Unit 4: Plant Structure and Function (Structure, Function, and Information Processing)

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Science: Grade 4

Unit 4: Plant Life and Structure

Belleville Board of Education

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Unit Overview

Unit four provides detailed information about the structure and function of plants. The content within the unit focuses on exploring the functions of internal and external plant structures. Internal and external plant structures aid in growth, survival, behavior and reproduction. Different plant structures work together as a system.

Enduring Understanding

- Different parts of plants serve different purposes.
- Different plants have different types of structures.
- The structures function in ways that enable the plants to survive.
- Plants have certain behaviors that help them to grow and survive.
- Plants have to absorb sunlight, make food, grow, and survive.
- Internal plant structures help plants reproduce.
- Plants produce pollen.
- Plants are pollinated by animals, insects, wind, and self-pollination.
- When a plant reproduces, it makes another plant.
- Not all plants produce flowers to reproduce.
- Seed dispersal helps prevent overcrowding and competition for space, light, and other resources.

Essential Questions

- **How do plant parts help plants survive?**

- **How do plant parts differ for different plants?**
- **What conditions do plants need to survive?**
- **How do plants produce?**
- **What is the process of fertilization for plants?**
- **How are plants pollinated?**
- **How do plants without flowers reproduce?**
- **How do seeds disperse?**

Exit Skills

By the end of Grade 4, Science Unit 4, the student should be able to:

- Ask questions and define problems
- Construct explanations and design solutions
- Define and delimit engineering problems
- Develop possible solutions
- Optimize the design solution
- Analyze the influence of science, engineering, and technology on society and the natural world

New Jersey Student Learning Standards (NJSLS-S) & NGSS

SEP - Engaging in Argument from Evidence

SEP - Analyzing and Interpreting Data

SEP - Asking Questions and Defining Problems

DCI - Structure and Function

CCC - Systems and System Models

CCC - Cause and Effect

NextGen Science Standards

4-LS1	From Molecules to Organisms: Structures and Processes
4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
4-LS1-1.4	Systems and system models.
4-LS1-1.4.1	A system can be described in terms of its components and their interactions.
4-LS1-1.LS1.A.1	Plants and animals have both internal and external structures that serve various functions

in growth, survival, behavior, and reproduction.

Interdisciplinary Connections

Connection to Math pp. 243, 262

MA.4.G.A.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Learning Objectives

In Unit 4, students will demonstrate the ability to:

HMH Science Dimensions, Unit 4 - Lesson 1:

- **Construct** an argument that plant parts are used for survival, growth, reproduction, and behavior
- **Support** arguement with evidence about the function and structure of plant parts
- **Asses** the purpose of different plant parts

