Aquaponics Grade 5 Copied from: Aquaponics, Copied on: 02/21/22

Content Area: **Science**
Course(s):
Time Period: **Sept-June**
Length: **6 to 8 weeks**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Aquaponics Grade 5

Belleville Board of Education

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Appendix Overview

This appendix is created to be aligned with Unit 3 of the HMH science curriculum and to be used as a guide into aquaponics

Students will.....

- investigate what an aquaponics system is
- what makes the best location for an aquaponics tank
- which types of plants are best for the tank and why

Enduring Understanding

Enduring understandings:

- Support the claim of where an aquaponic system can go
- Understand the importance of an aquaponic tank and explain why
- Use models to explain the best plants for the tank and what they are used for

Essential Questions

- What is aquaponics?
- What plants are the best for the aquaponic system?

Exit Skills

By the end of Grade 5, Aquaponics Appendix tasks, the student should be able to:

- understand and describe what an aquaponic system is
- identify and explain what plants are best for the aquaponic tank

New Jersey Student Learning Standards (NJSLS-S & NGSS)

SEP - Developing and Using Models

SEP - Engaging in Argument from Evidence

SEP -Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

SEP - Evaluating, Obtaining... Communicating Information

SEP - Planning and Carrying Out an Investigation

DCI - Organization for Matter and Energy Flow...

DCI - Interdependent Relationships in Ecosystems

5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water.
5-LS1-1.LS1.C.1	Plants acquire their material for growth chiefly from air and water.
5-PS1-3.3.1	Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.

5-PS3-1	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
5-PS3-1.2	Developing and Using Models

Interdisciplinary Connections

MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.5	Use appropriate tools strategically.
MA.K-12.6	Attend to precision.
LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Learning Objectives

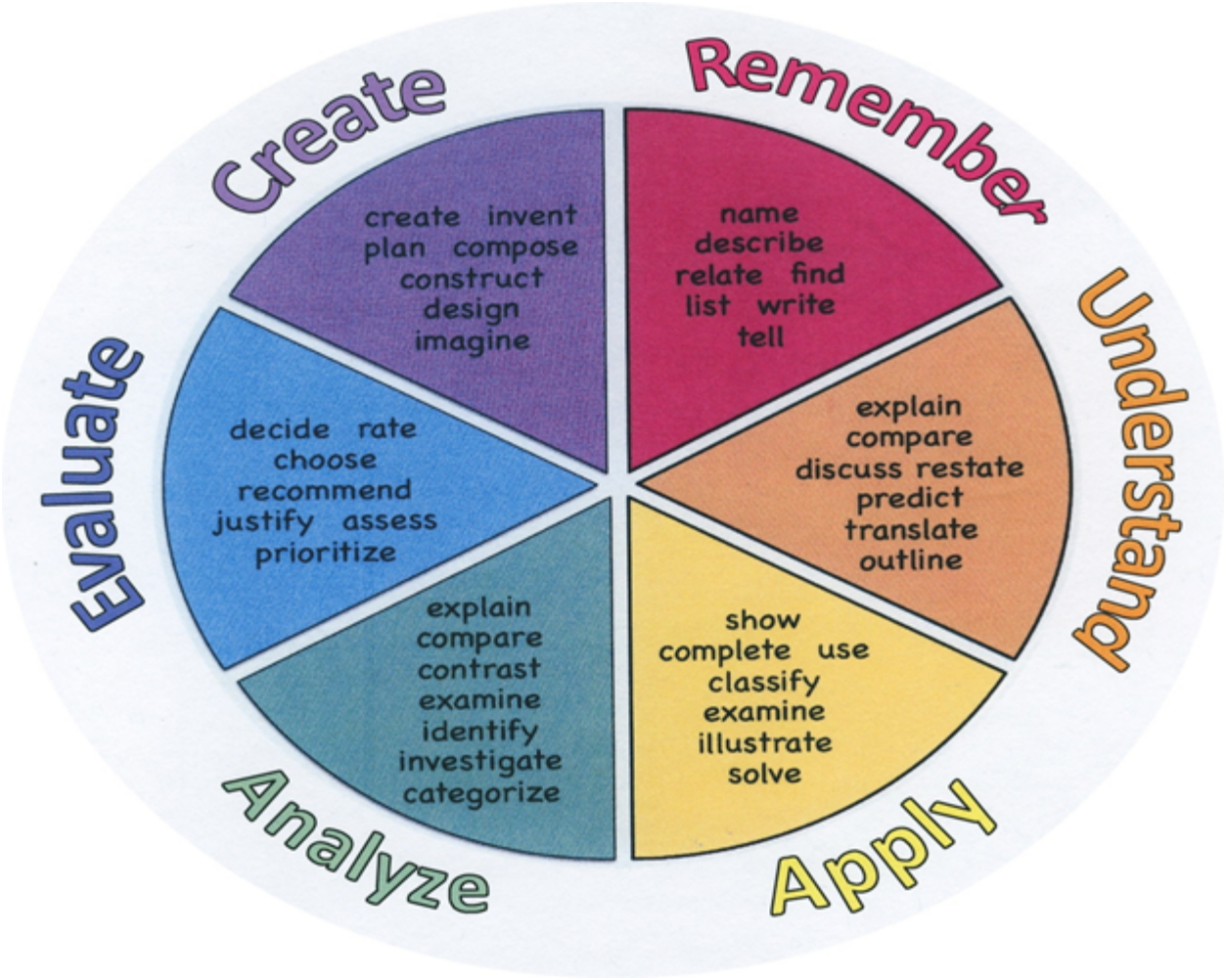
Aquaponic task #1 - Learn what aquaponics is and why it is a valuable tool and resource

