Roscommon Area Public Schools – Curriculum Framework
Course: 5th Grade Foundational Unit
Unit Number: **Unit Title:**
Timeframe:

Stage 1: Identify Desired Results	
Essential Question: *What thought-provoking questions will foster inquiry, meaning making and transfer?* • *An essential question is open ended; has no simple "right answer."* • *Is meant to be investigated, argued, looked at from different points of view* • *Encourages active "meaning making" by the learner about important ideas.* • *Raises other important questions.* • *Naturally arises*	•
Scaffold Questions: *What questions can we ask students that break the essential question into smaller pieces of content?*	
Brief Summary of Unit:	Through a series of investigations, students develop ideas about the multiple forces acting on a sculpture to keep it upright and not fall over, or to create predictable motion. Students plan and carry out investigations to test what works and does not

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	work to design sculptures. The unit re-anchors with a new type of sculpture – one that moves in interesting ways using magnets with nothing making contact. Students learn about the size and direction of forces between magnets and between magnets and some metal objects. Students then apply these ideas about magnets to design an object and device that solves a problem. At the start of the unit, students reflect on their favorite fruits and examine school menus to explore how these fruits are available year-round. They ask, How can we get these fruits all year at our school? Through investigations, students analyze precipitation and temperature data to determine where and when fruits grow best. Using weather patterns and climate data, they predict where other fruits and vegetables might thrive. They gather evidence to support an argument for how apples, bananas, and oranges remain available throughout the year. Later, students shift focus to how storms can damage fruit plants. They research weather-related hazards and explore engineering solutions to protect crops. By designing, building, and testing windbreaks, they collect data on effectiveness. Finally, they evaluate multiple designs and use evidence to argue for the best windbreak solutions, applying their findings to help address real-world weather challenges.

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Desired Understanding: *The long-term accomplishments that students should be able to do with knowledge and skill, on their own. Frames Standards as long-term performance accomplishments. Answers the questions Why? And What can you do with this?*	Students will experience fundamental learning over topics covered in middle school, that they have not been previously exposed to in elementary school. These topics are covered on MSTEP in the spring that are not covered in the 5th grade curriculum beforehand.
Common Core State Standards (CCSS) - *Subject* *List all of the standards in this unit.*	Energy and Waves: 4-PS3-2, 3, 4, 4-ESS3-1 4-PS4-1, 2, 3 Forces & Interactions: 3-PS2-2, 3, 4 3-LS4-1, 2, 3, 4 3-LS3-1, 2 Independent Relationships in Ecosystems and Traits: 4-LS1-1 4-LS1-2
***Subject* Practices** *Which of the subject area practices will be focused on during this unit?*	Using OpenSciEd Curriculum units from 3rd and 4th grade, IXL, Crash Course Kids

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Essential Standards* *List the Essential Standards that will be taught and assessed in this unit.*	
Crossover standards* *Connection to other content areas (Option)*	
Alignment to the Vision of High Quality Instruction in *Subject* *(How do the instructional targets in this unit align to the district's vision of high quality instruction?)*	

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Stage 2: Determine Acceptable Evidence **(With the exception of formative assessments, all assessments listed in this section are required elements of the district's curriculum and the data associated will be collected in the district's performance management driver system.)**	
Pre-Assessment*	*Open Sci Ed pre-assessments*

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Measure of Understanding (Performance Task) *(How will students demonstrate their attainment of the long term understanding?)*	
Assessing the Performance Task *(How will we evaluate quality student work in the performance task? How will we determine that students can use their learning independently?)*	
Summative Assessments *(How will we know if students can demonstrate mastery of the unit's content, skills, and common core state standards?) Can overlap the*	

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performance-based evidence, thereby increasing the reliability of the overall assessment (especially if the performance task was done by a group)	
Interim Assessments*	
Formative Assessments	
Student Self-Reflection and Self-Regulation **(Student-Centered)** *(How will we measure students' ability to think meta-cognitively?)*	

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State Assessment Practice *(How will we measure students' ability to interact with content and skills in an MSTEP-like or SAT-like format?)*	
Stage 3: Learning Plan **(Summary of Key Learning Events and Instruction)**	
What activities, experiences and lessons will lead to achievement of the desired results and success at the assessments?	

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The learning events – • *should be derived from the goals of Stage 1 and the assessments of Stage 2 to ensure alignment and effectiveness of the activities.* • *should match the level of rigor within the standard* • *support student Acquisition, Meaning Making, and Transfer.*	
Learning Targets, Purpose, and Success Criteria *What will students be taught? What should they know? What should they be able to do?*	
How will the unit be sequenced and differentiated to	

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optimize achievement for all learners? *Teaching -* • *should reflect the instructional approaches most appropriate to the goals (not what is easiest or most comfortable for the teacher).* • *should employ resources most appropriate to the goals (not simply march through a textbook or commercial program).* • *be responsive to differences in learners' readiness, interests, and preferred ways of learning.*	
Key Vocabulary	
Resources *Description or link to resources*	