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| **SUGGESTED PACING** | | | | | |
| **STRAND: LIFE SCIENCE (LS)**  **Topic: Earth’s Living History**  This topic focuses on using fossil evidence and living organisms to observe that suitable habitats depend upon a combination of biotic and abiotic factors.  **Content Statements:**   * Fossils can be compared to one another and to present-day organisms according to their similarities and differences. * The concept of biodiversity is expanded to include different classification schemes based upon shared internal and external characteristics of organisms. * Most types of organisms that have lived on Earth no longer exist. * Fossils provide a point of comparison between the types of organisms that lived long ago and those existing today. | | | | | |
| **PRINT RESOURCES** | | | **DIGITAL RESOURCES** | | |
| *ScienceFusion*   * Unit 5, All Lessons * Unit 5, TE pages 213A-248A * Unit 5, Inquiry Flip Chart page 27-30 | | | *ScienceFusion*   * Unit 5, Lesson 1 Digital Lesson * Unit 5, Lesson 2 Digital Lesson * Unit 5, Lesson 3 Digital Lesson with Virtual Lab | | |
| **SCIENCE AND ACADEMIC VOCABULARY** | | |
| Cast, Fossil, Index Fossil, Mass Extinction, Mold | | |
| **DIFFERENTIATION** | | | **FIELD EXPERIENCE CONNECTIONS** | | |
| Basic (Extra Support)   * Unit 5 Response to Intervention - TE page 211I * Unit 5 TE pages 215, 217, 231, 233, 235   Advanced (Enrichment)   * Unit 5 TE pages 215, 217, 231, 233, 235 * Unit 5 STEM - Flipchart page 28, TE pages 211E, 223-224B   English Language Learners   * Unit 5 TE pages 211J-211K, 214, 218, 228, 232, 234 | | | Greater Cleveland Aquarium’s N.E.M.O: Nurturing the Environment by Maintaining Ohio Program.  ***Program details:*** Aquatic animal adaptation investigation. Use STEM design to build a model fish to live in a specific habitat, Predict how environmental changes may affect fish. To prepare in advance-attend two professional development sessions to receive Classroom Aquarium and a flash drive with year-long curriculum connections.  For information contact: Ray Patacca & Erin Bauer 216-862-8803 x7703 or [education@greaterclevelandaquarium.com](mailto:education@greaterclevelandaquarium.com) | | |
| **INQUIRY SKILLS** | | | | | |
| * Classify/Order * Communicate * Compare | * Draw Conclusions * Formulate or Use Models * Gather, Record, Display or Interpret Data | | | | * Infer * Observe |
| **HANDS-ON INQUIRY AND APPLICATION** | | | | | |
| * “What Made It?” (Flipchart page 27, TE pages 211D, 213A) * “Comparing Fossils” (Flipchart page 27, TE pages 211D, 213A) * “Footprints in the Sand” (Flipchart page 29, TE pages 211F, 225A) * “A Place for a Vacation?” (Flipchart page 29, TE pages 211F, 225A) * “How Can Scientists Use Fossils?” (Flipchart page 30, TE pages 211G, 243A-244A) | | | | *Differentiated Inquiry*   * Unit 5, TE page 244A   + Identify Fossil Types (Easy)   + Determining the Age of Rocks (Average)   + Match Rock Layers (Average)   + Draw a Conclusion (Challenging) | |
| **ASSESSMENTS/PROGRESS MONITORING** | | | **ASSESSMENT GUIDE** | | |
| * Sum it Up   + Unit 5, Lesson 1 - SE page 220, TE page 220   + Unit 5, Lesson 2 - SE page 236, TE page 236 * Brain Check and Apply Concepts   + Unit 5, Lesson 1 - SE pages 221-222, TE pages 221-222   + Unit 5, Lesson 2 - SE pages 237-240, TE pages 237-240 * Unit 5 Review - TE pages 245A-248 * Unit 5 Short Option Performance Assessment - TE page 247 | | | * Lesson Quiz   + Unit 5, Lesson 1 - page AG 47   + Unit 5, Lesson 2 - page AG 48   + Unit 5, Lesson 3 - page AG 49 * Unit 5 Test and Performance Task with Long Option Rubric - pages AG 50-AG 55 | | |
| **ACADEMIC CONNECTIONS TO OTHER DISCIPLINES: ELA** | | | | | |
| Journeys   * Writing Connection - TE page 216 * Writing Connection - TE page 227 * Writing Connection - TE page 230 | | * Make Connections - TE page 240A   + Writing Connection - Explain How Scientists Work (Average) * Writing Connection - TE page 241 | | | |
| **ACADEMIC CONNECTIONS TO OTHER DISCIPLINES: MATH** | | | | | |
| Math Expressions   * Math Connection - TE page 219 * *Math Expressions Connections:*   + Unit 1 Lesson 6: Make New Groups for Addition MX TE pages 45-54   + Unit 1 Lesson 7: Add Greater Numbers MX TE pages 55-60   + Unit 1 Lesson 8: Estimation and Mental Math MX TE pages 61-68   + Unit 1 Lesson 9: Subtract from Thousands MX TE pages 69-76   + Unit 1 Lesson 11: Subtract Greater Numbers MX TE pages 83-90   + Unit 1 Lesson 12: Practice Addition and Subtraction MX TE pages 91-96   + Unit 1 Lesson 13: Problem Solving with Greater Numbers MX TE pages 97-104   + Unit 1 Lesson 14: Focus on Mathematical Practices MX TE pages 105-110 * Make Connections - TE page 222A * Math Connection - Make a Scale Drawing (Challenging) * *Math Expressions Connections:*   + Unit 1 Lesson 14: Focus on Mathematical Practices MX TE page 106 * Math Connection - TE page 226 * *Math Expressions Connections:*   + Unit 2 Lesson 4: Model One-Digit by Two-Digit Multiplication MX TE pages 139-140   + Unit 2 Lesson 10: One-Digit by Three-Digit Multiplication MX TE page 186   + Unit 4 Lesson 8: Solve Multistep Problems MX TE page 414 * Math Connection - TE page 229 | | | | | |