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| **Content Area** | Science | | | **Grade Level** | 5th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Physical Science | 1. Mixtures of matter can be separated regardless of how they were created; all weight and mass of the mixture are the same as the sum of weight and mass of its parts | | | | | | SC09-GR.5-S.1-GLE.1 |
| 1. Life Science | 1. All organisms have structures and systems with separate functions | | | | | | SC09-GR.5-S.2-GLE.1 |
| 1. Human body systems have basic structures, functions, and needs | | | | | | SC09-GR.5-S.2-GLE.2 |
| 1. Earth Systems Science | 1. Earth and sun provide a diversity of renewable and nonrenewable resources | | | | | | SC09-GR.5-S.3-GLE.1 |
| 1. Earth’s surface changes constantly through a variety of processes and forces | | | | | | SC09-GR.5-S.3-GLE.2 |
| 1. Weather conditions change because of the uneven heating of Earth’s surface by the Sun’s energy. Weather changes are measured by differences in temperature, air pressure, wind and water in the atmosphere and type of precipitation | | | | | | SC09-GR.5-S.3-GLE.3 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | **Intragrated Curriculum Design:** This intradisciplinary approach matches basic elements in each of the science strands – physical, life, earth systems sciences - forming overlaps in instruction of certain topics and concepts in an authentic integrated model. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |