

Continuing the Cycles

Content Area: **Science**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

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. The crosscutting concepts of patterns and cause and effect are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in developing and using models and constructing explanations and designing solutions.

Enduring Understandings

All organisms go through transformations.

Many characteristics of organisms are inherited from their parents.

Different organisms vary in how they look and function because they have different inherited information

Essential Questions

How can you describe the stages of an animal's life cycle?

How can you describe the stages of a plant life cycle?

What are inherited plant and animal traits?

Learning Objectives

Be able to develop a model to describe the stages of an animal's life cycle

Be able to develop a model to describe a plant's life cycle

Standards: Content

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

Standards: Interdisciplinary

Assessment Evidence

Formative	Teacher observations, Class discussions, Lab Activities, Key concepts and vocabulary quizzes, Science Starter's/Do Nows, Open Ended Responses, Modeling, Simulations, Innovators Monthly Research, Lab Activities, Vocabulary Responses, Exit Questions, Interactive Digital Assessments embedded in Exploring Science Digital Book
Summative	Projects, Tests, Quizzes, lab skills demonstrations, projects, and vocabulary quizzes.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes, Benchmark – LinkIt Benchmark Assessment, Teacher Generated Assessments
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, Websites and digital interactives/models, Multi-media presentations, Video Streaming, Brain Pop, Middle School Science, Generation Genius Digital Curriculum, Mystery Science Digital Curriculum, Amplify Digital Curriculum, Microsoft 365, Primary and Secondary Source Documents, Assorted lab materials, crayons, colored pencils, markers, graph paper, charts, tape, scissors [Third Grade Science Course](#)

[Instructional Resource List](#)

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

Amistad	Diversity, Equity, and Inclusion
Holocaust	LGBT and Disabilities (Grades 6-12)
Climate Change	Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

[NJ Social and Emotional Learning Competencies & Sub-Competencies](#)

X	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	Technology Literacy	Planning and Budgeting
X	Creativity and Innovation	Financial Institutions	Risk Management and Insurance
X	Information and Media Literacy	Digital Citizenship	Economic and Government Influences
X	Critical Thinking and Problem Solving	Credit Profile	Career Awareness and Planning
	Civic Financial Responsibility	Financial Psychology	