

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

<b>Learning Goal:</b>	<b>Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.</b>	
<b>Standard(s):</b>	<b>SC.5.L.14.2 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 explain how plants and animals sense their environment and describe some of the outer coverings that protect the bodies of plants and animals along with the major parts of plants and animals that provide structure or allow for the taking in of nutrients.)	Students can observe, compare, categorize, and care for a selection of organisms, and in so doing they learn to identify properties of plants/animals and to sort and group organisms on the basis of observable properties. Students investigate structures of the organisms and learn how some of the structures function in growth and survival. CPalms: Structures of Life-FOSS Module Resource ID#: 22858
3.0 Target	The student understands and is able to: ( I can compare and contrast the function of organs and other physical structures of plants and animals)  The student exhibits no major errors or omissions.	Students can look at images of plants and animals and recognize how they are alike in the way they look or function. Students will then use a Venn Diagram or T-Chart to record similarities and differences.
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 classify animals into major groups such as vertebrates/invertebrates and classify plants into groups such as flowering/nonflowering then list some of the animal body parts that are similar to plant structures)	Given pictures of animals/plants from the Scholastic Study Jams site: <a href="http://studyjams.scholastic.com/studyjams/jams/science/index.htm">http://studyjams.scholastic.com/studyjams/jams/science/index.htm</a> students can identify which animals are vertebrates or invertebrates and which plants are flowering/nonflowering. Students will also be able to verbalize the main physical structures in plants and which parts in animals are similar.
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 with help match animal body parts to corresponding plant parts that perform the same job.)	Given a group of match animal body parts and plant body parts, students can match the animal body parts to corresponding plant parts that perform the same job.