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| ***IMPORTANT CONCEPTS YOUR STUDENT SHOULD KNOW AND ACTIVITIES TO DO AT HOME*** | |
| **Cells and Microorganisms Unit** | |
| **Important Concepts Addressed in this Unit** | |
| **S5L3. Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells.**  a. 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.  b. 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).  c. Construct an explanation that differentiates between the structure of plant and animal cells.  **S5L4. Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms. (Clarification statement: Possible microorganisms could include Tardigrades, Lactobacillus, Probiotics, Rotifers, Salmonella, Clostridium botulinum (Botox), E-coli, Algae, etc. Students are not expected to know these specific microorganisms. The list is provided to give teachers examples.)**  a. Construct an argument using scientific evidence to support a claim that some microorganisms are beneficial.  b. Construct an argument using scientific evidence to support a claim that some microorganisms are harmful | * I can analyze evidence collected by technology to support a claim that plants and animals are comprised of cells too small to be seen without magnification. * 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). * I can refine explanations and models that differentiate between the structure of plant and animal cells. * I can use scientific evidence to provide multiple examples that support a claim that some microorganisms are beneficial. * I can use scientific evidence to provide multiple examples that support a claim that some microorganisms are beneficial. |
| **Key Words To Know** | **How You Can Help Your Student** |
| 1. **Cells:** The basic unit of structure and function in all living things 2. **Microscope:** A tool that makes tiny objects, such as cells, appear much larger 3. **Magnification**: the process of making objects appear larger than they are 4. **Organelle:** Part of the cell that does a certain job in a cell 5. **Cell Membrane:** A covering that surrounds and protects the cell 6. **Cell Wall:** Stiff covering outside the cell membrane that supports and protects a plant cell 7. **Cytoplasm:** A jelly, liquid like substance that fills the space between the cell membrane and nucleus. It contains chemicals that help the cell stay healthy 8. **Nucleus:** Most important organelle and the control center of the cell 9. **Chloroplast:** Organelle that uses light energy to make food for the plant cell 10. **Microorganism:** An organism that is too small to be seen with the unaided eye. These include bacteria, fungi, viruses, and protozoa. 11. **Bacteria:** A certain type of microorganism. They are single-celled and do not contain a nucleus. 12. **Mold:** A type of microorganism classified as a fungus that can be both beneficial and harmful. | **Interactive Learning Games:** Playing games is a wonderful way to practice skills at home in a fun environment**.**  **Study Vocabulary-**Study vocabulary nightly with your child from this parent guide.  Websites:  \*\*All vocabulary words and articles/activities read and completed during class can be on the google classroom, which can be accessed at home anytime.  <http://www.ducksters.com/>  <https://www.brainpop.com/>  <https://jr.brainpop.com/> |