Nevada Alternate Assessment

Nevada Academic Content Standard Connectors for Science

Grade 5

Contents

Nevada Academic Content Connectors

The Nevada Academic Content Connectors (NACC) for Science represents the academic skills upon which students to be instructed. The NACCs for Science are linked to the Nevada Academic Content Standards and represent the key academic knowledge, skills and abilities of the Science content at each grade level. The NVAC Connectors for Science were modeled after the Criterion Referenced Test (CRT) and represent the enduring understanding of the content standards for Science at a given grade level.

Example: Science Grade 5

Nevada Academic Content Standards (NVACS)	NVAC Connectors
Structure and Properties of Matter 0	
5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen. **(2)**	Describe that matter is made of particles to small to be seen. **(3)**
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. **(2)**	Identify a graph that shows how temperature changes affect weight. **(3)**

(1) NGSS Disciplinary Core Idea Topical Groupings
(2) Science Content Standards
(3) Connectors to the Content Standards

The Nevada Alternate Assessment was developed to allow students an opportunity to fully demonstrate their knowledge in each content area. This ability to demonstrate knowledge of core content and skills is critical as educators seek to provide access to the general education curriculum while fostering higher expectations for students with significant cognitive disabilities.

NAA Science NVAC Connectors - Grade 5

Nevada Academic Content Standards (NVACS)	NVAC Connectors
Structure and Property of Matter	
5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.	Describe that matter is made of particles too small to be seen.
5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change when heating, cooling, or mixing substances, the total weight of matter is conserved.	Identify a graph that shows how temperature changes affect weight.
5-PS1-3 Make observations and measurements to identify materials based on their properties.	Given two objects, make an observation to identify one based on its property.
5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	Identify and/or explain that a change has occurred when two substances have been mixed together.
Matter and Energy in Organisms & Ecosystems	
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.	Use a model to identify that the sun is the source of energy in most food chains.
5-LS1-1 Support an argument that plants get the materials they need for growth ciefly from air and water.	Identify that plants must have air and water to grow.
5-LS2-1 Develop a model to describe themovement of matter among plants, animals, decomposers, and the environment.	Construct a simple sequence of a food chain.
Earth's Systems	
5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	Identify and/or explain how weather affects land.
5-ESS2-2 Describe and graph the amounts and percentages of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	Identify that water is unequally distributed on Earth.
5-ESS3-1 Obtain and combine information about ways individual communities use Earth's resources and environment.	Identify and explain ways science ideas are used to protect the earth.

Nevada Academic Content Standards (NVACS)	NVAC Connectors
Space Systems: Stars and the Solar System	
5-PS2-1 Support an argument that gravitational force exerted by Earth on objects is directed down.	Explain that gravitational forces cause objects to fall.
5-ESS1-1 Support an argument that the apparent brightness of the sun and stars is due to their relative distance from the earth.	Identify and explain that the distance affects the stars' brightness as seen from Earth.
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.	Identify that there are more hours of sunlight depending on the season.
Engineering Design	
3-5-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.	Identify successful criteria for a simple design.
3-5-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.	Identify and/or explain a simple solution to a problem.
3-5-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.	Identify what can be done to improve a design.