

# 4th Grade Unit 2 - Organism Structure and Function

Content Area: **Science**  
Course(s): **Science Grade 4**  
Time Period: **MP2**  
Length: **22 days**  
Status: **Published**

## **NJSLS - Science**

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SCI.4-LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
SCI.4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
SCI.4-PS4-2	Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

## **Science and Engineering Practices**

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

Construct an argument with evidence, data, and/or a model. (4-LS1-1)

### **Developing and Using Models**

Use a model to test interactions concerning the functioning of a natural system. (4-LS1-2)

Develop a model to describe phenomena. (4-PS4-2)

## **Disciplinary Core Ideas**

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### **LS1.A: Structure and Function**

Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)

### **LS1.D: Information Processing**

Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2)

## **PS4.B: Electromagnetic Radiation**

An object can be seen when light reflected from its surface enters the eyes. (4-PS4-2)

### **Crosscutting Concepts**

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#### **Systems and System Models**

A system can be described in terms of its components and their interactions. (4-LS1-1),(4-LS1-2)

#### **Cause and Effect**

Cause and effect relationships are routinely identified. (4-PS4-2)

### **Rationale and Transfer Goals**

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In this unit of study, students are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. By developing a model, they describe that an object can be seen when light reflected from its surface enters the eye. The crosscutting concepts of cause and effect, systems and system models, and structure and function are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in developing and using models and engaging in argument from evidence. Students are expected to use these practices to demonstrate an understanding of the core ideas.

### **Enduring Understandings**

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Scientists examine cause and effect to see relationships between organisms, places, things, ideas, and events.

Scientists analyze and recognize how organisms, places, things, and ideas change over time.

## **Essential Questions**

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How do internal and external parts of plants and animals help them to survive, grow, behave, and reproduce?

How do animals receive and process different types of information from their environment in order to respond appropriately?

What happens when light from an object enters the eye?

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

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- A system can be described in terms of its components and their interactions.
- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.
- A system can be described in terms of its components and its interactions.
- Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain.
- Animals are able to use their perceptions and memories to guide their actions.
- A system can be described in terms of its components and its interactions.
- Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain.
- Animals are able to use their perceptions and memories to guide their actions.
- Cause and effect relationships are routinely identified.
- An object can be seen when light reflected from its surface enters the eyes.

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

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- Observe plants and animals in order to gather evidence that organisms are living systems.

- Observe that a system is made up of structures and processes that interact and enable the system to function.
- Describe the internal and external structures of a plant or animal and the function of each of those structures (limited to macroscopic structures)
- Describe the interactions that occur among the structures within the plant or animal system.
- Explain the function of each structure and describe how these structures help the organism grow, survive, and/or reproduce and use evidence to support their explanations.
- Use the concept of systems to understand that every animal has internal and external structures that allow it to take in information from the environment in which it lives, process that information, and respond in ways that increase its chances to grow, reproduce, and survive.
- Understand that all animals pick up information from their environment through senses or sensory receptors.
- Observe animals, either through direct observation or using text and digital resources, and then use models such as drawings, diagrams, and pictures to describe the ways that animals receive, process, store, and respond to information from the environment in order to survive, grow, and reproduce.
- Use models to understand and describe that light reflects from objects and enters the eye, allowing objects to be seen.

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

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- Mystery Science The Human Machine Anchor Phenomenon
- Mystery Science The Human Machine Lesson 1
- Mystery Science The Human Machine Lesson 2
- Mystery Science The Human Machine Lesson 3
- Mystery Science The Human Machine Lesson 4

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

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- Describe a system in terms of its components and their interactions.
- Construct an argument with evidence, data, and/or a model.
- Construct an argument to support the claim that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction (Limited to

macroscopic structures).

- Use a model to test interactions concerning the functioning of a natural system.
- Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- Identify cause and effect relationships.
- Develop a model to describe phenomena
- Develop a model to describe that light reflection from objects and entering the eye allows objects to be seen.
- Mystery Science Grade 4 The Human Machine: Lesson 1 Assessment
- Mystery Science Grade 4 The Human Machine: Lesson 2 Assessment
- Mystery Science Grade 4 The Human Machine: Lesson 3 Assessment
- Mystery Science Grade 4 The Human Machine: Lesson 4 Assessment
- Mystery Science Grade 4 The Human Machine: Performance Assessment
- Daily Exit Tickets
- Daily Formative Assessment
- [Grade 4 Science Unit 2 Benchmark](#)

### **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>
<ul style="list-style-type: none"><li>• External parts of organisms.</li><li>• Needs of living things.</li><li>• How animals process information.</li><li>• How objects can be seen.</li><li>• Opacity of various objects.</li><li>• Mirrors.</li></ul>	<ul style="list-style-type: none"><li>• Grade 1: All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.</li><li>• Grade 1: Plants also have different parts to help them survive and grow.</li><li>• Grade 1: Animals have</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">1-LS1-1 Activities</a></li><li>• <a href="#">1-LS1-2 Activities</a></li><li>• <a href="#">1-PS4-2 Activities</a></li></ul>

	<p>body parts that capture and convey different kinds of information needed for growth and survival.</p> <ul style="list-style-type: none"><li>• Grade 1: Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.</li><li>• Grade 1: Objects can be seen if light is available to illuminate them or if they give off their own light.</li><li>• Grade 1: Some materials allow light to pass through them, others allow only some light through and others block all light and create a dark shadow on any surface beyond them, where the light cannot reach.</li><li>• Grade 1: Mirrors can be used to redirect a light beam.</li></ul>	
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## **Key Resources**

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[Mystery Science](#)

[Animal Mouth Structures](#)

[Pinhole Cameras](#)

[Time to Think](#)

## **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**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

### **NJSLS Mathematics**

4.MD.A Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

4.MD.B Represent and interpret data.

