

<p>Language Arts 6: Oral Communication CONVENTIONS AND SKILLS Discussion and Presentation</p>	<p>LA.5.6.1 Use speaking and listening skills to fill a prescribed role in group activities.</p> <p>NHMO 8-4 Apply cultural and traditional knowledge of the past to the present.</p> <p>NHMO 14-1 Be keen observers of their natural environment.</p> <p>NHMO 14-7 Be familiar with and respectful of places within their community.</p>	<p>Streams in forested areas tend to have better habitats for native stream life, including more fast-moving riffles, lower temperatures, higher dissolved oxygen, and less silt.</p>	
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4. Stream Science

What can we conclude from our investigation and how do we represent our findings?

<p>Hawai'i DOE Standards and General Learner Outcomes (GLOs)</p>	<p>Hawai'i DOE Benchmarks, GLOs, and <i>Nā Honua Mauli Ola</i> (NHMO)</p>	<p>Key Concepts</p>	<p>Assessment</p>
<p>Science 1: SCIENTIFIC INVESTIGATION Scientific Inquiry</p> <p>Math 12: STATISTICS Data Interpretation</p> <p>Language Arts 6: Oral Communication CONVENTIONS AND SKILLS Discussion and Presentation</p>	<p>SC.5.1.2 Formulate and defend conclusions based on evidence.</p> <p>MA.5.12.1 Determine the range, median, mode, and mean for a data set.</p> <p>MA.5.12.2 Compare different representations of the same data and evaluate how well each representation shows important aspects of the data.</p> <p>LA.5.6.2 Give informal presentations or reports to inform.</p>	<p>We can draw conclusions about the differences in stream life in forested vs. urban areas based on the evidence we collected during our stream study.</p> <p>We can interpret our data in different ways to analyze what it means and see if it validated our hypotheses.</p>	<p>Present findings and conclusions to classmates and answer questions using evidence from the investigation.</p> <p>Determine the range, mode, median and mean of a data set.</p> <p>Display their data using two different representations and explain what both representations reveal about the data, and how one of the representations is more helpful in understanding the data than the other.</p> <p>Organize and give informal presentations or reports of information.</p>



5. Culminating Activity: *Mālama* Our Streams

How is *lōkahi* (balance, harmony) among native stream plants and animals affected by human activities and what can we do to care for the stream community?

Hawai'i DOE Standards and General Learner Outcomes (GLOs)	Hawai'i DOE Benchmarks, GLOs, and <i>Nā Honua Mauli Ola</i> (NHMO)	Key Concepts	Assessment
<p>Science 1: SCIENTIFIC INVESTIGATION Scientific Inquiry</p> <p>Science 3: ORGANISMS AND THE ENVIRONMENT Interdependence</p> <p>Language Arts 4: Writing CONVENTIONS AND SKILLS Range of Writing</p> <p>Language Arts 7: Oral Communication RHETORIC Meaning</p>	<p>SC.5.1.2 Formulate and defend conclusions based on evidence.</p> <p>SC.5.3.2 Describe the interdependent relationships among producers, consumers, and decomposers in an ecosystem in terms of the cycles of matter.</p> <p>LA.5.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences.</p> <p>LA.5.4.3 Recognize and correct run-on sentences and fragments</p> <p>LA.5.4.4 Use a variety of strategies and resources to spell grade-appropriate words</p> <p>LA.5.7.1 Combine ideas from prior knowledge, input from others, and text resources to elaborate on and support ideas.</p>	<p><i>Lōkahi</i> (balance, harmony) of streams is affected when we:</p> <ul style="list-style-type: none"> -Introduce non-native species that compete with native species for food and space; -Remove shade-producing trees from stream banks, causing changes in temperature and dissolved oxygen; -Add soil or pollutants from human activities. <p>We can <i>mālama</i> (care for) our streams, by planting trees along stream banks, by preventing the introduction of non-native species, and by reducing soil erosion and pollution.</p>	<p>Gathers facts, examples, and other support for the main ideas in the presentation by combining the best ideas from brainstorming prior knowledge on the topic, discussing the topic with peers, and/or researching and reading materials on the subject.</p> <p>Work with a team to complete and present a project that educates others in the community about restoring and maintaining <i>lōkahi</i> in our streams.</p> <p>Write a one-page paper, with correct spelling and punctuation, to describe how the relationships among plants and animals in the stream are affected by human activities, and what students did to <i>mālama</i> the stream in their community.</p>



GRADE 5 UNIT MAP

STREAM LIFE

Grade 5

Hawai'i DOE Standards and General Learner Outcomes (GLOs)	Hawai'i DOE Benchmarks, GLOs, and <i>Nā Honua Mauli Ola</i> (NHMO)	Key Concepts	Assessment
<p>GLO 2: Community Contributor</p> <p>GLO 5: Effective Communicator</p>	<p>GLO 2: Cooperate with and help and encourage others in group situations</p> <p>GLO 5: Communicate effectively and clearly through speaking, using appropriate forms, conventions, and styles to convey ideas and information for a variety of audiences and purposes.</p> <p>NHMO: 15-2 Plan and participate in community service projects.</p> <p>NHMO: 15-3 Teach others about the concept of <i>mālama</i> through example.</p>		

