**Grade 5**

**Unit Title: Life Science**

**Length of Unit: Ongoing throughout**

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| Stage 1 | Unit Standards: |
| **(Suggested Possibilities)**  **Science**  **5.3.A.1** Explain the idea that in any particular [environment](javascript:openPopupWH('/share/vsc/glossary/science/environment.html',200,200)), some kinds of plants and animals survive well, some less well, and some cannot survive at all.  **Math**  4MBT4 (add and subtract)  4MD6 (measuring angles)  5MBT5 (multiply)  5MBT6 (divide)  5MBT7 (costs)  5NF4B (area, perimeter, fractional units)  5NF6  5MD1-5 (volume)  **ELA**  **Reading**  RI.5.1 – RI.5.10  **Writing**  W.5.2  W.5.7  W.5.9 |
| Established Goals: (from the standards) |
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| Enduring Understandings(general): |
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| Big Ideas (content specific): |
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| Essential Question (s): |
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| Stage 2 | Student Outcomes: (Unit) |
| The students will know…  The students will be able to… |
| Summative Assessment: (end of the Unit) |
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| Stage 3 | Anticipated areas of Concern: (1A Prerequisites and misconceptions) |
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| Learning Experience(s) and Resources: (to support important pre-requisites, content, and/or assessment) |
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| Continuous Assessment: |
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| Challenges (as assessment; possibly to support Learning Experiences) |
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