Quinton Township School District
English Language Arts Literacy- Science - Unit 5
Grade 3

Pacing Chart/Curriculum MAP **Key: Technology Careers Interdisciplinary Studies**

Grade 3 Unit 5: Continuing the Cycle Summary: 25 Days
Do all living things have the same life cycle? ***Are there advantages to being different?*** **In this unit of study, students develop an understanding of the similarities and differences in organisms' life cycles. In addition, students use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. The crosscutting concepts of *patterns* and *cause and effect* are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in *developing and using models and constructing explanations and designing solutions*. Students are also expected to use these practices to demonstrate understanding of the core ideas.** **This unit is based on 3-LS1-1 and 3-LS4-2.** **Other standards covered: 8.1, RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.1, W.3.2, W.3.8, SL.3.4, SL.3.5, MP.2, MP.4, MP.5, 3.MD.B.3, 3.MD.B.4, 3.NBT, 3.NF, 9.2.4.A.1, 9.2.4.A.2**
Student Learning Objectives
Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. *[Clarification Statement: Changes organisms go through during their life form a pattern.]* [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.*]* **(3-LS1-1)**
Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. *[Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.]* **(3-LS4-2)** **Objectives Aligned with National Geographic Resources: Approximate Time Frame: 25 Days** ● **Explain that reproduction is essential to the continued existence of every kind of organism; explain that living things have unique and diverse life cycles. (2 Day)** ● **Explain life cycle diagrams; describe the unique life cycle of a jalapeno pepper plant. (3 Day)** ● **Describe the unique life cycle of a ladybug. (3 Day)** ● **Describe the life cycle of a leopard frog. (3 Day)** ● **Describe the sequence of stages in the life cycle of a spotted salamander. (3 Days)** ● **Develop two models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. (3**

Days)

- Explain how sometimes the difference in characteristics between individuals of the same species provide advantages in surviving. (3 Day)
- Explain who sometimes the difference in characteristic between individuals of the same species provide advantages in finding mates and reproducing. (2 Days)
- Construct an explanation for why the pink form of katydids is less common in adults than hatchlings. (2 Days)

Quick Links

Unit Sequence	
Part A: *Do all living things have the same life cycle?*	
Concepts	**Formative Assessment**
• Science findings are based on recognizing patterns. • Similarities and differences in patterns can be used to sort and classify natural phenomena. • Patterns of change can be used to make predictions. • Reproduction is essential to the continued existence of every kind of organism. • Plants and animals have unique and diverse life cycles.	*Students who understand the concepts are able to:* • Sort and organisms (inherited traits) using similarities and differences in patterns. • Make and record predictions using patterns of change. • Develop models to describe phenomena. • Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. (I.e., Changes organisms go through during their life form a pattern.) *(Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.)* • Exit Tickets • Journal Responses • End of the Unit Assessment

Unit Sequence	
Part B: *Are there advantages to being different?*	
Concepts	**Formative Assessment**
• Cause-and-effect relationships are routinely identified and used to explain change. • Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.	*Students who understand the concepts are able to:* • Identify cause-and-effect relationships in order to explain change. • Use evidence (e.g., observations, patterns) to construct an explanation. • Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Examples of cause-and-effect relationships could include: ✓ Plants that have larger thorns than other plants may be less likely to be eaten by predators. ✓ Animals that have better camouflage coloration than other animals may

	be more likely to survive and therefore more likely to leave offspring.

What It Looks Like in the Classroom

In third grade, students learn that the changes an organism goes through during its life form an observable pattern. Although different types of organisms have unique and diverse life cycles, they follow a pattern of birth, growth, reproduction, and death. While observing and studying life cycles, students should look closely for patterns of change and use these observed patterns to make predictions. They should also sort and classify a variety of organisms using the similarities and differences they observe. For example, flowering plants begin as seeds. With the right conditions, the seeds germinate and grow, from small seedlings to adult plants. Adult plants then produce flowers that, once pollinated, will produce seeds from which the next generation will grow.

Animals, likewise, go through observable patterns of change, which allow students to sort and classify them based on the stages of their life cycles. Some animals, for example, undergo complete metamorphosis; others go through incomplete metamorphosis; while others do not undergo metamorphosis at all. Some animals begin their life cycles with a live birth, while others hatch from eggs. Students should develop models to describe the unique and diverse life cycles of organisms. They can draw diagrams, build physical models, or create presentations to show the patterns of change that make up the life cycles of given organisms. As students become familiar with the stages in the life cycles of different types of plant and animals, they will come to understand that reproduction is essential to the continued existence of every kind of organism.

In **Unit 4: Traits**, students learned that organisms have traits that are inherited from their parents. This process occurs during reproduction. While observing and identifying traits of a specific species or type of organism, students also learned that there are differences in characteristics within the same species. In this unit, students learn that these differences in characteristics among individuals of the same species sometimes provide advantages in survival, finding mates, and reproducing. For example, when comparing plants from the same species, those with larger or more abundant thorns may be less likely to be eaten by a predator. Likewise, animals with better camouflage coloration may be more likely to survive and therefore more likely to leave offspring. As students read about, observe, and discuss variations in organisms' characteristics, they should identify cause-and-effect relationships that help explain why any variation might give an advantage in surviving or reproducing to some members of a species over others.

Connecting with English Language Arts/Literacy and Mathematics

English Language Arts

Students need opportunities to read about the life cycles and inherited traits of organisms in a variety of texts and resources. During discussions, teachers might pose questions such as

- ✓ What are the stages of an organism's life cycle?
- ✓ How do the life cycles of organisms compare?
- ✓ What makes an organism's life cycle unique?
- ✓ How do organisms use their characteristics to survive, find mates, and reproduce?

Students need access to a variety of books, pictures, and maps. They should be able to refer to these resources specifically when answering questions, articulating the main idea, and describing the key ideas using supporting details in their explanations. Additionally, they should describe the relationship between scientific ideas or

concepts and using language that pertains to time, sequence, and cause and effect.

Students also need opportunities to write informative/explanatory texts to convey ideas and information gathered through investigations and from other resources. For example, after reading texts about a given organism, students should be expected to use key details and appropriate facts about that organism to compose an informative piece of writing that lists some of the organism's traits that might give it an advantage in survival, growth, or reproduction over others of its kind. Students can also use Venn diagrams or T-charts to compare traits among individuals from a common species. These data can be used to explain how variations in characteristics can give an advantage to one or another individual in reproduction, growth, or survival. Students should also have the opportunity to report on how one or more traits of an organism give it an advantage in survival, growth, and/or reproduction in its environment. As students speak, they should share relevant facts, details, and information while speaking clearly and at an understandable pace.

Mathematics

Students can draw scaled picture graphs or bar graphs to represent a data set with several categories, such as the average length of the lifespan of a variety of organisms, which could range from days to hundreds of years, or the varying reproductive capacity of organisms, which could range from a single offspring to thousands. As students analyze their data, they may observe similarities within a category of organisms (e.g., mammals, reptiles, or insects) or marked differences across these same categories. Analyzing data will help students understand that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. As students collect, organize, and analyze their data, they have opportunities to reason abstractly and model with mathematics.

Modifications

(Note: Teachers identify the modifications that they will use in the unit. See NGSS Appendix D: All Standards, All Students/Case Studies for vignettes and explanations of the modifications.)

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tools such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena.
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

- Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)

Research on Student Learning
N/A

Prior Learning

Grade 1 Unit 2: Characteristics of Living Things

- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

Future Learning

Grade 6 Unit 1: Growth, Development, and Reproduction of Organisms

- Animals engage in characteristic behaviors that increase the odds of reproduction.
- Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction.
- Genetic factors as well as local conditions affect the growth of the adult plant.

Grade 6 Unit 2: Matter and Energy in Organisms and Ecosystems

- Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
- In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.
- Growth of organisms and population increases are limited by access to resources.
- Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.

Grade 7 Unit 6: Inheritance and Variation of Traits

- In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.
- In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism.

Grade 8 Unit 2: Selection and Adaptation

- Natural selection leads to the predominance of certain traits in a population, and the suppression of others.
- In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed onto offspring.

Connections to Other Units

Grade 3 Unit 4: Traits

- Students used patterns and cause-and-effect relationships to understand that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops.

Grade 3 Unit 6: Organisms and Environment

- Students use evidence to construct explanations for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- They also use cause-and-effect relationships to understand that when the environment changes, some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.

Sample of Open Education Resources

National Geographic Learning- Teacher's Guide- "Life Cycles" pages 84-85 (2 Days)

National Geographic Learning- Teacher's Guide- "Life Cycle of a Jalapeno Pepper Plant" pages 86-87 (2 Days)

National Geographic Learning- Teacher's Guide- "Life Cycle of a Ladybug" pages 88-89 (2 Days)

National Geographic Learning- Teacher's Guide- "Life Cycle of a Leopard Frog" pages 90-91 (2 Days)

National Geographic Learning- Teacher's Guide- Investigate "Life Cycles" pages 92-93 (3 Days)

National Geographic Learning- Teacher's Guide- Think Like a Scientist "Develop a Model" pages 94-95b (3 Days)

National Geographic Learning- Teacher's Guide- "Variation and Survival" pages 108-109 (2 Days)

National Geographic Learning- Teacher's Guide- "Variation and Mates" pages 110-111 (2 Days)

National Geographic Learning- Teacher's Guide- Think Like a Scientist "Construct an Explanation" pages 112-113 (2 Days)

Enhancement Lessons:

Let's Hear It For Ladybugs!

This article describes a ladybug life cycle unit that incorporates language arts and science concepts. Students build on their prior knowledge of butterflies as they

explore the metamorphosis of ladybugs. To create their final project, clay life cycle models, students synthesize what they learned from live observation and nonfiction texts.

Simply Butterflies!

This article gives suggestions for building a simple walk-in classroom butterfly observatory and using the observatory to hatch out Painted Lady butterflies as part of a four-week unit on life cycle stages.

Teacher Professional Learning Resources

Resources from the National Geographic Kit:

stages in the life cycle of a salamander chart, scissors, marker, glue stick, and construction paper

Assessment for the Next Generation Science Standards

The presenters were Joan Herman, Co-Director Emeritus of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA; and Nancy Butler Songer, Professor of Science Education and Learning Technologies, University of Michigan.

Dr. Herman began the presentation by summarizing a report by the National Research Council on assessment for the Next Generation Science Standards (NGSS). She talked about the development of the report and shared key findings. Next, Dr. Songer discussed challenges for classroom implementation and provided examples of tasks that can be used with students to assess their proficiency on the NGSS performance expectations. Participants had the opportunity to submit questions and share their feedback in the chat.

View the resource collection.

Continue discussing this topic in the community forums.

***NGSS* Crosscutting Concepts: Patterns**

The presenter was Kristin Gunckel from the University of Arizona. Dr. Gunckel began the presentation by discussing how patterns fit in with experiences and explanations to make up scientific inquiry. Then she talked about the role of patterns in NGSS and showed how the crosscutting concept of patterns progresses across grade bands. After participants shared their ideas about using patterns in their own classrooms, Dr. Gunckel shared instructional examples from the elementary, middle school, and high school levels.

***NGSS* Crosscutting Concepts: Structure and Function**

The presenters were Cindy Hmelo-Silver and Rebecca Jordan from Rutgers University. Dr. Hmelo-Silver and Dr. Jordan began the presentation by discussing the role of the crosscutting concept of structure and function within NGSS. They then asked participants to think about the example of a sponge and discuss in the chat how a sponge's structure relates to its function. The presenters introduced the Structure-Behavior-Function (SBF) theory and talked about the importance of examining the relationships between mechanisms and structures. They also discussed the use of models to explore these concepts. Participants drew their own models for one example and shared their thoughts about using this strategy in the classroom.

***NGSS* Core Ideas: Heredity: Inheritance and Variation of Traits**

The presenter was Ravit Golan Duncan of Rutgers University. The program featured strategies for teaching about life science concepts that answer questions such as "How are the characteristics of one generation related to the previous generation?" and "Why do individuals of the same species vary in how they look, function, and behave?"

Dr. Duncan began the presentation by discussing the importance of heredity as a disciplinary core idea. She then described how student learning should progress across grade levels and showed examples of common preconceptions. Dr. Duncan also shared strategies and resources for teaching about heredity.

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Appendix A: NGSS and Foundations for the Unit		
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The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:		
Science and Engineering Practices	**Disciplinary Core Ideas**	**Crosscutting Concepts**
Developing and Using Models ● Develop models to describe phenomena.	**LS1.B: Growth and Development of Organisms** ● Reproduction is essential to the continued	**Patterns** ● Patterns of change can be used to make

(3-LS1-1) **Constructing Explanations and Designing Solutions** ● Use evidence (e.g., observations, patterns) to construct an explanation. (3-LS4-2)	existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1) **LS4.B: Natural Selection** ● Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (3-LS4-2)	predictions. (3-LS1-1) **Cause and Effect** ● Cause and effect relationships are routinely identified and used to explain change. (3-LS4-2),(3-LS4-3) - ***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical Evidence** ● Science findings are based on recognizing patterns. (3-LS1-1)

English Language Arts	Mathematics
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS4-2) **RI.3.1** Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-2) **RI.3.2** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS4-2) **RI.3.3** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3-LS1-1) **RI.3.7** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS4-2) **SL.3.4** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (3-LS1-1) **SL.3.5** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-2) **W.3.2**	Reason abstractly and quantitatively. (3-LS4-2) **MP.2** Model with mathematics. (3-LS1-1), (3-LS4-2) **MP.4** Number and Operations in Base Ten (3-LS1-1) **3.NBT** Number and Operations—Fractions (3-LS1-1) **3.NF** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3-LS4-2) **3.MD.B.3** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS4-1) **3.MD.B.4**