

## 5<sup>th</sup> Grade Learning Progression Scales

<b>Learning Goal:</b>	<b>Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.</b>	
<b>Standard(s):</b>	<b>SC.5.L.14.1 Depth of Knowledge: Level 2: Basic Application of Skills &amp; Concepts</b>	
<b>Scale</b>		<b>Sample Progress Monitoring Assessment Activities</b>
4.0	In addition to 3.0, in-depth inferences and applications that go beyond what was taught the student is able to: (I can distinguish between major external and internal body parts, including skin, brain, heart, lungs, stomach, muscles and skeleton, reproductive organs, and sensory organs.)	Human Organ Project CPalms Resource ID#: 27357 In this project idea, students will defend a specific organ and its need to survive in the body. Students write to support their positions and prepare a presentation for the class. Additional Resource: <a href="http://studyjams.scholastic.com/studyjams/jams/science/index.htm">http://studyjams.scholastic.com/studyjams/jams/science/index.htm</a>
3.0 Target	The student understands and is able to: (I can identify the organs in the human body and describe their functions.)  The student exhibits no major errors or omissions.	Students are able to understand that there are different systems within the body and that they work independently and together to form a functioning human body through this activity and interactive website: Systems of The Human Body CPalms Resource ID#: 23414 <a href="http://sciencenetlinks.com/lessons/systems-of-the-human-body/">http://sciencenetlinks.com/lessons/systems-of-the-human-body/</a>
2.0	There are no major errors or omission regarding the simpler details and processes; however, the student exhibits major errors or omissions regarding the more complex ideas and processes. The student is able to: (I can list the body parts that enable movement, support, digestion, circulation, waste removal and reproduction.)	Students are able to categorize the body organs by their function. Students will sort body organs into categories (digestive, circulatory, etc) using a graphic organizer. CPalms: All systems are a Go Resource ID#: 30212 In this online activity, a character, Arnold is missing a number of body parts. Students are given a body system and organs. Students drag and drop all the organs that belong in that particular body system to Arnold's body.
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes the student is able to: (I can recognize that organs in the human body carry out different functions.)	With help students can match body organs to their respective functions.