

## Structures of Life-3<sup>rd</sup> Grade

October 16, 2012-DRAFT

Timeframe 10 weeks
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Standards	Assessment/ Student Evidence	Academic Vocabulary	Resources
SYSA A system is a group of interacting parts that form a whole.	Give examples of simple living and physical systems (e.g., a seed, a bean plant, beetle, snail)	System Parts Whole	<i>Structures of Life</i> by FOSS Class book set of: <i>Structures of Life</i> by FOSS
INQA Scientific investigations are designed to gain knowledge about the natural world.	Explain how observations can lead to new knowledge and new questions about the natural world.	Observe/observati on	
INQB A scientific investigation may include making and following a plan to accurately observe and describe objects, events, and organisms; make and record measurements, and predict outcomes.	Work with other students to make and follow a plan to carry out a scientific investigation. Actions may include accurately observing and describing objects, events and organisms; measuring and recording data, and predicting outcomes.	Investigation Predict	
INQF Scientists develop explanations, using observations (evidence) and what they already know about the world. Explanations should be based on evidence from investigations.	Accurately describe results, referring to the graph or other data as evidence. Draw a conclusion about the question that motivated the study using results of the investigation as evidence.	Conclusion	
INQC Inferences are based on observations.			
INQG Scientists make the results of their investigation public, even when the results contradict their expectations.			

Power Standards in green

Complementary Standards in yellow

Standards	Assessment/ Student Evidence	Academic Vocabulary	Resources
PS3A Heat, light, motion, electricity, and sound are all forms of energy.	Use the word energy to explain everyday activities (e.g., lettuce gives the snail energy)	Energy	
LS1A Plants have life cycles that include sprouting, growing to full size, forming fruits and flowers, shedding seeds, and eventually dying. The details of the life cycle are different for different plants.	Describe the life cycle of a common type of plant (e.g., the growth of a bean plant from seed to sprout, to adult, to flowers, fruit, and seeds)	Seed Sprout/germinate Life cycle Flowers Fruit Vegetable	
LS1B (2-3) Animals have life cycles that include being born; developing into juveniles, adolescents, then adults; reproducing; and eventually dying; The details of the life cycle are different for different animals.	Describe the life cycle of a common type of animal (e.g., the development of a beetle from egg to larva to pupa to adult and back to an egg again)	Egg Larva Pupa Adult	
LS1B (4-5) Plants and animals have different structures and behaviors that serve different functions.	List parts of an animal's body and describe how it helps the animal meet its basic needs (e.g., antennae helps the snail sense light, paddle-shaped legs help the beetle move on water)	Structure Function	
LS2A Ecosystems support all life on the planet, including human life, by providing food, fresh water, and breathable air.	Identify at least four ways that ecosystems support life (e.g., by providing fresh water, generating oxygen, removing toxic pollutants, and providing sources of useful materials)	Ecosystems	
LS3C Sometimes differences in characteristics give individual plants or animals an advantage in surviving and reproducing.	Predict how differences in characteristics might help one individual survive better than another (e.g., animals that are stronger or faster, beetles with larger pincers for chewing wood)	Survive	

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LS3A There are variations among the same kinds of plants and animals.			

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