# Old Unit 6: Organisms and the Environment (Science Template)

Content Area: **Science**
Course(s): **Science 3**
Time Period: **Quarter 4**
Length: **3 weeks**
Status: **Published**

## Unit Summary

In this unit of study, students develop an understanding of the idea that when the environment changes, some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die. The Crosscutting Concepts of Cause and Effect and the Interdependence of Science, Engineering, and Technology are called out as organizing concepts for these Disciplinary Core Ideas. Students demonstrate grade-appropriate proficiency in Engaging in Argument From Evidence. Students are also expected to use this practice to demonstrate understanding of the core ideas.

## Standards

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| LA.RL.3.1 | Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| LA.RL.3.2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. |
| LA.RL.3.3 | Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. |
| MA.3.NBT | Number and Operations in Base Ten |
| LA.W.3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. |
| LA.W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| LA.SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| LA.SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| LA.SL.3.4 | 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-LS2-1 | Construct an argument that some animals form groups that help members survive. |
| 3-LS4-3 | Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. |

## Student Learning Objectives

SLO Construct an argument that some animals form groups that help members survive. (3-LS2-1)

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| 1<br>SLO 2 | Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.] (3-LS4-3) |

## Driving Questions

In a particular habitat, why do some organisms survive well, some survive less well, and some not survive at all?

Why don't we see alligators in the arctic?

## DCI's Disciplinary core ideas

Part A: In a particular habitat, why do some organisms survive well, some survive less well, and some not survive at all?

- Cause-and-effect relationships are routinely identified and used to explain change.
- Knowledge of relevant scientific concepts and research findings is important in engineering.
- For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.
- Organisms and their habitat make up a system in which the parts depend on each other.
- Being part of a group helps animals obtain food, defend themselves, and cope with changes.
- Groups may serve different functions and vary dramatically in size.