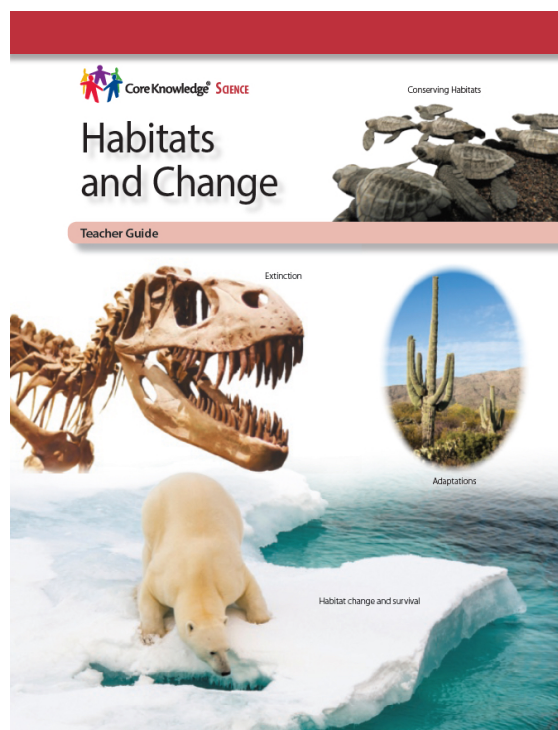


Habitats and Change

Click on each chapter to access its online resources. Page numbers refer to pages in the Teacher Guide. Some links provide access to files created by the Core Knowledge Foundation, including PDF documents that you can download and view with the appropriate software (such as [Adobe Reader](#)).

	About This Unit
Part A	Lesson 1
	Lesson 2
	Lesson 3
	Lesson 4
	Lesson 5
	Lesson 6
Part B	Lesson 7
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Part C	Lesson 13
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Unit Review & Assessment	UR Lesson
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	Teacher Resources



Extend and customize this unit for your students using the [CKSci Additional Activities](#)

About This Unit

Page	Resource Links
1	<p>Note to Teachers and Curriculum Planners”</p> <ul style="list-style-type: none"> The learning progressions of Disciplinary Core Ideas LS2.C: Ecosystem Dynamics, Functioning, and Resilience; LS2.D: Social Interactions and Group Behavior; LS4.A: Evidence of Common Ancestry and Diversity; LS4.C: Adaptation; and LS4.D: Biodiversity and Humans offer guidance regarding the scope and sequence of learning about habitats and change in the elementary grades and beyond. Learn more about these core ideas and their related content by reading the corresponding section of <i>A Framework for K-12 Science Education</i>: pg. 150-157 and 161-167 <p>See also the Teachers Resources section of this guide.</p>
2	<p>Notes to Core Knowledge Teachers:</p> <p>2019 Core Knowledge Science Sequence for this unit:</p> <p>Domain—Habitats and Change</p> <p>CKSci correlations to the 2010 Core Knowledge Sequence—</p> <ul style="list-style-type: none"> GRADE 3 GRADE 4 GRADE 5 Interactive graphic of these correlations
3	<p>This unit has been informed by the following Next Generation Science Standards (NGSS) Performance Expectations:</p> <p>Topic— 3.Interdependent Relationships in Ecosystems</p> <ul style="list-style-type: none"> 3-LS2-1 3-LS4-1 3-LS4-3 3-LS4-4
10	Resources for Effective and Safe Classroom Activities
11	Materials Supply List: Grade 3 Unit 3 Habitats and Change
14	Pacing Guides for CKSci Grades 3–5

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Part A: Living Things and Their Environments

Lesson 1

Page	Resource Links
19	Disciplinary Core Idea: LS4.C <i>Adaptation</i> <ul style="list-style-type: none"> From the Framework: pg. 164-166
	Crosscutting Concept: <i>Cause and Effect</i> <ul style="list-style-type: none"> From the Framework: Bottom of pg. 87-89
	Science and Engineering Practices: <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> From the Framework: Bottom of pg. 71-74
21	[video options] Deciduous forest Tropical rain forest Coral reef Desert
22	[video option] Bluebird

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Lesson 2

Page	Resource Links
25	Disciplinary Core Idea: <i>LS4.C Adaptation</i> <ul style="list-style-type: none"> From the Framework: pg. 164-166
	Crosscutting Concept: <i>Cause and Effect</i> <ul style="list-style-type: none"> From the Framework: Bottom of pg. 87-89
	Science and Engineering Practices: <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> From the Framework: Bottom of pg. 71-74
28	[image option] Arctic hare
29	[video option] Coniferous and deciduous trees

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Lesson 3

Page	Resource Links
32	Disciplinary Core Idea: <i>LS4.C Adaptation</i> <ul style="list-style-type: none"> From the Framework: pg. 164-166
	Crosscutting Concept: <i>Structure and Function</i> <ul style="list-style-type: none"> From the Framework: Page 96-98
	Science and Engineering Practices: <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> From the Framework: Bottom of pg. 71-74

