

# 3rd Grade Unit 5 - Organisms and the Environment

Content Area: **Science**  
Course(s): **Science Grade 3**  
Time Period: **MP3**  
Length: **7 days**  
Status: **Published**

## **NJSLS - Science**

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

## **Science and Engineering Practices**

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### **Engaging in Argument from Evidence**

Construct an argument with evidence, data, and/or a model. (3-LS2-1)

### **Engaging in Argument from Evidence**

Construct an argument with evidence. (3-LS4-3)

## **Disciplinary Core Ideas**

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### **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. (3-LS2-1)

### **LS4.C: Adaptation**

For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)

## **Crosscutting Concepts**

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## **Cause and Effect**

Cause and effect relationships are routinely identified and used to explain change. (3-LS2-1, 3-LS4-3)

## **Rationale and Transfer Goals**

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### **Why don't we see alligators in the arctic?**

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 an understanding of the core ideas.

## **Enduring Understandings**

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Being part of a group can help animals find food, protect themselves from predators, reproduce successfully and adapt to change.

Habitats are important to an organism's survival.

## **Essential Questions**

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

## **Content - What will students know?**

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- 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.

## **Skills - What will students be able to do?**

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- Identify cause-and-effect relationships in order to explain change.
- Construct an argument with evidence.
- Construct an argument with evidence (e.g., needs and characteristics of the organisms and habitats involved) that in a particular habitat, some organisms can survive well, some can survive less well, and some cannot survive at all.
- Identify and explain habitats and what is needed for an organism's survival.
- Evaluate changes in the environment and determine the effect it has on the survival of a habitat and the organisms living in it.

## **Activities - How will we teach the content and skills?**

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- Mystery Science Animals Through Time Lesson 6
- Mystery Science Circle of Life Lesson 2
- Whole group instruction and discussion.
- Read Alouds
- Group and Individual Projects
- Hands-on discovery when possible; creating models
- Webquests/Internet “field trips”

## Evidence/Assessments - How will we know what students have learned?

- Mystery Science Animals Through Time Lesson 6 Assessment
- Mystery Science Circle of Life Lesson 2 Assessment
- Teacher Observation
- Student projects/models
- Exit Tickets
- Tests/Quizzes
- [Grade 3 Science Benchmark #3](#) (taken after Unit 6)

## Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
<ul style="list-style-type: none"> <li>• For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.</li> <li>• Organisms and their habitat make up a system in which the parts depend on each other.</li> </ul>	<p>Kindergarten: Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.</p> <p>Grade 1: Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.</p> <p>Grade 2: Plants depend on water and light to grow.</p> <p>Grade 2: Plants depend on animals for pollination or to move their seeds around.</p> <p>Grade 2; There are many different kinds of living things in any area,</p>	<p><a href="#">K-LS1-1 Activities</a></p> <p><a href="#">1-LS1-2 Activities</a></p> <p><a href="#">2-LS2-1 Activities</a></p> <p><a href="#">2-LS2-2 Activities</a></p> <p><a href="#">2-LS4-1 Activities</a></p>

	and they exist in different places on land and in water.	
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## **Key Resources**

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[Mystery Science](#)

[Insects That Work Together](#)

[Battle at Kruger: Water Buffalo Save Calf from Lions](#)

[A Walk in the Desert \(Biomes of North America\)](#)

[A Walk in the Deciduous Forest \(Biomes of North America\)](#)

[A Walk in the RainForest \(Biomes of North America\)](#)

[A Walk in the Prairie \(Biomes of North America\)](#)

## **21st Century Life and Careers**

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WRK.9.2.5.CAP.3

Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

WRK.9.2.5.CAP.4

Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

## **Career Readiness, Life Literacies, & Key Skills**

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TECH.9.4.5.CI.1

Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about

possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

TECH.9.4.5.CI.2

Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

TECH.9.4.5.IML.3

Represent the same data in multiple visual formats in order to tell a story about the data.

## **Interdisciplinary Connections/Companion Standards**

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### **NJSLS ELA**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS2-1, 3-LS4-3)

RI.3.3 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-LS2- 1, 3-LS4-3)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS2-1, 3-LS4-3)

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-3)

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-3)

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-LS4-3)

### **NJSLS Mathematics**

MP.2 Reason abstractly and quantitatively. (3-LS4-3)

MP.4 Model with mathematics. (3-LS2-1, (3-LS4-3)

3.NBT Number and Operations in Base Ten (3-LS2-1)

3.MD.B.3 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-LS4-3)