

# *A Blueprint for Learning*

The *Blueprint for Learning* is a companion document for the Tennessee Curriculum Standards which are located at [www.tennessee.gov/education](http://www.tennessee.gov/education). Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

## **Key features of the reformatted version are:**

- All grades for each content area are provided in the same manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

## **Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).**

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
  - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

## ***SCIENCE*** ***Fifth Grade***

### **LIFE SCIENCE STANDARDS**

#### **Cell Structure and Function**

*The student will investigate the structure and function of plant and animal cells.*

<b>Key</b>	<b>Reporting Category</b>	
<b>D</b>		Draw and label the basic structures of plant and animal cells (i.e., cell wall, cell membrane, cytoplasm, nucleus, and chloroplasts).
<b>D</b>		Compare and contrast the basic structures of plant and animal cells (i.e., cell membrane, cytoplasm, and nucleus)
<b>A</b>	<b>SF</b>	Identify basic structures of plant and animal cells.
<b>A</b>	<b>SF</b>	Compare and contrast basic structures and functions of plant and animal cells.
<b>A</b>	<b>SF</b>	Distinguish between single cell and multicellular organisms.
<b>I</b>		Differentiate among cells, tissues, organs, and systems.

#### **Interactions Between Living Things and Their Environment**

*The student will investigate how living things interact with one another and with nonliving elements of their environment.*

<b>D</b>		Classify specific kinds of relationships among plants and animals within an ecosystem.
<b>A</b>	<b>E</b>	Determine various types of plant and animal relationships within an ecosystem.
<b>D</b>		Predict the consequences of a human action on the environment.
<b>A</b>	<b>E</b>	Identify environmental changes caused by living things.
<b>A</b>	<b>E</b>	Predict the effects of human actions and/or natural disasters on the environment.

#### **Food Production and Energy for Life**

*The student will study the basic parts of plants, investigate how plants produce food, and discover that plants and animals use food to sustain life.*

<b>I</b>		Describe how various plant structures are associated with food production (i.e., stems, leaves, and stomata).
<b>A</b>	<b>SF</b>	Match plant structures with their functions.
<b>A</b>	<b>SF</b>	Identify photosynthesis as the food manufacturing process in plants.
<b>A</b>	<b>SF</b>	Identify what plants need (i.e., water, sunlight, and carbon dioxide) to manufacture food.

#### **Heredity and Reproduction**

*The student will understand the basic principles of inheritance.*

<b>I</b>		Explain the function of the flower in plant reproduction.
<b>I</b>		Observe specific plants and explain how they grow from and produce seeds (i.e., sunflowers, and beans).
<b>I</b>		Compare and contrast how different plants reproduce (i.e., flowers and spores).
<b>D</b>		Recognize that new generations of living things arise through reproduction.
<b>A</b>	<b>LC</b>	Compare the traits of parents and their offspring.

#### **KEY**

**I = Introduced    D = Developing    A = State Assessed    M = Mastered**

#### **REPORTING CATEGORY**

**SF = Structure & Function of Organisms    ME = Motion & Forces, Forms of Energy    E = Ecology    M = Matter**  
**LC = Life Cycles & Biological Change    ER = Earth Features & Resources    SC = Space, Weather, & Climate**

**Note: "A" indicates the state curriculum (CRT) assessment only.**  
**All the skills ("I"... "D"... "A"... "M") are addressed in the classroom assessment.**

<b>A</b>	<b>LC</b>	Infer the importance of reproduction to the survival of a species.
<b>D</b>		Describe the life cycle of a fast growing plant.
<b>A</b>	<b>LC</b>	Recognize the difference between complete and incomplete metamorphosis.

### Diversity and Adaptation Among Living Things

*The student will understand that living things have characteristics that enable them to survive in their environment.*

<b>D</b>		Classify plants according to their characteristics.
<b>A</b>	<b>E</b>	Match the form with the function of structures in living things.
<b>D</b>		Compare how plants are adapted to different environments (e.g., palm tree, fir tree, and cactus).
<b>A</b>	<b>E</b>	Compare how organisms adapt to different environments.
<b>A</b>	<b>E</b>	Identify adaptations that enhance the survival of organisms in an environment.
<b>A</b>	<b>E</b>	Determine which organisms are likely to survive in a particular environment.

### Biological Change

*The student will understand that living things have characteristics that enable them to survive in their environment.*

<b>D</b>		Explain how fossils provide information about the past.
<b>A</b>	<b>LC</b>	Compare the causes that led to the extinction of various organisms.
<b>A</b>	<b>LC</b>	Analyze how fossils provide information about the past.
<b>A</b>	<b>LC</b>	Compare the relative age of fossils in rock layers.

## EARTH SCIENCE STANDARDS

### Earth and Its Place in the Universe

*The student will investigate the structure of the universe.*

<b>A</b>	<b>SC</b>	Distinguish among the planets according to specific characteristics.
<b>M</b>		Demonstrate how moon phases occur.
<b>D</b>		Explain why the moon appears to change shape.
<b>A</b>	<b>SC</b>	Identify and arrange the phases of the moon in the correct sequence.
<b>D</b>		Explain the difference between rotation and revolution in the solar system.
<b>A</b>	<b>SC</b>	Identify the force that pulls objects toward the Earth.
<b>A</b>	<b>SC</b>	Differentiate between the Earth's rotation and its revolution.
<b>A</b>	<b>SC</b>	Recognize that the appearance of an object in the sky is affected by its size, motion, and distance from the Earth.

### Atmospheric Cycles

*The student will investigate the relationships among atmospheric conditions, weather, and climate.*

<b>I</b>		Analyze data obtained from studies of atmospheric conditions (i.e., air pressure, wind speed, and precipitation).
<b>A</b>	<b>SC</b>	Distinguish between weather and climate.
<b>A</b>	<b>SC</b>	Predict weather conditions based on an analysis of atmospheric data.

#### KEY

**I = Introduced    D = Developing    A = State Assessed    M = Mastered**

#### REPORTING CATEGORY

**SF = Structure & Function of Organisms    ME = Motion & Forces, Forms of Energy    E = Ecology    M = Matter**  
**LC = Life Cycles & Biological Change    ER = Earth Features & Resources    SC = Space, Weather, & Climate**

**Note: "A" indicates the state curriculum (CRT) assessment only.**  
**All the skills ("I"... "D"... "A"... "M") are addressed in the classroom assessment.**

<b>I</b>		Explain the effects of landforms on weather and climate.
<b>A</b>	<b>SC</b>	Identify how various geographic features affect weather and climate.
<b>D</b>		Demonstrate the components and processes of the water cycle.
<b>A</b>	<b>SC</b>	Identify the basic features of the water cycle.
<b>I</b>		Analyze how temperature affects evaporation, condensation and precipitation.

### Earth Features

*The student will understand that the earth has many geological features that are constantly changing.*

<b>D</b>		Explain how certain forces cause changes in the earth's geological features (i.e., wind, water, and plate tectonics).
<b>A</b>	<b>ER</b>	Identify forces that cause geological change.
<b>D</b>		Construct a model that depicts the layers of the earth.
<b>A</b>	<b>ER</b>	Recognize that the age of Earth materials can be determined by their position in rock layers.
<b>A</b>	<b>ER</b>	Identify characteristics of the earth's layers.

### Earth Resources

*The student will investigate the properties, uses, and conservation of earth's resources.*

<b>D</b>		Choose the appropriate use for an earth material (e.g., fuel, monument, and house foundation).
<b>A</b>	<b>ER</b>	Select a diagram that illustrates the most appropriate use of an earth material.
<b>D</b>		Describe the process of soil formation.
<b>A</b>	<b>ER</b>	Select the soil characteristics that best support plant growth.
<b>A</b>	<b>ER</b>	Recognize the impact of society's use of nonrenewable resources over time.

## PHYSICAL SCIENCE STANDARDS

### Forces and Motion

*The student will investigate the effects of force on the movement of objects.*

<b>D</b>		Explain the effect that gravity has on objects found on earth.
<b>A</b>	<b>ME</b>	Identify the effect that gravity has on objects found on or near the earth's surface.
<b>D</b>		Explain the relationships among mass, force, and distance traveled.
<b>I</b>		Explain the relationship between slope and the amount of force.
<b>A</b>	<b>ME</b>	Determine the effect of slope and friction on the speed of an object.
<b>D</b>		Explore and explain the use of simple machines.
<b>A</b>	<b>ME</b>	Match simple machines with their uses.
<b>D</b>		Explore and explain how friction affects motion.

#### KEY

**I = Introduced    D = Developing    A = State Assessed    M = Mastered**

#### REPORTING CATEGORY

**SF = Structure & Function of Organisms    ME = Motion & Forces, Forms of Energy    E = Ecology    M = Matter**  
**LC = Life Cycles & Biological Change    ER = Earth Features & Resources    SC = Space, Weather, & Climate**

**Note: "A" indicates the state curriculum (CRT) assessment only.  
 All the skills ("I"... "D"... "A"... "M") are addressed in the classroom assessment.**

### Structure and Properties of Matter

*The student will investigate the characteristic properties of matter.*

<b>A</b>	<b>M</b>	Select a material according to a description of its physical properties.
<b>A</b>	<b>M</b>	Determine the appropriate metric unit of measurement for specific properties of matter.
<b>A</b>	<b>M</b>	Recognize the law of conservation of matter.
<b>D</b>		Describe how evaporation and condensation occur as a result of temperature change.
<b>D</b>		Explain why different types of matter freeze, melt, and/or evaporate at different rates.
<b>A</b>	<b>M</b>	Recognize how heat loss or gain is associated with a change in the state of matter.

### Interactions of Matter

*The student will investigate the interactions of matter.*

<b>I</b>		Identify conditions associated with a chemical change.
<b>A</b>	<b>M</b>	Distinguish between physical and chemical changes.
<b>A</b>	<b>M</b>	Compare the effect of physical and chemical changes on matter.
<b>A</b>	<b>M</b>	Identify a substance as an acid (i.e., vinegar or lemon juice) or a base (i.e., soap or baking soda).

### Energy

*The student will investigate energy and its uses.*

<b>A</b>	<b>ME</b>	Recognize how various materials conduct heat.
<b>D</b>		Demonstrate and explain how energy can change form.
<b>A</b>	<b>ME</b>	Differentiate between potential and kinetic energy.
<b>A</b>	<b>ME</b>	Identify ways that energy is transferred.
<b>D</b>		Observe and describe how lenses affect a beam of light.
<b>A</b>	<b>ME</b>	Select the illustration that depicts how lenses refract light.
<b>D</b>		Explore and describe the uses of magnets.
<b>A</b>	<b>ME</b>	Identify the poles of a magnet.
<b>A</b>	<b>ME</b>	Identify the description of a magnetic field.
<b>I</b>		Construct and explain a parallel circuit.
<b>A</b>	<b>ME</b>	Distinguish between series and parallel circuits.
<b>D</b>		Explain the use of a specific type of electrical circuit.

#### KEY

**I = Introduced    D = Developing    A = State Assessed    M = Mastered**

#### REPORTING CATEGORY

**SF = Structure & Function of Organisms    ME = Motion & Forces, Forms of Energy    E = Ecology    M = Matter**  
**LC = Life Cycles & Biological Change    ER = Earth Features & Resources    SC = Space, Weather, & Climate**

Note: "A" indicates the state curriculum (CRT) assessment only.  
 All the skills ("I"... "D"... "A"... "M") are addressed in the classroom assessment.