**Table 2: *Stage One***

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS - #1  **3-LS4-1. Use fossils to describe types of organisms and their environments that existed long ago and compare those to living organisms and their environments. Recognize that most kinds of plants and animals that once lived on Earth are no longer found anywhere.** [Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Comparisons are limited to physical or observable features; not to include dynamic processes or genetics.]  **3-LS4-3. Construct an argument with evidence that in a particular environment some organisms can survive well, some survive less well, and some cannot survive.** [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved.]  **3-LS4-4. Analyze and interpret data about changes in the environment in an area and describe how the changes may affect the ability of organisms that live in that area to survive and reproduce.** [Clarification Statement: Environmental changes should include changes to landforms, distribution of water, climate, and availability of resources. Changes in the environment could range in time from a season to decades. Data should be provided.] [Assessment Boundary: Assessment is limited to a single environmental change, however, it is understood that environmental changes are complex.] | ***Transfer*** | |
| *Students will be able to independently use their learning to* | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   1. How fossils show what organisms lived long ago. 2. The environment effects an organisms survival rate | ESSENTIAL QUESTIONS  *Students will keep considering…*  What is a fossil?  How is a fossil made?  Why are certain plants and animals no longer here?  How does the environment effect how an organism survives and reproduces? |
| ***Acquisition*** | |
| KNOWLEDGE  *Students will know…*  Vocabulary – fossil, extinct, environment, organism  Students will know animals and plants need certain adaptations to survive  The student will know various effects on environment – man, weather/climate  Student will know how fossils are formed | Science Practice  .  #2 Developing and using models  #4 Analyze and interpret data  #6 Constructing explanations |

**Table 3: *Stage Two***

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| **Stage 2 – Evidence** | | |
| **Coding** | **Evaluative Criteria** | **Assessment Evidence** |
|  |  | PERFORMANCE TASK(S):  Make a fossil |
|  |  | Suggested Resources: |