Aquaponic task #2 - Determine which types of plants will grow best in the classroom aquaponics system based on criteria: the final use of the plant: for food or decoration and time needed for plant to mature

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct

Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

You Solve it Simulations HMH Digital Platform
Study Jams on Scholastic
Brainpop video and Acitivty

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

Multimedia reports - summative

Explaining - formative

Student presentations - alternative

- Anticipation Guide
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Explaining
- Illustration
- Learning Center Activities
- Multimedia Reports
- Outline
- Question Stems
- Self- assessments
- Study Guide
- Written Reports

Primary Resources & Materials

As a supplmental resource to go along with the aquaponics tasks teachers may use the You Solve it Simulation on the HMH Digital platform

HMH Science Dimensions S&E Leveled Readers

 On Level: How Do Organisms and Their Environments Form an Ecosystem?

 Extra Support: How Do Organisms and Their Environments Form an Ecosystem?

- Aquaponics task outline via Google Docs (detailing task steps)

Ancillary Resources

Science Weekly, Scholastic News, NewsELA, YouTube/TeacherTube, National Geographics Kids, Science Channel

https://ngss-assessment.portal.concord.org/

Technology Infusion

HMH Digital platform

Chromebook

Google Classroom/Google resources used to create presentations (slides, docs)

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Technology;

An individual's passions, aptitude and skills can affect his/her employment and earning potential.

Collaboration with individuals with diverse perspectives can result in new ways of thinking

	and/or innovative solutions.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.

21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

Information Literacy

Media Literacy

Life and Career skills

Critical thinking and Problem Solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Please list only the **21st Century Skills** that will be incorporated into this unit.

Global awareness

Environmental Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

Extra time to complete assignments

Project based learning

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Repeat directions
- Scheduled breaks
- Additional time
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

Provide modifications as dictated in the student's IEP/504 plan

Modified assignment format

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

Decreasing the amount of work presented or required

Using videos, illustrations, pictures and drawings to explain or clarify

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)

- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

Decreasing the amount of work presented or required

Allowing students to correct errors

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

Advanced problem solving

Allow students to work at a faster pace

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge