

# Jay Curriculum: Unit Cover Page

**Unit title:** Mammals/Birds **Grade Level:** 5  
**Content Area(s):** Science **Date Created:**  
**Designed By:** Jay Fifth Grade Teachers

## Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

## Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

## Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

## Year 4

- Full Implementation
- Benchmarks Established

### Standard(s)/Performance Indicators:

- A1 Compare systems of classifying organisms including systems used by scientists
- A3 Describe some structural and behavioral adaptations that allow organisms to survive in a changing environment
- B2 Analyze how the finite resources in an ecosystem limit the types and populations of organisms within it
- B3 Describe succession and other ways that ecosystems can change over time
- B4 Generate examples of the variety of ways that organisms interact (e.g. composition, predator/prey, parasitism/mutualism)
- D4 Compare how sexually and asexually reproducing species transfer genetic information to offspring
- L3 Evaluate individual and group communication for clarity and work to improve communication
- L5 Access information at remote sites using telecommunication

**Unit:** Mammals/Birds

### **Brief Summary of Unit/Topic**

**Summary:**

Students will learn about birds and mammals through a variety of hands on activities, class discussions, presentations, and collaborative efforts. Students will create projects based on their acquired knowledge of mammals and birds. Students will learn about ecosystems in a variety of climates and regions, including local ecosystems.

### **Stage #1: Identify Desired Results**

**Essential Question/s:**

**General understanding/s (What is worth being familiar with?)**

- Students will understand how the animal kingdom works, including factors such as the food chain, environmental factors, habitat, and taking care of young.

**Students will know:**

- The difference between vertebrates and invertebrates
- Physical and behavioral characteristic of different living things
- Life cycles, habitat, food sources, behaviors, etc., of particular mammals
- How a classification system works
- The difference between hair and fur
- How different living things have adapted to their environments
- What extinction is and how it can be prevented
- The different categories in the animal kingdom and characteristics that group certain animals together
- How to effectively collect and organize research.

**Students will be able to:**

- Compare different classification systems for effectiveness
- Develop a classification system for a group of objects, etc.
- Describe adaptations of particular living things and create a realistic adaptation for an existing animal in a different environment.
- Distinguish predators from prey
- Work effectively in groups to solve real life issues
- Use technology to gather data on a variety of living or extinct animals
- Logically organize information to create a clear presentation

**Enduring Understanding/s:**

**Stage #2: Evidence**

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u> <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students? ? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <u>aligned scoring guide</u> .)

\*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

**Stage #3: Plan learning experiences & instruction**

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

**REFERENCES:**