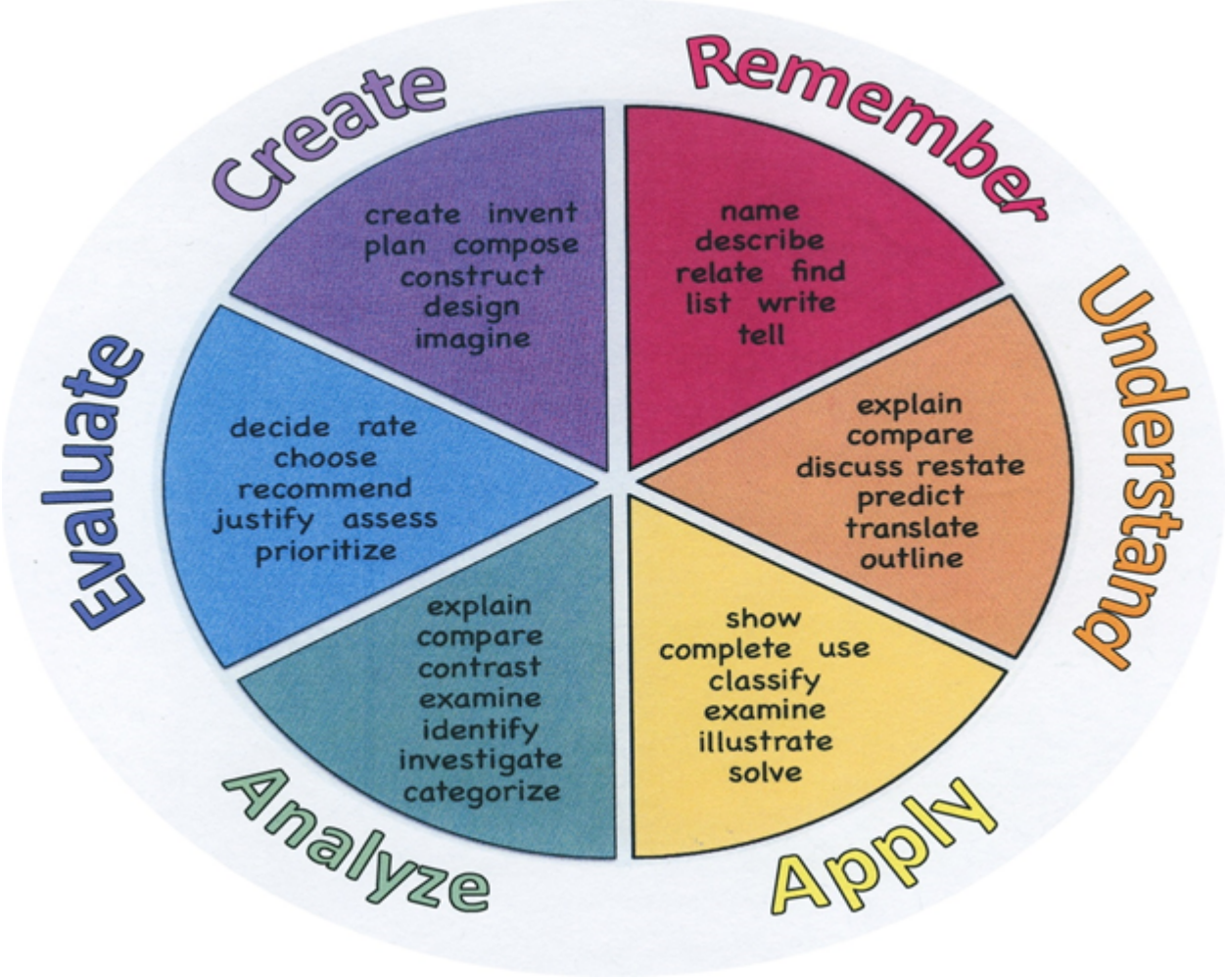
HMH Science Dimensions, Unit 4 - Lesson 2:

- **Compare and Contrast** the process of pollination and fertilization in both flowering and non-flowering plants
- **Support** argument with evidence about the function and structure of plant parts
- **Determine** the importance of seed dispersal

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate

Quote Recall Recognize Repeat Reproduce	Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Illustrate Outline Point out Separate		Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

HMH Science Dimensions, Unit 4 - Lesson 1:

- **Engage:** "Can You Explain It?" lesson

- **Explore/Explain:** "Plant Dissection" and "What's Inside?," and "Can Plants Move?" lessons and hands-on activity (Exploration 1, 2, & 3)
- **Elaborate:** "Discover More" extension activity
- **Evaluate:** "Lesson Check" and "Lesson Roundup" assessments (formative/summative)

HMH Science Dimensions, Unit 4 - Lesson 2:

- **Engage:** "Can You Explain It?" lesson
- **Explore/Explain:** "Why Do Plants Have Flowers?," "What If Plants Don't Produce Flowers?," and "On the Move" lessons and hands-on activity (Exploration 1, 2, & 3)
- **Elaborate:** "Discover More" extension activity
- **Evaluate:** "Lesson Check" and "Lesson Roundup" assessments (formative/summative)

HMH Science Dimensions, Unit 4 - Performance Task (Flower Parts):

- **Define Task**
- **Research**
- **Make A Plan**
- **Dissect and Illustrate**
- **Communicate**

HMH Science Dimensions, Unit 4 - Unit Project (Plant and Animal Partnerships):

- **Research and Plan**
- **Analyze Results**
- **Claims, Evidence, and Reasoning**

Assessment Evidence - Checking for Understanding (CFU)

- Admit Tickets
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's

- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- HMH End-of-Year Test (Benchmark)
- HMH Mid-Year Test (Benchmark)
- HMH Performance-based Assessment (Alternative)
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Outline
- Question Stems
- Quickwrite
- Quizzes (Formative)
- Red Light, Green Light
- Self- assessments
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Unit review/Test prep
- Unit tests (Summative)
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

HMH Science Dimensions: Teacher Edition, Student workbooks, online resources

HMH Equipment & Safety Kits

HMH Science Dimensions S&E Leveled Readers

- On Level: How Do Plants and Animals Reproduce and Adapt?
- Extra Support: How Do Plants and Animals Reproduce and Adapt?
- Enrichment: Exploring the Galapagos Islands

Ancillary Resources

Science Weekly, Scholastic News, NewsELA, YouTube/TeacherTube, National Geographics Kids, Science Channel

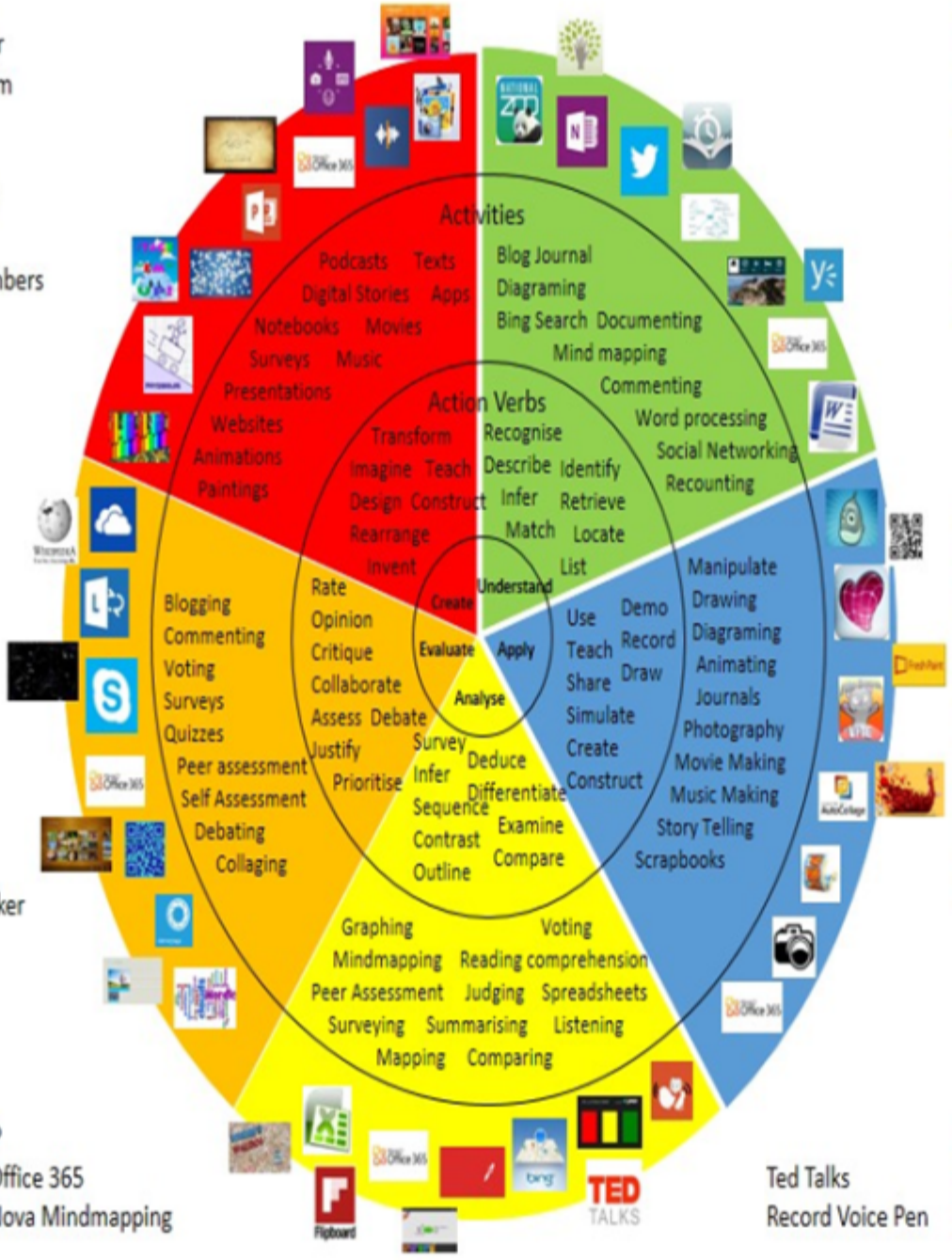
https://ngss-assessment.portal.concord.org/

Technology Infusion

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments

- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes

- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge