Jay Curriculum: Unit Cover Page

Unit title: Weather **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:

F1 Demonstrate how the earth's tilt on its axis results in the seasons
F4 Describe factors that can cause short-term and short-term changes to the earth
G5 Describe the motions of moons, planets, stars, solar system, and galaxies
J1 Make accurate observations using appropriate tools and units of measure
K1 Explain the ways people form generalizations
K2 Identify exceptions to proposed generalizations
K6 Support reasoning by using a variety of evidence
L2 Defend problem-solving strategies and solutions
L3 Evaluate individual and group communication for clarity, and work to improve communication
L4 Make and use scale drawings, maps, and three-dimensional models to represent real objects, find locations, and describe relationships
L5 Access information at remote sites using telecommunication
L6 Identify and perform roles necessary to accomplish group tasks
M4 Describe an individual's biological and other impacts on an environmental system

Unit: Weather

Brief Summary of Unit/Topic

Summary:
Basic elements and components of weather will be presented through a variety of presentations, class discussions, collaborative efforts, and hands on activities. Students will learn about various careers pertaining to weather, make predictions based on collection of data, and create a variety of projects related to their learning.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)
- Many factors influence weather
- The climate is an important part of our existence

Students will know:
- What causes the seasons
- What kinds of things change our earth
- How the earth travels around the sun
- How to collect data accurately
- How myths and weather lore come about and why they are widely believed
- How some myths and weather lore are associated with the truth
- How to support the theory with logic and examples
- Skills necessary for effective collaboration
- How to read symbols on a map and generate logical conclusions
- How to retrieve necessary information via the internet
- How to work effectively in a group and how to facilitate for maximum effectiveness
- How we impact our weather and environment in positive and negative ways
- The processes involved in the water cycle
- Our weather moves from west to east

Students will be able to:
- Gather weather data and create a realistic map
- Analyze weather data and develop an accurate forecast
- Name weather instruments that measure air pressure, temperature, relative humidity, wind speed, and rainfall.
- List a variety of types of precipitation
- Recognize symbols relating to weather, such as warm and cold air masses and explain how they are formed and how they interact.
- Describe how natural and unnatural factors work to produce and influence climate
- Describe temperature and precipitation differences of different regions

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

*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: