

Rigorous Curriculum Design Unit Planning Organizer

Subject(s)	Structures and Functions of Living Things
Grade/Course	5th
Unit of Study	Human Body Structures and Systems
Unit Type(s)	Skills-based
Pacing	

Priority Common Core State Standards (CCSS) Supporting CCSS
<p>North Carolina Science Essential Standards 5.L.1.2 Compare the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal, and cardiovascular) in terms of their functions necessary for life.</p>

“UNWRAPPED” Priority Standards
<p>*Students know there are many systems in the human body *Students know that each system performs a special life process and that the systems work together to maintain health and fitness</p>

Essential Questions	Corresponding Big Ideas
<p>*How are functions and structures related in living things? *What are the systems of the human body? *What features of the human body (structure and function). *How do human body systems function? *How are parts of human body systems independent and interdependent?</p>	<p>The Human Body is complex The Human bond with life on Earth Human Health and Fitness</p>

Standardized Assessment Correlations (State, College and Career)

North Carolina State Science Essential Standards Computerized Test	
Unit Assessments	
Pre-Assessment	Informal Progress Monitoring Checks
Homebase/PowerSchool questions Classe Scape questions	Exit ticket questions The Human Body Poster will be assessed after completion for accuracy of labeling, coloring, and correct understanding of the body systems.
Post-Assessment	
District Benchmark Assessments State End of Grade Test	

Engaging Learning Experiences	
Learning Activities Using Text or Program	Authentic Performance Tasks

<p> www.twigcarolina.com www.scholastic.com/trueflix You Tube – <i>How the Human Body Works</i> Kids Animation Learn Series National Geographic Magic Schoolbus www.scnces.ncdpi.wikispaces.net/k-5+science+resources www.sciencea-z.com www.johnston.k12.nc.us/elemdocs Discovery Education/United Streaming </p>	<p> *Each student will draw a body system, explaining the functions that occur. After the poster is completed, they will present their poster to the class. *Each will create PowerPoint or other technology driven presentation on a human body system, then present to the class. *After watching a video, have each student share with their group what they have learned about each body system and how it functions to sustain life. </p>
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Research-Based Effective Teaching Strategies	21 st Century Learning Skills
<p>Principles of Instruction www.aft.org/americaneducator/spring2012/Rosenshine.pdf</p> <p>Marzano Instructional Strategies for Effective Teaching www.web.nmsu.edu/~susanbro/sc/docs/research_based_strategies.pdf</p>	<p><u>Learning and Innovation Skills</u></p> <p><i>Creativity and Innovation</i> *Think creatively *Work creatively with others</p> <p><i>Critical Thinking and Problem Solving</i> *Reason effectively *Use system thinking *Make judgements and decisions *Solve problems</p> <p><i>Communication and Collaboration</i> *Communicate clearly *Collaborate with others</p>

Instructional Resources and Materials	
Physical	Technology-Based
<p>Teacher and student created materials</p>	<p>Desktops, laptops and/or iPads – for research, presentations and videos</p> <p>Document Cameras for presentations and instruction</p> <p>LCD projector for whole group instruction and presentation</p>

	Student Response Systems for Assessments
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