

The Atmosphere

Grade 5

Science

Unit 6: Earth and the Atmosphere
Louisiana Comprehensive Curriculum

Unit Description

The unit will focus on activities that investigate components of the lithosphere, hydrosphere, and atmosphere. Also, effects of the atmosphere will be investigated.

Student Understandings

Knowing the components of the atmosphere and hydrosphere helps students to begin to realize the components required to sustain human life, as well as the life of all plants and animals on Earth.

Guiding Questions

1. Can students explain how the atmosphere and the hydrosphere differ?
2. Can students communicate the differences in atmospheric layers of Earth?

Unit 6 Grade-Level Expectations (GLEs)

Earth and Space Science	
35.	Identify the atmosphere as a mixture of gases, water vapor, and particulate matter (ESS-M-A11)

**Grade 5
Science
Unit 7: Cycles and Climates
Louisiana Comprehensive Curriculum**

Unit Description

Adding to content from past units, activities in this unit will examine many of Earth’s continuous cycles. Information drawn from a variety of sources is central to concept introduction, exploration, and development.

Student Understandings

Students will develop an understanding that different cycles operate in the environment and that cycles are continuous and repetitive. Students will be able to explain how matter can be changed from one form in a cycle or a recycling process. They should be able to summarize how the water cycle influences the climate.

Guiding Questions

1. Can students describe how the processes of the water cycle interact with one another?
2. Can students identify the processes in the water cycle that are affected by the Sun?
3. Can students contrast the major climate zones?
4. Can students explain how progress in weather technology has improved the lives of people?

Unit 7 Grade-Level Expectations (GLEs)

Physical Science	
5.	Describe the properties and behavior of water in its solid, liquid, and gaseous phases (states) (PS-M-A5)
12.	Identify the Sun as Earth’s primary energy source and give examples (e.g., photosynthesis, water cycle) to support that conclusion (PS-M-C3)
46.	Identify and explain the interaction of the processes of the water cycle (ESS-M-C6) (ESS-M-A10)