

# Unit 3: Lifecycles (LLD)

Content Area: **Science**  
Course(s):  
Time Period: **Trimester**  
Length: **Trimester 3**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

Unit 3: Lifecycles in the LLD setting takes a look at the general education curriculum and scales in down for special education students. This allows the students in the LLD classroom setting to learn in the appropriate setting while exploring the lifecycles of different organisms.

## OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

### Objectives and Enduring Understandings:

- Students develop an understanding of the similarities and differences in organisms' life cycles. In addition, students use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

### Essential Questions:

- What Are the Growth Stages of a Bulb?
- What Is the Life Cycle of an Earthworm, Butterfly, Frog or Mammal?
- How Do Butterflies Live?
- How are the offspring the same or different from their parents?
- How does the environment affect the traits of an offspring (growth of the bulb)?

## CONTENT AREA STANDARDS

3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
3-LS2-1	Construct an argument that some animals form groups that help members survive.
3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.

## RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.RI.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.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.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.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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.
LA.SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
MA.3.MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
MA.3.NF	Number and Operations—Fractions
MA.3.NBT	Number and Operations in Base Ten
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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- Student notebook pages
- Lab Activities
- Student predictions
- Student observations
- Vocabulary
- Big Idea graphic organizer
- Data collected
- Monitor students working in groups
- Teacher questions and discussion
- Observe students as they apply new concepts and skills

## **Summative Assessments**

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### Benchmark Assessments

- Multiple Choice Assessment administered at the end of each trimester (T1, T2, T3)

### Alternative Assessments

- Oral Presentations
- Questions for Comprehension
- Performance Tasks
- Scientific Journals/Notebooks
- Self-Assessment
- WebQuests

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Teacher Edition
- Student Lab Manual
- Student Science Notebook
- Videos

## **INTERDISCIPLINARY CONNECTIONS**

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- Integrate quantitative or technical information expressed in words in a text. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- Social Emotional Learning
- Sustainability

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

\*In addition to IEP Accommodations & Modifications:

- Restate and review directions
- Student restates directions or information
- Oral responses
- Small group/ one to one
- Additional time
- Concrete examples
- Extra visuals
- Support auditory information with visuals
- Space for movement or breaks
- Extra verbal cues and prompts