**Table 2: *Stage One***

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALS - #1 **3-LS1-1. Use simple graphical representations to show that species have unique and diverse life cycles. Describe that all organisms have birth, growth, reproduction, and death in common but there are a variety of ways in which these happen.** [Clarification Statement: Examples can include different ways plants and animals are born (e.g., sprout from a seed, born from an egg), grow (e.g., increase in size and weight, produce new part), reproduce (e.g., develop seeds and spores, root runners, mate and lay eggs that hatch) and die (e.g., length of life).] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment of animal life cycles is focused on a comparison of the stages, not on a detailed description of any one organism’s cycle, nor the differences of “complete metamorphosis” and “incomplete metamorphosis”. Assessment does not include details of human reproduction.]**3-LS4-5(MA). Provide evidence to support a claim that the survival of a population is dependent upon reproduction.** [Assessment Boundary: Assessment does not address details of reproduction.]  | ***Transfer*** |
| *Students will be able to independently use their learning to* |
| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that…*1. All living things have a life cycle
2. All living things stages are the same
3. Characteristics differ from organism
4. Reproduction is essential to the continued existence of every kind of organism
 | ESSENTIAL QUESTIONS*Students will keep considering…* How are life cycles different among living things?How do organisms continue after death?  |
| ***Acquisition*** |
| KNOWLEDGE*Students will know…* The stages of live cycle (animal and planet)What makes up stageHow characteristics of each stage differ between organismsVocabulary: life cycle, stage, characteristics | Science PracticeEngaging in argument from evidenceUsing mathematics and computational thinking |

**Table 3: *Stage Two***

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| **Stage 2 – Evidence** |
| **Coding** | **Evaluative Criteria** | **Assessment Evidence** |
|  |  | PERFORMANCE TASK(S):Observe the life cycle of 2 organisms (butterflies, mealworms/plantsScience journal / class poster chart the progressThree ways life cycle is different between butterfly / plantChoose another animal and explain how it is the same or different from the butterfly  Activity: Chart the different lengths of life span |
|   |  | Suggested Resources: |