



UNIT PLANNING TEMPLATE

Grade/Course: 3rd-5th/Science

Unit: Life Science: Molecules to Organisms

Desired Outcomes

Transfer

Missional Outcomes (7Cs)/Disciplinary Practices: What kinds of long-term, independent accomplishments are desired?

- Develop a personal relationship with Jesus Christ and continue to grow in faith through balanced living (i.e., spiritual, physical, intellectual, and social-emotional) and service to others (7Cs.1)
- Develop and use models (S2)

Meaning

Big Ideas: What specifically do you want students to understand?

- The complexity, order, and design of living organisms provide strong evidence of God as the Designer, Creator, and Sustainer of Life.

Essential Questions: What thought-provoking questions will foster inquiry, meaning making, and transfer?

- How do living organisms give evidence of God as the Designer, Creator, and Sustainer of Life?

Acquisition

Standards: What facts, concepts, and skills/processes should students know and be able to do?

- Develop models (e.g., drawings, diagrams) to describe that organisms have unique and diverse life cycles but all have birth, growth, reproduction, and death in common (S.3-5.LS.1)
- Construct an argument that plants and animals have internal and external structures (e.g., thorns, stems, roots, colored petals, heart, stomach, lung, brain, skin) that function to support survival, growth, behavior, and reproduction (S.3-5.LS.2)

Student-friendly Learning Targets (I Can Statements):

- I can develop models to describe the life cycles of different organisms.
- I can construct an argument that describes how the internal and external structures of plants and animals support them.

Essential Vocabulary:

- Diverse, life cycle, model, organism, reproduction
- Argument, external, function, internal, reproduction, structure

Assessment Evidence

Assessments: What evidence will you collect to determine whether Stage 1 goals were achieved—transfer, meaning, acquisition?

- Performance Tasks—concept map of the life cycles of different organisms
- Supplementary Evidence—conferences, debates, discussions, exercises with short or extended answers, graphic organizers, learning

Success Criteria: What criteria will be used to evaluate attainment of the desired outcomes?

- Performance Task Rubrics
- Teacher-created Rubrics and Checklists
- Chapter Answer Keys
- P-scales for Standards



logs, observations, pre-assessments, quizzes and tests, Science Journal—Living and Non-living Things activity, self-assessments	
Learning Plan	
Teaching/Learning Experiences: What teaching and learning experiences will be used to help students achieve Stage 1 goals—transfer, meaning, acquisition? <ul style="list-style-type: none">• Advance Organizer• Direct Instruction/Modeling• Guided Practice• Independent Practice• Performance Tasks• Nearpod Instructional Tools	Resources: What resources will be used to achieve Stage 1 goals—transfer, meaning, acquisition? <ul style="list-style-type: none">• <i>ByDesign</i> Grade 3—Ch. 1.3, 2.1, 2.2, 5.1, 6.1 Grade 4—Ch. 1.1, 1.3, 1.4, 2.1, 2.2 Grade 5—Ch. 1.3, 3.1, 3.2, 3.3, 3.4, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2• <i>ByDesign</i> Explore-a-Labs• <i>ByDesign</i> Online Skill Builders• IXL Science