

5th grade science standards nc

5th Grade Science Standards NC: A Comprehensive Guide for Educators and Parents

5th grade science standards nc form a crucial foundation for young learners as they explore the natural world and develop critical thinking skills. These standards are designed to align with North Carolina's educational goals, ensuring that students not only grasp fundamental scientific concepts but also cultivate curiosity and a love for discovery. Whether you're a teacher planning your curriculum or a parent seeking to support your child's learning, understanding these standards can make a significant difference in preparing students for future science challenges.

Understanding the Framework of 5th Grade Science Standards NC

The 5th grade science standards in North Carolina are part of the state's broader Science Essential Standards, which aim to provide a coherent and comprehensive science education from kindergarten through high school. These standards emphasize inquiry-based learning, hands-on activities, and the application of scientific principles to real-world situations. This approach helps students build a strong foundation in key scientific disciplines such as life science, physical science, earth science, and engineering.

Key Domains Covered in 5th Grade Science

The 5th grade curriculum in North Carolina is structured around several core domains, each with specific learning objectives:

- **Physical Science:** Students explore the properties and interactions of matter and energy. They learn about forces, motion, and simple machines, developing an understanding of how physical phenomena affect the world around them.
- **Life Science:** This domain focuses on living organisms, their systems, and environments. Students study ecosystems, adaptations, and the flow of energy through food webs.
- **Earth Science:** Learners investigate Earth's systems, including weather, climate, and geological processes. They gain insights into natural resources and human impact on the environment.
- **Engineering and Technology:** Students are introduced to the engineering

design process, encouraging problem-solving and creativity through designing, testing, and improving models or devices.

These domains are interwoven to provide a holistic science education that reflects how these fields interact in the real world.

Exploring 5th Grade Science Standards NC in Depth

Diving deeper into the specific standards, 5th grade science in North Carolina emphasizes not only content knowledge but also scientific practices. This dual focus ensures that students don't just memorize facts but also learn how to think and act like scientists.

Physical Science Standards

In physical science, students investigate concepts such as force, motion, and the properties of matter. For example, they might conduct experiments to observe how different materials respond to forces or how energy can change forms. The standards encourage hands-on exploration:

- Understanding Newton's laws of motion in practical contexts
- Examining the effects of friction and gravity on objects
- Exploring simple machines and their roles in everyday tools

This approach helps students connect abstract concepts to tangible experiences, which enhances comprehension and retention.

Life Science Standards

Life science standards focus heavily on ecosystems and organism interactions. Students learn about food chains, habitats, and adaptation strategies. They might study local plants and animals, observing how these organisms survive and thrive. Key topics include:

- Energy flow in ecosystems through food webs

- Structure and function of plant and animal systems
- Human impact on living systems and conservation efforts

Integrating environmental awareness into the curriculum encourages students to think critically about sustainability and their role in protecting nature.

Earth Science Standards

Earth science in 5th grade introduces students to the dynamic processes shaping our planet. This includes weather patterns, rock cycles, and the importance of natural resources. Lessons often involve:

- Observing and predicting weather changes
- Understanding soil formation and types of rocks
- Discussing renewable and non-renewable resources

By studying these topics, students gain a better appreciation for Earth's complexity and the need for responsible stewardship.

Engineering and Technology Standards

The inclusion of engineering design principles in the 5th grade standards is particularly exciting. Students are encouraged to identify problems, brainstorm solutions, build prototypes, and test their designs. This experiential learning fosters creativity and resilience. Examples include:

- Designing simple machines to perform specific tasks
- Collaborating on group projects to solve practical problems
- Reflecting on how technology impacts society and the environment

This hands-on approach aligns with STEM education trends and prepares students for future innovations.

Tips for Teaching 5th Grade Science Standards NC Effectively

Bringing 5th grade science standards to life requires creativity and thoughtful planning. Here are some strategies educators and parents can use to enhance learning:

Incorporate Inquiry-Based Learning

Encourage students to ask questions and design experiments to find answers. Inquiry-based learning nurtures curiosity and critical thinking, making abstract concepts more accessible.

Use Real-World Connections

Link lessons to everyday experiences, such as exploring local ecosystems or investigating household machines. This contextual learning helps students see the relevance of science in their lives.

Leverage Technology and Multimedia

Interactive simulations, videos, and educational apps can make complex topics more engaging. Technology also supports differentiated instruction, catering to diverse learning styles.

Promote Collaborative Learning

Group projects and discussions foster communication skills and allow students to learn from each other. Collaboration mirrors real scientific work environments.

Integrate Cross-Curricular Activities

Combine science with math, reading, and writing to reinforce skills across subjects. For example, students can write lab reports or graph their experiment results, enhancing literacy and numeracy.

Resources to Support 5th Grade Science Standards NC

A variety of tools and materials are available to help educators and parents align with North Carolina's 5th grade science standards:

- **North Carolina Department of Public Instruction (NCDPI):** The official website provides detailed standards, curriculum frameworks, and assessment guidelines.
- **Science Kits and Hands-On Materials:** Kits designed around the standards can bring experiments and models into the classroom or home.
- **Online Platforms:** Websites like Khan Academy, BrainPOP, and National Geographic Kids offer interactive lessons and videos tailored to elementary science.
- **Local Museums and Nature Centers:** Field trips and virtual tours provide experiential learning opportunities connected to the standards.

Using these resources can make teaching and learning science more effective and enjoyable.

The 5th grade science standards NC serve as a roadmap to inspire young minds and prepare them for a future rich with scientific discovery. By focusing on core scientific principles, inquiry skills, and real-world applications, these standards help cultivate a generation of learners who are not only knowledgeable but also passionate about science and its role in society.

Frequently Asked Questions

What are the main topics covered in the 5th grade science standards in North Carolina?

The 5th grade science standards in North Carolina focus on physical science, life science, and earth science, including topics such as matter and energy, ecosystems, weather and climate, and the scientific method.

How are the 5th grade science standards aligned with the Next Generation Science Standards (NGSS) in North Carolina?

North Carolina's 5th grade science standards are designed to be closely

aligned with the NGSS, emphasizing inquiry-based learning, crosscutting concepts, and integration of science and engineering practices.

What is the purpose of the 5th grade science standards in North Carolina?

The purpose of the 5th grade science standards in North Carolina is to build foundational scientific knowledge and skills that promote critical thinking, problem-solving, and understanding of natural phenomena relevant to students' everyday lives.

How can teachers assess student understanding of the 5th grade science standards in North Carolina?

Teachers can assess student understanding through various methods such as formative assessments, hands-on experiments, projects, quizzes, and standardized state assessments aligned with the 5th grade science standards.

Are there any resources provided by North Carolina to support teaching the 5th grade science standards?

Yes, North Carolina provides various resources including curriculum guides, lesson plans, interactive activities, and professional development opportunities to help teachers effectively implement the 5th grade science standards.

How do the 5th grade science standards in North Carolina address environmental education?

The 5th grade science standards in North Carolina include components on ecosystems, human impact on the environment, and conservation practices to foster environmental awareness and responsibility among students.

Additional Resources

5th Grade Science Standards NC: A Detailed Exploration of Curriculum and Expectations

5th grade science standards nc represent a critical component of North Carolina's educational framework, designed to build foundational scientific knowledge and inquiry skills in elementary students. These standards outline the essential concepts and competencies that fifth graders are expected to master, ensuring consistency and rigor across the state's public schools. With a focus on engaging young learners in both content and process, the 5th grade science standards in NC emphasize hands-on exploration, critical thinking, and real-world application, aligning with national benchmarks while catering to the state's unique educational goals.

Understanding the structure and content of the 5th grade science standards NC is vital for educators, parents, and curriculum developers who aim to support student success and foster scientific literacy from an early age. This article delves into the key elements of the standards, analyzes their educational impact, and considers how they integrate with broader STEM initiatives within North Carolina's K-12 system.

Overview of 5th Grade Science Standards NC

North Carolina's 5th grade science standards are part of the broader North Carolina Standard Course of Study for Science, which outlines grade-specific learning objectives from kindergarten through high school. These standards are designed to ensure students gain a balanced understanding of physical, life, and earth sciences, alongside practical skills such as scientific inquiry and data analysis.

The 5th grade curriculum focuses on several core domains:

- **Physical Science:** Exploring matter, energy, forces, and motion.
- **Life Science:** Understanding ecosystems, organisms, and biological processes.
- **Earth and Space Science:** Investigating weather, climate, and the solar system.
- **Scientific Investigation and Reasoning:** Developing skills in observation, experimentation, and critical analysis.

These domains are carefully integrated to encourage students to make connections across scientific disciplines and relate their learning to everyday experiences.

Alignment with National and State Educational Goals

While the 5th grade science standards NC are tailored to state-specific priorities, they also reflect many principles found in the Next Generation Science Standards (NGSS), which emphasize three-dimensional learning: disciplinary core ideas, science and engineering practices, and crosscutting concepts. North Carolina's standards incorporate these elements, ensuring students not only acquire factual knowledge but also learn how to apply scientific methods and think analytically.

This alignment facilitates smoother transitions for students advancing to

middle and high school science courses, which increasingly emphasize inquiry-based learning and interdisciplinary approaches. Additionally, the standards support North Carolina's broader educational objectives, including preparing students for STEM careers and fostering a scientifically literate citizenry.

Key Components of the 5th Grade Science Curriculum in NC

The 5th grade science standards NC are structured around specific performance expectations that guide instruction and assessment. These expectations are categorized by topic and accompanied by detailed clarifications and examples to assist teachers in implementation.

Physical Science Focus

In physical science, fifth graders explore concepts such as:

- **Properties of Matter:** Identifying physical and chemical properties, states of matter, and changes in matter.
- **Forces and Motion:** Understanding how forces affect the movement of objects, including gravity, friction, and balanced versus unbalanced forces.
- **Energy:** Investigating different forms of energy such as light, sound, and electricity, and how energy can be transferred or transformed.

These topics are often taught through experiments and demonstrations, encouraging students to observe phenomena directly and record data systematically.

Life Science Exploration

Life science standards emphasize the diversity and interdependence of living organisms. Key areas include:

- **Ecosystems and Habitats:** Studying how plants and animals interact with each other and their environments.
- **Life Cycles and Adaptations:** Examining stages of growth and development as well as adaptations that help organisms survive.

- **Human Body Systems:** Introducing basic functions of major body systems and their roles in maintaining health.

This strand supports the development of observational skills and reinforces the importance of environmental stewardship.

Earth and Space Science Topics

North Carolina's standards ensure that 5th graders gain a foundational understanding of:

- **Weather and Climate:** Learning about atmospheric conditions, weather patterns, and factors influencing climate.
- **Earth's Resources:** Exploring natural resources, conservation, and human impact on the environment.
- **Solar System:** Introducing planets, moons, and the sun, and the relationships among celestial bodies.

These topics are often linked to current events and local geography, making the content relevant and engaging.

Scientific Investigation and Reasoning Skills

A distinguishing feature of the 5th grade science standards NC is the emphasis on scientific practices. Students are expected to:

- Ask questions and define problems based on observations.
- Plan and conduct simple investigations using appropriate tools.
- Analyze and interpret data to draw conclusions.
- Communicate findings clearly through oral or written reports.

These skills are integral to fostering curiosity and critical thinking, laying the groundwork for future scientific studies.

Implementation and Challenges in North Carolina Schools

Adopting and teaching the 5th grade science standards NC presents both opportunities and challenges for educators and school districts. On the positive side, the standards provide a clear roadmap for instruction, promoting consistency across classrooms and districts. They encourage experiential learning and interdisciplinary connections, which research suggests improve student engagement and retention.

However, some challenges persist:

- **Resource Availability:** Hands-on science instruction requires materials and equipment that may be limited in underfunded schools.
- **Teacher Training:** Effective delivery of standards demands professional development to equip teachers with content knowledge and pedagogical strategies.
- **Assessment Alignment:** Balancing standardized testing requirements with inquiry-based learning can be difficult.

Efforts by the North Carolina Department of Public Instruction and local education agencies continue to address these issues through grants, training programs, and curriculum support.

Integration with Technology and STEM Initiatives

In recent years, North Carolina has prioritized STEM education, viewing it as essential for workforce development and economic growth. The 5th grade science standards NC serve as a foundational element in this strategy, preparing students early to engage with technology and engineering concepts.

Many schools incorporate digital tools, simulations, and project-based learning to complement traditional teaching. This approach not only aligns with the standards but also helps students develop 21st-century skills such as collaboration, problem-solving, and digital literacy.

Comparative Perspective: NC Standards Versus Other States

When compared to other states, North Carolina's 5th grade science standards

strike a balance between content depth and skill development. While some states adopt the NGSS verbatim, North Carolina's standards are adapted to local context and priorities, which can result in slight variations in emphasis.

For example, states like California include more explicit engineering design challenges, whereas North Carolina tends to focus more on environmental science and practical investigation skills at the elementary level. This tailored approach reflects North Carolina's commitment to addressing regional educational needs while maintaining high academic expectations.

The flexibility embedded in the standards allows teachers to customize instruction, which can enhance relevance but also demands a high level of teacher expertise.

Pros and Cons of the 5th Grade Science Standards NC

- **Pros:** Clear learning goals, integration of inquiry and content, alignment with STEM initiatives, adaptability to local contexts.
- **Cons:** Resource disparities, varied teacher preparedness, potential challenges in standardizing assessments.

Recognizing these factors helps stakeholders make informed decisions about curriculum implementation and support.

The 5th grade science standards NC play an essential role in shaping young learners' understanding of the natural world and scientific processes. By providing a comprehensive framework that balances content knowledge with investigative skills, these standards equip students to navigate increasingly complex scientific concepts in later grades. As North Carolina continues to evolve its educational landscape, the ongoing refinement and support of these standards will be key to fostering a generation of scientifically literate and curious citizens.

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5th grade science standards nc: Mathematics and Science Content Standards and Curriculum Frameworks Rolf K. Blank, State Education Assessment Center (Council of Chief State School Officers), 1997 The Council of Chief State School Officers (CCSSO), collaborating with Policy Studies Associates and a panel of experts in mathematics and science education, has completed a study of states' curriculum frameworks development and standards-setting from 1994. The Council study analyzed the content and quality of state frameworks and standards documents and examined how states are working with local educators on implementation. This report describes the changing landscape of framework development and standards-setting in the United States and identifies emerging issues for practitioners and policy makers. The study was conducted with three kinds of data concerning the current situation of state standards and frameworks in mathematics and science. A concept mapping analysis of all state curriculum frameworks and standards documents in mathematics and science was completed. In order to identify all current state documents, works in progress, and dissemination and implementation activities, interviews were held with state mathematics and science education specialists. With the aggregated information from these sources, a report that focuses on current and emerging policy issues pertaining to the implementation of standards-based reform in mathematics and science education was developed. Contains 27 references. (Author/ASK)

5th grade science standards nc: Exploring the Intersection of Science Education and 21st Century Skills National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Science Education, 2010-02-26 An emerging body of research suggests that a set of broad 21st century skills-such as adaptability, complex communication skills, and the ability to solve non-routine problems-are valuable across a wide range of jobs in the national economy. However, the role of K-12 education in helping students learn these skills is a subject of current debate. Some business and education groups have advocated infusing 21st century skills into the school curriculum, and several states have launched such efforts. Other observers argue that focusing on skills detracts attention from learning of important content knowledge. To explore these issues, the National Research Council conducted a workshop, summarized in this volume, on science education as a context for development of 21st century skills. Science is seen as a promising context because it is not only a body of accepted knowledge, but also involves processes that lead to this knowledge. Engaging students in scientific processes-including talk and argument, modeling and representation, and learning from investigations-builds science proficiency. At the same time, this engagement may develop 21st century skills. Exploring the Intersection of Science Education and 21st Century Skills addresses key questions about the overlap between 21st century skills and scientific content and knowledge; explores promising models or approaches for teaching these abilities; and reviews the evidence about the transferability of these skills to real workplace applications.

5th grade science standards nc: Resources in Education , 2001-04

5th grade science standards nc: Mathematics and Science Across the Curriculum , 2002

5th grade science standards nc: ENC Focus , 2001

5th grade science standards nc: Handbook of Research on Solutions for Equity and Social Justice in Education Etim, James, Etim, Alice, 2023-03-02 Education's role should further social justice, prepare students to compete for higher social positions, train workers, and engage students so that they become active participants in a democratic society. However, as with many global systems, education has long ago fallen victim to the institutional ailments of systematic oppression and discrimination. In order to promote equity and social justice in education, it is paramount that educators and administrators acknowledge systematic challenges in education and the solutions. The Handbook of Research on Solutions for Equity and Social Justice in Education discusses how teachers and school administrators practice equity and inclusion in their schools. It provides examples of social justice and how it affects society, as well as specific case studies that aim at engendering equity and inclusion for minorities. It further discusses these issues in a global context. Covering topics such as agentic empowerment, social justice in dialogue, and teacher social justice

advocacy, this major reference work is a critical resource for faculty and administrators of both K-12 and higher education, preservice teachers, teacher educators, school social workers and counselors, librarians, government officials, researchers, and academicians.

