

Unit Summary		
<p>In this unit of study, students develop an understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs, as well as how the behaviors of parents and offspring help offspring survive. The understanding that young plants and animals are like, but not exactly the same as, their parents is developed. The crosscutting concept of <i>patterns</i> is called out as an organizing concept for the disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in <i>obtaining, evaluating, and communicating information</i> and <i>constructing explanations</i>. Students are also expected to use these practices to demonstrate understanding of the core ideas.</p> <p>This unit is based on 1-LS3-1 and 1-LS1-2.</p>		
Student Learning Objectives		
<p>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. <i>[Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.] (1-LS3-1)</i></p>		
<p>Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. <i>[Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).] (1-LS1-2)</i></p>		
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Unit Sequence	
Part A: <i>How are young plants and animals alike and different from their parents?</i>	
Concepts	Formative Assessment
<ul style="list-style-type: none"> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents. 	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> Observe and use patterns in the natural world as evidence and to describe phenomena. Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. <ul style="list-style-type: none"> ✓ Examples of patterns could include features plants or animals share. ✓ Examples of observations could include that leaves from the same kind of plant are the same shape but can differ in size and that a particular breed of puppy looks like its parents but is not exactly the same. <p><i>[Note: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]</i></p>

Unit Sequence	
Part B: <i>What types (patterns) of behavior can be observed among parents that help offspring survive?</i>	
Concepts	Formative Assessment
<ul style="list-style-type: none"> Scientists look for patterns and order when making observations about the world. Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring survive. 	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> Observe and use patterns in the natural world as evidence and to describe phenomena. Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. Examples of patterns of behaviors could include: <ul style="list-style-type: none"> ✓ The signals that offspring make, such as crying, cheeping, and other vocalizations.

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| | ✓ The responses of the parents, such as feeding, comforting, and protecting the offspring. |
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What It Looks Like in the Classroom

In this unit of study, students observe organisms in order to recognize that many types of young plants and animals are like, but not exactly the same as, their parents. Students also observe how organisms use their external parts to help them survive, grow, and meet their needs, and how the behaviors of parents and offspring help offspring survive. Throughout the unit, students will look for patterns; obtain, evaluate, and communicate information; and construct explanations.

People look for patterns in the natural world and use these patterns as evidence to describe phenomena. Students begin this unit by observing and comparing external features of organisms, looking for patterns in what they observe. They will need opportunities to observe a variety of plants and animals in order to look for similarities and differences in their features. For example, when comparing the shape, size, color, or number of leaves on plants, students begin to notice that plants of the same kind have leaves that are the same shape and color, but the leaves of one plant may differ from another in size or number. When comparing body coverings; number, size, and type of external features (legs, tail, eyes, mouth parts); body size, body coloring, or eye color of animals, students learn that animals of the same kind have the same type of body covering and the same number and types of external features, but the size of the body, the size of external features, body color, and/or eye color of individuals might differ. Making observations like these helps students recognize that young plants and animals look very much, but not exactly, like their parents, and that even though individuals of the same kind of plant or animal are recognizable as similar, they can also vary in many ways.

In addition to observing and documenting similarities and differences in the external features of organisms, students also need opportunities to make direct observations, read texts, or use multimedia resources to determine patterns in the behaviors of parents and offspring that help offspring survive. While both plants and animals can have young, it is the parents of young animals who might engage in behaviors that help their young survive. Some examples of these patterns of behaviors could include the signals that offspring make, such as crying, cheeping, and other vocalizations, and the responses of parents, such as feeding, comforting, and protecting their young.

Connecting with English Language Arts/Literacy and Mathematics

English Language Arts

To integrate English Language Arts into this unit, students need opportunities to read informational texts to gather information about traits and behaviors of organisms. With adult guidance, they identify the main topic, retell key details from texts, and ask and answer questions about key details. Students should also participate in shared research and writing projects. They can gather information from a variety of preselected, grade-level-appropriate texts and resources and use that information to answer questions about traits and behaviors of organisms. In pairs or small groups, students can use pictures and words to create simple books that describe features that parents and offspring share or behaviors that parents and offspring exhibit that help offspring survive.

Mathematics

To integrate mathematics into this unit, students reason abstractly and quantitatively and use appropriate tools strategically as they collect and organize data, and use it to solve problems. For example, when students gather information about the shape, size, color, and number of leaves on plants, they can:

- ✓ Use grade-level-appropriate tools and strategies to measure, compare, and order leaves by length.
- ✓ Organize data (e.g., number of leaves) into simple graphs or tables, and then use strategies based on place value, properties of operations, and/or the

relationship between addition and subtraction to make comparisons.

- ✓ Use drawings and equations as they solve problems (e.g., more or less, total amount, how many in each).

