5th Grade Science Unit 3: Plant & Animal Cells (S5L3) Proficiency Sheet S5L3. Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells.		
Lessons	**Learning Target**	**Achievement Level Descriptors**
Cells & Microscopes	**S5L3.a** I can gather evidence by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification.	**Beginning:** I can recognize that cells are too small to be seen without magnification.
		Developing: I can identify how technology tools can be used to support a claim that plants and animals are comprised of cells too small to be seen without magnification.
		Proficient: I can gather evidence by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification.
		Distinguished: I can analyze evidence collected utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification.
Organelles of Animal & Plant Cells	**S5L3.b** I can develop a model to identify and label parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus).	**Beginning:** I can recognize a plant cell and an animal cell.
		Developing: I can identify and label the parts of a plant cell and an animal cell.
		Proficient: I can construct an explanation that differentiates between the structure of plant and animal cells.
		Distinguished: I can refine an explanation that helps differentiate between the structure of plant and animal cells.

5th Grade Science Unit 3: Beneficial & Harmful Microorganisms (S5L4) Proficiency Sheet S5L4. Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells.		
	S5L4.a I can construct an argument using scientific evidence to support a claim that some microorganisms are beneficial.	**Beginning:** I can recognize that microorganisms play different roles in natural systems.
		Developing: I can explain that some microorganisms are beneficial and some are harmful.
		Proficient: I can construct an argument using scientific evidence to support a claim that some microorganisms are beneficial.
		Distinguished: I can provide multiple examples of how microorganisms can be both beneficial and harmful to support a claim.
	S5L2.b I can construct an argument using scientific evidence to support a claim that some microorganisms are harmful.	**Beginning:** I can recognize that microorganisms play different roles in natural systems.
		Developing: I can explain that some microorganisms are beneficial and some are harmful.
		Proficient: I can construct an argument using scientific evidence to support a claim that some microorganisms are harmful.
		Distinguished: I can provide multiple examples of how microorganisms can be both beneficial and harmful to support a claim.

Vocabulary

Plant cell Animal cell Microscope Cell membrane Cell wall Cytoplasm Nucleus Chloroplasts

Beneficial microorganisms Harmful microorganisms Probiotics

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