5th grade science standards nc: Mathematics and Science Achievement in North Carolina, 1998 Cynthia D. Prince, 1998

5th grade science standards nc: Ohio SchoolNet Software Review Project , 1998

5th grade science standards nc: Teaching in the Standards-based Classroom , 2001

Virtually every national standards document, every state framework, and every local set of standards calls for fundamental changes in what and how teachers teach. The challenge for teachers is to implement the vision for mathematics and science classrooms called for in the standards. This issue describes that vision and suggests ways to use the standards mandated in your school to improve your practice--to help you teach in your standards-based classroom.

5th grade science standards nc: Composting, Grade 5 Carla C. Johnson, Janet B. Walton, Erin E. Peters-Burton, 2023-08-15 What if you could challenge your fifth-grade students to investigate the role of composting in solid waste management? With this volume in the STEM Road Map Curriculum Series, you can! Composting outlines a journey that will steer your students toward authentic problem solving while grounding them in integrated STEM disciplines. Like the other volumes in the series, this book is designed to meet the growing need to infuse real-world learning into K-12 classrooms. This interdisciplinary, four-lesson module uses project- and problem-based learning to help students use the engineering design process (EDP) to design and create prototypes of compost systems and build a full-scale composting system for school use. Students will synthesize their learning about biotic and abiotic factors, decomposition, and engineering design as they learn about various types of compost systems, create their own portable compost bins, and create materials for a composting publicity campaign at their school. To support this goal, students will do the following: Identify and explain interdependent relationships in ecosystems Compare and contrast several ecosystems Describe how compost systems are designed and constructed and apply this understanding to creating prototypes of various compost systems Understand the concept of scale and apply this understanding to create scaled models of compost systems Apply their understanding of composting, compost systems, and the EDP to create a full-scale compost system for the school Measure various characteristics of compost The STEM Road Map Curriculum Series is anchored in the Next Generation Science Standards, the Common Core State Standards, and the Framework for 21st Century Learning. In-depth and flexible, Composting can be used as a whole unit or in part to meet the needs of districts, schools, and teachers who are charting a course toward an integrated STEM approach.

5th grade science standards nc: Principles of Effective Literacy Instruction, Grades K-5 Seth A. Parsons, Margaret Vaughn, 2021-05-11 What are the principles that every elementary teacher must learn in order to plan and adapt successful literacy instruction? This concise course text and practitioner resource brings together leading experts to explain the guiding ideas that underlie effective instructional practice. Each chapter reviews one or more key principles and highlights ways to apply them flexibly in diverse classrooms and across grade levels and content areas. Chapters cover core instructional topics (phonemic awareness, phonics, fluency, vocabulary, and comprehension); high-quality learning environments; major issues such as assessment, differentiation, explicit instruction, equity, and culturally relevant pedagogy; and the importance of teachers' reflective practice and lifelong learning.

5th grade science standards nc: Resources for Teaching Middle School Science

Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-03-30 With age-appropriate, inquiry-centered curriculum materials and sound teaching practices, middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them. Resources for Teaching Middle School Science, developed by the National Science Resources Center (NSRC), is a valuable tool for identifying and selecting effective science

curriculum materials that will engage students in grades 6 through 8. The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards. This completely new guide follows on the success of *Resources for Teaching Elementary School Science*, the first in the NSRC series of annotated guides to hands-on, inquiry-centered curriculum materials and other resources for science teachers. The curriculum materials in the new guide are grouped in five chapters by scientific area—Physical Science, Life Science, Environmental Science, Earth and Space Science, and Multidisciplinary and Applied Science. They are also grouped by type—core materials, supplementary units, and science activity books. Each annotation of curriculum material includes a recommended grade level, a description of the activities involved and of what students can be expected to learn, a list of accompanying materials, a reading level, and ordering information. The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide. The criteria reflect and incorporate goals and principles of the National Science Education Standards. The annotations designate the specific content standards on which these curriculum pieces focus. In addition to the curriculum chapters, the guide contains six chapters of diverse resources that are directly relevant to middle school science. Among these is a chapter on educational software and multimedia programs, chapters on books about science and teaching, directories and guides to science trade books, and periodicals for teachers and students. Another section features institutional resources. One chapter lists about 600 science centers, museums, and zoos where teachers can take middle school students for interactive science experiences. Another chapter describes nearly 140 professional associations and U.S. government agencies that offer resources and assistance. Authoritative, extensive, and thoroughly indexed—and the only guide of its kind—*Resources for Teaching Middle School Science* will be the most used book on the shelf for science teachers, school administrators, teacher trainers, science curriculum specialists, advocates of hands-on science teaching, and concerned parents.

5th grade science standards nc: 1997 Summary: Mathematics and Science Achievement for the 21st Century ,

5th grade science standards nc: *North Carolina Education* , 1961

5th grade science standards nc: **The National Education Goals Report** , 1997

5th grade science standards nc: **The National Education Goals Report** United States. National Education Goals Panel, 1997

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5th grade science standards nc: **Research Based Undergraduate Science Teaching**

Dennis W. Sunal, Cynthia S Sunal, Emmett L. Wright, Cheryl L. Mason, Dean Zollman, 2014-07-01
 Research in Science Education (RISE) Volume 6, *Research Based Undergraduate Science Teaching* examines research, theory, and practice concerning issues of teaching science with undergraduates. This RISE volume addresses higher education faculty and all who teach entry level science. The focus is on helping undergraduates develop a basic science literacy leading to scientific expertise. RISE Volume 6 focuses on research-based reforms leading to best practices in teaching undergraduates in science and engineering. The goal of this volume is to provide a research foundation for the professional development of faculty teaching undergraduate science. Such science instruction should have short- and longterm impacts on student outcomes. The goal was carried out through a series of events over several years. The website at <http://nseus.org> documents materials from these events. The international call for manuscripts for this volume requested the inclusion of major priorities and critical research areas, methodological concerns, and results of implementation of faculty professional development programs and reform in teaching in undergraduate science classrooms. In developing research manuscripts to be reviewed for RISE, Volume 6, researchers were asked to consider the status and effectiveness of current and experimental practices for reforming undergraduate science courses involving all undergraduates, including groups of students who are not always well represented in STEM education. To influence practice, it is important to understand how researchbased practice is made and how it is implemented. The volume should be considered as a first step in thinking through what reform in

undergraduate science teaching might look like and how we help faculty to implement such reform.

5th grade science standards nc: *State Curriculum Frameworks in Mathematics and Science*
Rolf K. Blank, Ellen M. Pechman, 1995 A majority of states are now involved in developing, revising, and implementing state frameworks in mathematics, science, and other core subjects. The Council of Chief State School Officers completed a one-year study of 60 current state curriculum frameworks in mathematics and science. The purposes of this study were to define and describe state mathematics and science curriculum frameworks, evaluate the role of frameworks in systemic reform, and assist states with development of new frameworks. Chapters in this report reflect key aspects of the design of the study, including: (1) a survey of states to identify frameworks and collect information about state context; (2) a content analysis of key elements of the frameworks using definitions and categories developed in the study; and (3) a qualitative review of specific aspects of recent frameworks by teams of experts. The value of frameworks is as follows: one-half of frameworks link content to teacher professional development; frameworks can provide a rationale for use of technology and tools in classrooms; frameworks can help explain an approach to systemic reform; and frameworks can assist schools in evaluating curriculum organization and resources. Appendices include Elements for Analyzing State Curriculum Frameworks, Definitions of Categories and Concepts for Conceptual Mapping of State Frameworks, Questions for a Qualitative Analysis of State Frameworks in Mathematics and Science, and Sample Vignettes. Contains 34 references. (MKR)

5th grade science standards nc: *English Learners in STEM Subjects* National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Children, Youth, and Families, Board on Science Education, Committee on Supporting English Learners in STEM Subjects, 2019-01-28 The imperative that all students, including English learners (ELs), achieve high academic standards and have opportunities to participate in science, technology, engineering, and mathematics (STEM) learning has become even more urgent and complex given shifts in science and mathematics standards. As a group, these students are underrepresented in STEM fields in college and in the workforce at a time when the demand for workers and professionals in STEM fields is unmet and increasing. However, English learners bring a wealth of resources to STEM learning, including knowledge and interest in STEM-related content that is born out of their experiences in their homes and communities, home languages, variation in discourse practices, and, in some cases, experiences with schooling in other countries. *English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives* examines the research on ELs' learning, teaching, and assessment in STEM subjects and provides guidance on how to improve learning outcomes in STEM for these students. This report considers the complex social and academic use of language delineated in the new mathematics and science standards, the diversity of the population of ELs, and the integration of English as a second language instruction with core instructional programs in STEM.

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