Modifications

(Note: Teachers identify the modifications that they will use in the unit. See NGSS Appendix D: [All Standards, All Students/Case Studies](#) for vignettes and explanations of the modifications.)

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena.
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#_UXmoXcfD_UA).

Research on Student Learning

N/A

Prior Learning

This is the students' first opportunity to make sense of these phenomena.

Future Learning
<p>Grade 3 Unit 6: Organisms and the Environment</p> <ul style="list-style-type: none"> 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 <p>Grade 4 Unit 3: Structures and Functions</p> <ul style="list-style-type: none"> Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. <p>Grade 4 Unit 4: How Organisms Process Information</p> <ul style="list-style-type: none"> 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.
Connections to Other Units
N/A
Sample of Open Education Resources
<p>Chip Off the Old Block: In this lesson students compare adult plants with young plants and then match pictures of adult animals with their young. They then are asked to identify specific physical traits of plants and animals that can be used to identify them. Note: The Parent/Offspring photo collection on page three incorrectly states the offspring of a horse is a pony.</p> <p>Eat Like a Bird! January: This lesson and activity is one of several lessons about birds. In this lesson, students learn that bird beaks come in many different sizes and shape. Each beak has a specific shape and function to help the bird to get and eat food.</p> <p>Why So Yummy? In this lesson students will investigate how fruits help some plants survive. The background information is important to the overall goals of this lesson. It states, "fruit-bearing plants can be distinguished from other plants, because they contain a reproductive structure that develops into an edible fruit. This reproductive structure is the shelter that protects the seeds until they are mature. This is important, because seeds are not distributed to the earth for germination until they are ripe." The teacher will need to purchase some fruits ahead of time for this lesson. Identifying a variety of fruits and especially fruits children might have less experience with will enhance the experience.</p>

Teacher Professional Learning Resources**Using the NGSS Practices in the Elementary Grades**

The presenters were Heidi Schweingruber from the National Research Council, Deborah Smith from Penn State University, and Jessica Jeffries from State College Area School District. In this seminar the presenters talked about applying the scientific and engineering practices described in A Framework for K–12 Science Education in elementary-level classrooms.

Continue the discussion in the [community forums](#).

Teaching NGSS in K-5: Constructing Explanations from Evidence

Carla Zembal-Saul, Mary Starr, and Kathy Renfrew, provided an overview of the NGSS for K-5th grade. The web seminar focused on the three dimensional learning of the NGSS, while introducing CLAIMS-EVIDENCE-REASONING (CER) as a framework for introducing explanations from evidence. The presenters highlighted and discussed the importance of engaging learners with phenomena, and included a demonstration on using a KLEWS chart to map the development of scientific explanations of those phenomena.

View the resource [collection](#).

Continue discussing this topic in the [community forums](#).

NGSS Core Ideas: Heredity: Inheritance and Variation of Traits

The presenter was Ravit Golan Duncan of Rutgers University. The program featured strategies for teaching about life science concepts that answer questions such as "How are the characteristics of one generation related to the previous generation?" and "Why do individuals of the same species vary in how they look, function, and behave?"

Dr. Duncan began the presentation by discussing the importance of heredity as a disciplinary core idea. She then described how student learning should progress across grade levels and showed examples of common preconceptions. Dr. Duncan also shared strategies and resources for teaching about heredity. Participants had the opportunity to submit their questions and comments in the chat.

Visit the resource [collection](#).

Continue discussing this topic in the [community forums](#).

Appendix A: NGSS and Foundations for the Unit		
<p>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. <i>[Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.]</i> (1-LS3-1)</p>		
<p>Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. <i>[Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]</i> (1-LS1-2)</p>		
<p>The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education:</p>		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS3-1) <p>Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. (1-LS1-2) 	<p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> Many characteristics of organisms are inherited from their parents. (3-LS3-1) <p>LS1.B: Growth and Development of Organisms</p> <ul style="list-style-type: none"> 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. (1-LS1-2) 	<p>Patterns</p> <ul style="list-style-type: none"> Similarities and differences in patterns can be used to sort and classify natural phenomena. (3-LS3-1) Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (1-LS1-2) <p>-----</p> <p>Connections to Nature of Science</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Scientists look for patterns and order when making observations about the world. (1-LS1-2)

English Language Arts	Mathematics
<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS3-1) RI.3.1</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS3-1) RI.3.2</p> <p>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-LS3-1) RI.3.3</p> <p>Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-LS1-1) W.1.7</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS3-1) SL.3.4</p> <p>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-LS3-1) W.3.2</p>	<p>Reason abstractly and quantitatively. (3-LS3-1) MP.2</p> <p>Model with mathematics. (3-LS3-1) MP.4</p> <p>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. (3-LS3-1) 3.MD.B.4</p>