

# Bridging Student Learning to New Curriculum

Alberta



## Subject: Science Grade 5

### Highlights of Changes from Previous Grade 5 Curriculum

The new Grade 5 Science Curriculum includes

- an exploration of the particle model of matter and physical properties of matter
- more focus on forces acting in water and air, including the relationship between buoyant forces and weight
- an exploration of renewable and non-renewable energy resources
- an introduction to weather and climate, with an emphasis on agricultural practices
- an exploration of vital biological processes of plants and animals
- expectations for students to interpret astronomical phenomena related to daily life, including seasons and Moon phases
- an increased focus on the design process to create computational artifacts, including code
- an introduction to controlled experiments, including variables, bias, scientific ethics, and communication of evidence

### Suggestions to Support Bridging from Previous Grade 4 Curriculum to New Grade 5 Curriculum

Topic	Previous Science Curriculum: Grade 4	New Science Curriculum: Grade 5	Suggestions to Support Bridging
Earth Systems	There is no content related to Earth systems.	Students analyze climate and connect it to weather conditions and agricultural practices.	Students may need an introductory knowledge of Earth's systems (land, air, water, and organisms), how the interconnections between them sustain life, and the role of conservation.
Space	There is no content related to space.	Students investigate and interpret astronomical phenomena.	Students will need an introductory knowledge of objects in space and their connections to daily life.
Computer Science	There is no content related to computer science.	Students apply design processes when creating artifacts that can be used by a human or machine to address a need.	Students will need knowledge from the new curriculum for Kindergarten to Grade 4 related to computational thinking and the design process as it relates to computer science, including instructions, algorithms, and artifacts.
Scientific Methods	There is limited explicit content related to representing and analyzing data.	Students discuss the use of diverse representations of data in communicating evidence.	Students may need knowledge from the new curriculum for grades 3 and 4 related to conducting investigations, analysis of data, and types of evidence.