights appear bigger and brighter than distant streetlights).] [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, and stage).]

5.ESS1.2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.] [Assessment Boundary: Assessment does not include causes of seasons.]

5.ESS2 *Earth's Systems*

5.ESS2.1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.[^] [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.] [Assessment Boundary: Assessment is limited to the interactions of two systems at a time.]

5.ESS2.2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. [Clarification Statement: Emphasis is on models to organize data about the quantity of saltwater and freshwater in various reservoirs and graph data to compare the proportions of saltwater



and freshwater on Earth.] [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]

5.ESS3 *Earth and Human Activity*

- 5.ESS3.1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.**[^] [Clarification Statement: Emphasis is on gathering data to construct an explanation on how and why the selected activity protects the Earth’s resources and environment for the identified region or community (such as agriculture practices, solar or wave energy).] [Assessment Boundary: Assessment is limited to describing how communities use science ideas to protect Earth’s resources and environment and does not focus on cause and effect of human impacts on the environment.]

Engineering, Technology, and the Application of Science

5.ETS1 *Engineering Design*

- 5.ETS1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.** [Clarification Statement: A design problem must be identified before solutions are developed. Solutions or designs identify the criteria for success and identify limitations and constraints.] [Assessment Boundary: Assessment does not include limitations or criteria based on specific process or system boundaries (such as limitations of scientific principles or long-term societal and environmental impacts).]
- 5.ETS1.2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.** [Clarification Statement: Emphasis is on researching a problem prior to designing a solution, plan for testing to evaluate how well it will perform under a range of likely conditions using scientific knowledge and communicating the design process.] [Assessment Boundary: Assessment is limited to the design process and modeling.]
- 5.ETS1.3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.** [Clarification Statement: Emphasis is on identifying the purpose of the investigation and specific evidence to collect, testing one criteria or constraint at a time, and record the data accordingly.] [Assessment Boundary: Assessment is limited to proposing different solutions based on evidence collected and to determine which is best based on the criteria and the constraints.]

Life Science

5.LS1 *From Molecules to Organisms: Structures and Processes*

5.LS1.1 Support an argument that plants get the materials they need for growth chiefly from air and water.[^] [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.] [Assessment Boundary: Assessment does not include photosynthesis or the photosynthesis reaction equation.]

5.LS2 *Ecosystems: Interactions, Energy, and Dynamics*

5.LS2.1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.[^] [Clarification 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.]

Physical Science

5.PS1 *Matter and Its Interactions*

5.PS1.1 Develop a model to describe that matter is made of particles too small to be seen.[^] [Clarification Statement: Examples of evidence 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.]

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. [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that forms new substances.] [Assessment Boundary: Assessment does not include distinguishing mass and weight.]

5.PS1.3 Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]

5.PS1.4 **Conduct an investigation to determine whether the mixing of two or more substances results in new substances.** [Clarification Statement: Emphasis is to investigate the effect of combining various substances to determine if a new substance is formed. Quantitative or qualitative data will be collected (such as weight or mass, temperature, state of matter, color, texture, odor).] [Assessment Boundary: Assessment does not include having students distinguish between mass and weight. This specific distinction occurs in middle grades.]

5.PS2 *Motion and Stability: Force and Interactions*

5.PS2.1 **Support an argument that the gravitational force exerted by Earth on objects is directed down.** [Clarification Statement: “Down” is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]

5.PS3 *Energy*

5.PS3.1 **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.** [Clarification Statement: Examples of models could include diagrams, and flow charts.] [Assessment Boundary: Assessment does not include photosynthesis or the photosynthesis reaction equation. Students should know that plants carry out photosynthesis for energy, but they do not need to know the specifics of the process or equation. Similarly, this assessment does not include the process or mechanisms for metabolism. Students should understand the relationship between animals and the food they eat to obtain energy for bodily functions, growth, and repair.]

*This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

^This performance expectation references [a proximal connection to climate change](#) and the disciplinary core ideas: Earth’s Systems and Earth and Human Activity.