Pequea Valley School District
Science

Unit: Living Things (Adaptations) **Course: Science** **Grade: 3**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):
Unit EQ:

Lesson EQ's:

- What is a cycle?
- What is a life cycle?
- What are the stages of a life cycle?
- What are the 6 life functions?
- What are adaptations?

Keystone Eligible Content/PA Core Standard
S3.1.3.A1
S3.1.3.A2
S3.1.3.A3

Pacing: Approximate number of class sessions per unit

- First trimester

Tier 3 Vocabulary (Content specific vocabulary)

- Adaptation
- reproduction
- Living things
- Life cycles
- Growth
- Development
- metamorphosis

Know - What do learners need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Describe the scientific method.
- Describe characteristics of living things that help to identify and classify them.
- Describe the basic needs of living things and their dependence on light, food, air, water, and shelter.
- Illustrate how animals go through predictable life cycles that include birth, growth, development, reproduction, and death.

Understand - What do learners need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- What a life cycle is.
- What adaptations of living things are.
- What life functions are.

Learning Outcome - What do learners need to be able to **accomplish** by the unit's end? ***List skills and competencies, NOT learning activities.***

- Students will describe characteristics of living things that help to identify and classify them.
- Students will describe the basic needs of living things and their dependence on light, food, air, water and shelter.
- Students will illustrate how animals go through predictable life cycles that include birth, growth, development, reproduction and death.

Literature:

- metamorphosis. [Photograph]. Retrieved May 29, 2010, from Encyclopædia Britannica Online School Edition: http://www.school.eb.com.proxygsu-spaa.galileo.usg.edu/elementary/art-107407
- Summer Productions. (2004). A Monarch's Life Cycle [Video Segment]. Available from http://www.discoveryeducation.com/
- Photograph of top of a Common Milkweeden (Asclepias syriaca en).
- Photo taken at the Tyler Arboretum. Sunday, June 10, 2007, Own Picture. Author; Photo by and (c)2007 Derek Ramsey
- Photograph of a female Monarch Butterflyen (Danaus plexippus en) laying an egg on a Mexican Milkweeden (Asclepias curassavica en). Photo taken at the Tyler Arboretum. Saturday, July 28, 2007,Own Picture. Author;Photo by and (c)2007

Software/Resources:

Pequea Valley School District
Science

Unit: Physical Features **Course: Science** **Grade: 3**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):
Unit EQ:

Lesson EQ's:

How and why is Earth constantly changing?

Keystone Eligible Content/PA Core Standard
S3.3.3.A1:
S3.3.3.A2:
S3.3.4.A1:
S3.3.4.A2:
S3.3.1.A1
S3.3.3.A2

Pacing: Approximate number of class sessions per unit
- Third Trimester

Tier 3 Vocabulary (Content specific vocabulary)
- Mountain
- range
- Physical Characteristics
- Lakes
- Ponds
* Rivers
* Minerals
* Rock Layers
* Physical Characteristics

Know - What do learners need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Analyze and interpret data from maps to describe patterns of Earth's features.
- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

Understand - What do learners need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How to analyze and interpret data from maps to describe patterns of Earth's features
- How to identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for change in a landscape over time.

Learning Outcome - What do learners need to be able to **accomplish** by the unit's end? ***List skills and competencies, NOT learning activities.***

- Students will analyze and interpret data from maps to describe patterns of Earth's features.
- Students will identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

Literature:

Software/Resources: