# Zingy Learning NGSS 5th Grade Correlation Document

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| **Unit 1: Atoms**<br>Lesson 1: Atoms<br>Lesson 2: Types of atoms<br>Lesson 3: Molecules and extended structures<br>Lesson 4: States of matter I<br>Lesson 5: States of matter II<br>Lesson 6: Dissolving<br>Lesson 7: Air pressure | 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. |

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| **Unit 2: Properties**<br>Lesson 1: Powders<br>Lesson 2: Metals and non-metals | 5-PS1-3. Make observations and measurements to identify materials based on their properties. |

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| **Unit 3: Conservation of mass**<br>Lesson 1: Weighing game<br>Lesson 2: Weighing liquids and powders<br>Lesson 3: Heating and cooling<br>Lesson 4: Mixtures<br>Lesson 5: Gases<br>Lesson 6: Chemical reactions I<br>Lesson 7: Chemical reactions II | 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. |

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| **Unit 4: Chemical reactions**<br>Lesson 1: Chemical reaction<br>Lesson 2: Signs of a chemical reactions I<br>Lesson 3: Signs of a chemical reactions II | 5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances. |

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| **Unit 5: Plant growth**<br>Lesson 1: Soil<br>Lesson 2: Water<br>Lesson 3: Carbon dioxide<br>Lesson 4: Light<br>Lesson 5: Atomic composition<br>Lesson 6: Case studies | 5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. |

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| **Unit 6: Food and energy**<br>Lesson 1: Food<br>Lesson 2: Food chain | 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. |

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| **Unit 7: Food web**<br>Lesson 1: Plants<br>Lesson 2: Animals<br>Lesson 3: Decomposers<br>Lesson 4: Ecosystems<br>Lesson 5: Food web<br>Lesson 6: Changes to an ecosystem | 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. |

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| **Unit 8: Water**<br>Lesson 1: Dissolved salt<br>Lesson 2: Salt water and fresh water<br>Lesson 3: Water cycle | 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. |

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| **Unit 9: Earth systems**<br>Lesson 1: Earth's major systems<br>Lesson 2: Interacting systems | 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. |

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| **Unit 10: Earth's resources**<br>Lesson 1: Water | 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. |

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| **Unit 11: Stars**<br>Lesson 1: Stars | 5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. |

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| **Unit 12: Solar system**<br>Lesson 1: Day and night<br>Lesson 2: Length of day<br>Lesson 3: Sun positions<br>Lesson 4: Shadows<br>Lesson 5: Stars | 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. |

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| **Unit 13: Gravity**<br>Lesson 1: Earth<br>Lesson 2: Gravity | 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. |