

**5.L.1.1.** Students are able to **describe** the basic process of photosynthesis and the role of light as a source of energy in plants.

**Webb Level: 1**

**Bloom: Comprehension**

**Verbs Defined:**

Describe – to tell in words and/or numbers

**Key Terms Defined:**

Photosynthesis – using light energy, carbon dioxide, and water to produce food

Energy – the capacity to do work

**Teacher Speak:**

Students are able to describe (to tell in words and/or numbers) the basic process of photosynthesis (using light energy, carbon dioxide, and water to produce food) and the role of light as a source of energy (the capacity to do work) in plants.

**Student Speak:**

I can tell in words and/or numbers (describe) the basic process of using light energy, carbon dioxide, and water to produce food (photosynthesis) and the role of light as the capacity to do work (energy) in plants.

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**5.L.2.1.** Students are able to **predict** physical characteristics with family lineage.

**Webb Level: 3**

**Bloom: Evaluation**

**Verbs Defined:**

Predict – to use information to make a best guess

**Key Terms Defined:**

Physical characteristics – attributes that can be observed

Family lineage – biological relationships from generation to generation

**Teacher Speak:**

Students are able to predict (to use information to make a best guess) physical characteristics (attributes that can be observed) with family lineage (biological relationships from generation to generation).

**Student Speak:**

I can use information to make a best guess (predict) of attributes that can be observed (physical characteristics) through biological relationships from generation to generation (family lineage).

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**5.L.2.2.** Students are able to **describe** structures and processes involved in plant reproduction.

**Webb Level: 2****Bloom: Comprehension****Verbs Defined:**

Describe – to tell in word and/or numbers

**Key Terms Defined:**

Plant reproduction – ways of making new plants

Structures – pistil, stamen, and pollen

Processes – animals, wind, and water

**Teacher Speak:**

Students are able to describe (to tell in words and/or numbers) structures (pistil, stamen, and pollen) and processes (animals, wind, and water) involved in plant reproduction (ways of making new plants).

**Student Speak:**

I can tell in words and/or numbers (describe) how the pistil, stamen, and pollen (structures) and animals, wind, and water (processes) are involved in ways of making new plants (plant reproduction).

**5.L.3.1.** Students are able to **describe** how natural events and/or human influences may help or harm ecosystems.

**Webb Level: 3**

**Bloom: Comprehension**

**Verbs Defined:**

Describe – to tell in words and/or numbers

**Key Terms Defined:**

Ecosystems – an interaction of a community of organisms with their physical environment

**Teacher Speak:**

Students are able to describe (to tell in words and/or numbers) how natural events and/or human influences may help or harm ecosystems (an interaction of community of organisms with their physical environments).

**Student Speak:**

I can tell in words and/or numbers (describe) how natural events and/or human influences may help or harm an interaction of a community of organisms with their physical environment (ecosystems).

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**5.L.3.2.** Students are able to **analyze** the roles of organisms to determine the transfer of energy using an energy pyramid model.

**Webb Level: 3**

**Bloom: Application**

**Verbs Defined:**

Analyze – to look at

**Key Terms Defined:**

Energy pyramid – a diagram showing the loss of energy at each feeding level

Organism – living things

**Teacher Speak:**

Students are able to analyze (to look at) the roles of organisms (living things) to determine the transfer of energy using an energy pyramid (a diagram showing the loss of energy at each feeding level) model.

**Student Speak:**

I can look at (analyze) the roles of living things (organisms) to determine the transfer of energy using a diagram showing the energy at each feeding level (energy pyramid) model.

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**5.L.3.3.** Students are able to **describe** how interrelationships enable some organisms to survive.

**Webb Level: 3****Bloom: Correspondence****Verbs Defined:**

Describe – to tell in words and/or numbers

**Key Terms Defined:**

Interrelationships – living together

Organisms – living things

**Teacher Speak:**

Students are able to describe (to tell in words and/or numbers) how interrelationships (living together) enable some organisms (living things) to survive.

**Student Speak:**

I can tell in words and/or numbers (describe) how living together (interrelationships) enable living things (organisms) to survive.