

Big Idea: Why don't we see alligators in the arctic? Guiding Questions: In a particular habitat, why do some organisms survive well, some survive less well, and some not survive at all? 21st Century Themes/Skills:							
DCI (Disciplinary Core Ideas)	Science and Engineering Practices	Crosscutting Concepts	Student Learning Objectives	Differentiated Activities (Consider the 5 Es)	Resources/Technology	Formative Assessments	Benchmark Assessment
LS2.D: Social Interactions and Group Behavior 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 (Note: Moved from K-2). LS4.C: Adaptation For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.	Engaging in Argument from Evidence Engaging in argument from evidence in 3-5 builds on K-2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). Construct an argument with evidence, data, and/or a model.	Cause and Effect Cause and effect relationships are routinely identified and used to explain change.	Students will observe the components of a metaphoric ecosystem to explore what is an ecosystem.	Engage: 1. Make a circle with your string. Spread the circle out on the ground. This circle is your ecosystem. 2. Observe EVERYTHING in your circle ecosystem. 3. Record your observations. 4. Take small samples of the components of your ecosystem and put them in your plastic bag. 5. Discuss the importance of each item in the bag and the potential affects of their loss.	McCracken Topic Activities	-Activity Student Sheets of Responses (see links in Resources/Technology for each lesson) -Class discussion -Science journal entries -Predictions -Questions -Observations -Group collaboration -Exit Slips (paper-based, Google Forms, Google Classroom post, etc.)	
			Students will explain how living things depend on nonliving things.	Explore: Go outside to make observations of living and nonliving things and their interactions	BrainPOP Ecosystems What is an ecosystem? Reading		
			Students will investigate food chains to describe the flow of energy through an ecosystem.	Explore: Use the resources to the right to explore food chains	BrainPOP food chains Study Jams food chains		
			Students will model a food chain within a given ecosystem, describing the flow of energy from the sun to producers then consumers.	Explore: Discovery Education "Who's for Dinner?" interactive food chain activity then discuss of "What would happen if all of the _____ disappeared in this ecosystem?"	Who's for Dinner?		
			Students will model a food web of an ecosystem to show the interdependence of organisms within an ecosystem.	Explore: Create a food web of an ecosystem to show the interdependence of organisms within an ecosystem (also discuss biotice and abiotic relationships within an ecosystem)	Weaving the Web Activity		
			Students will create a model of a given animal within an ecosystem and will describe the role and importance of that organism within the environment.	Explain & Evaluate: Students will create a model of a given animal within an ecosystem and will describe the role and importance of that organism within the environment (producer or consumer, food chain, what would happen if that animal became extinct?) Explain & Evaluate: Students will explain why each presented organism is able to survive well in their ecosystem (connect to Unit 4: Traits and Inheritance with adaptations review)			
LS2.D: Social Interactions and Group Behavior 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 (Note: Moved from K-2). LS4.C: Adaptation For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.	Engaging in Argument from Evidence Engaging in argument from evidence in 3-5 builds on K-2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). Construct an argument with evidence, data, and/or a model.	Cause and Effect Cause and effect relationships are routinely identified and used to explain change.	Students will collect evidence to construct an argument that some animals form groups that help members survive.	Engage: Watch a Youtube video of animals to determine what all the animals in the video have in common (living in groups)	YouTube Animals Living in Groups	-Activity Student Sheets of Responses (see links in Resources/Technology for each lesson) -Class discussion -Science journal entries -Predictions -Questions -Observations -Group collaboration -Exit Slips (paper-based, Google Forms, Google Classroom post, etc.)	
				Engage: Review claims, evidence, and reasons and explain to students that they will be constructing an argument that some animals form groups that help members survive	Claims, Evidence, Reason		
				Explore: Read about how different animals benefit from living in groups (can do gradual release model of whole class, partner, independent, socratic circle method, close reading, etc.)	Reading Passages & Graphic Organizer		
				Explain: Students will construct an argument using text evidence that some animals form groups to help members survive.	Text Evidence Reading Passages YouTube Animal Groups Video		