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Lesson 4

Page	Resource Links
36	Performance Expectation: <ul style="list-style-type: none"> • 3-LS4-3 • Evidence Statements for 3-LS4-3
	Disciplinary Core Idea: LS4.C <i>Adaptation</i> <ul style="list-style-type: none"> • From the Framework: pg. 164-166
	Crosscutting Concept: <i>Structure and Function</i> <ul style="list-style-type: none"> • From the Framework: Page 96-98
	Crosscutting Concept: Cause and Effect <ul style="list-style-type: none"> • From the Framework: Bottom of pg. 87-89
	Science and Engineering Practices: <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> • From the Framework: Bottom of pg. 71-74
40	[image option] Monarch butterflies
41	[video option] Male bowerbirds

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Lesson 5

Page	Resource Links
43	Performance Expectation: <ul style="list-style-type: none"> • 3-LS2-1 • Evidence Statements for 3-LS2-1
	Disciplinary Core Idea: LS2.D <i>Social Interactions and Group Behavior</i> <ul style="list-style-type: none"> • From the Framework: pg. 156-157
	Crosscutting Concept: <i>Cause and Effect</i> <ul style="list-style-type: none"> • From the Framework: Page 87-89
	Crosscutting Concept: <i>System and System Models</i> <ul style="list-style-type: none"> • From the Framework: Page 91-94
	Science and Engineering Practices: <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> • From the Framework: Bottom of pg. 71-74
45	[video option] Animal groups

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Lesson 6

Page	Resource Links
50	Performance Expectation: <ul style="list-style-type: none"> • 3-LS2-1 • Evidence Statements for 3-LS2-1
	Performance Expectation: <ul style="list-style-type: none"> • 3-LS4-3 • Evidence Statements for 3-LS4-3
	Disciplinary Core Idea: LS2.D <i>Social Interactions and Group Behavior</i> <ul style="list-style-type: none"> • From the Framework: pg. 156-157
	Disciplinary Core Idea: LS4.C <i>Adaptation</i> <ul style="list-style-type: none"> • From the Framework: pg. 164-166
	Crosscutting Concept: <i>Cause and Effect</i> <ul style="list-style-type: none"> • From the Framework: Page 87-89
	Science and Engineering Practices: <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> • From the Framework: Bottom of pg. 71-74
52	[video option] Pacific coast tide pool

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Part B: Ecosystems and Environmental Change

Lesson 7

Page	Resource Links
58	Performance Expectation: <ul style="list-style-type: none"> • 3-LS4-4 • Evidence Statements for 3-LS4-4
	Disciplinary Core Idea: LS2.C <i>Ecosystem Dynamics, Functioning, and Resilience</i> <ul style="list-style-type: none"> • From the Framework: pg. 154-156
	Disciplinary Core Idea: LS4.C <i>Adaptation</i> <ul style="list-style-type: none"> • From the Framework: pg. 164-166
	Crosscutting Concept: <i>System and System Models</i> <ul style="list-style-type: none"> • From the Framework: Page 91-94
	Crosscutting Concept: <i>Cause and Effect</i> <ul style="list-style-type: none"> • From the Framework: Page 87-89
	Science and Engineering Practices: <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> • From the Framework: Bottom of pg. 71-74
59	[video option] How beavers build dams

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Lesson 8

Page	Resource Links
64	Disciplinary Core Idea: LS2.C <i>Ecosystem Dynamics, Functioning, and Resilience</i> <ul style="list-style-type: none"> From the Framework: pg. 154-156
	Disciplinary Core Idea: LS4.C <i>Adaptation</i> <ul style="list-style-type: none"> From the Framework: pg. 164-166
	Science and Engineering Practices: <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> From the Framework: Bottom of pg. 71-74
	Crosscutting Concept: <i>System and System Models</i> <ul style="list-style-type: none"> From the Framework: Page 91-94
	Crosscutting Concept: <i>Cause and Effect</i> <ul style="list-style-type: none"> From the Framework: Page 87-89
65	[video option] Coral reefs
68	[video option] Raccoon

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Lesson 9

Page	Resource Links
71	Disciplinary Core Idea: LS4.C <i>Adaptation</i> <ul style="list-style-type: none"> From the Framework: pg. 164-166
	Disciplinary Core Idea: LS4.D <i>Biodiversity and Humans</i> <ul style="list-style-type: none"> From the Framework: pg. 166-167
	Crosscutting Concept: <i>System and System Models</i> <ul style="list-style-type: none"> From the Framework: Page 91-94
	Crosscutting Concept: <i>Cause and Effect</i> <ul style="list-style-type: none"> From the Framework: Page 87-89
	Science and Engineering Practices: <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> From the Framework: Bottom of pg. 71-74

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Lesson 10

Page	Resource Links
76	Disciplinary Core Idea: LS2.C <i>Ecosystem Dynamics, Functioning, and Resilience</i> <ul style="list-style-type: none"> From the Framework: pg. 154-156
	Disciplinary Core Idea: LS4.C <i>Adaptation</i> <ul style="list-style-type: none"> From the Framework: pg. 164-166
	Disciplinary Core Idea: LS4.D <i>Biodiversity and Humans</i> <ul style="list-style-type: none"> From the Framework: pg. 166-167
	Crosscutting Concept: <i>Cause and Effect</i> <ul style="list-style-type: none"> From the Framework: Page 87-89
	Crosscutting Concept: <i>System and System Models</i> <ul style="list-style-type: none"> From the Framework: Page 91-94
	Science and Engineering Practices: <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> From the Framework: Bottom of pg. 71-74
78	[video options] Antarctica Overpopulation

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Lesson 11

Page	Resource Links
83	Performance Expectation: <ul style="list-style-type: none"> • 3-LS4-4 • Evidence Statements for 3-LS4-4
	Disciplinary Core Idea: LS4.D <i>Biodiversity and Humans</i> <ul style="list-style-type: none"> • From the Framework: pg. 166-167
	Crosscutting Concept: <i>Interdependence of Engineering, Technology, and Science on Society and the Natural World</i> <ul style="list-style-type: none"> • Connections to Engineering, Technology and Applications of Science
	Science and Engineering Practices: <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> • From the Framework: Bottom of pg. 71-74

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Lesson 12

Page	Resource Links
89	Disciplinary Core Idea: LS2.C <i>Ecosystem Dynamics, Functioning, and Resilience</i> <ul style="list-style-type: none"> From the Framework: pg. 154-156
	Disciplinary Core Idea: LS4.C <i>Adaptation</i> <ul style="list-style-type: none"> From the Framework: pg. 164-166
	Disciplinary Core Idea: LS4.D <i>Biodiversity and Humans</i> <ul style="list-style-type: none"> From the Framework: pg. 166-167
	Crosscutting Concept: <i>System and System Models</i> <ul style="list-style-type: none"> From the Framework: Page 91-94
	Crosscutting Concept: <i>Cause and Effect</i> <ul style="list-style-type: none"> From the Framework: Page 87-89
	Science and Engineering Practices: <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> From the Framework: Bottom of pg. 71-74

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Part C: Evidence of How Organisms and Environments Have Changed over Time

Lesson 13

Page	Resource Links
99	Disciplinary Core Idea: LS4.A: <i>Evidence of Common Ancestry and Diversity</i> <ul style="list-style-type: none"> From the Framework: pg. 162-163
	Crosscutting Concept: <i>Scale, Proportion, and Quantity</i> <ul style="list-style-type: none"> From the Framework: Page 89-91
	Science and Engineering Practices: <i>Analyzing and Interpreting Data</i> <ul style="list-style-type: none"> From the Framework: Page 61-63
102	[video option] Fossil Finding

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Lesson 14

Page	Resource Links
106	Disciplinary Core Idea: LS4.A: <i>Evidence of Common Ancestry and Diversity</i> <ul style="list-style-type: none"> From the Framework: pg. 162-163
	Crosscutting Concept: <i>Scale, Proportion, and Quantity</i> <ul style="list-style-type: none"> From the Framework: Page 89-91
	Crosscutting Concept: <i>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</i> <ul style="list-style-type: none"> Connections to the Nature of Science
	Science and Engineering Practices: <i>Analyzing and Interpreting Data</i> <ul style="list-style-type: none"> From the Framework: Page 61-63

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Lesson 15

Page	Resource Links
111	Disciplinary Core Idea: LS4.A: <i>Evidence of Common Ancestry and Diversity</i> <ul style="list-style-type: none"> From the Framework: pg. 162-163
	Crosscutting Concept: <i>Scale, Proportion, and Quantity</i> <ul style="list-style-type: none"> From the Framework: Page 89-91
	Crosscutting Concept: <i>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</i> <ul style="list-style-type: none"> Connections to the Nature of Science
	Science and Engineering Practices: <i>Analyzing and Interpreting Data</i> <ul style="list-style-type: none"> From the Framework: Page 61-63
114	[video option] Fossils found in permafrost

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Lesson 16

Page	Resource Links
116	Disciplinary Core Idea: LS4.A: <i>Evidence of Common Ancestry and Diversity</i> <ul style="list-style-type: none"> From the Framework: pg. 162-163
	Crosscutting Concept: <i>Scale, Proportion, and Quantity</i> <ul style="list-style-type: none"> From the Framework: Page 89-91
	Science and Engineering Practices: <i>Analyzing and Interpreting Data</i> <ul style="list-style-type: none"> From the Framework: Page 61-63
118	Finding new fossils

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Unit Review and Assessment

UR Lesson

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121	Performance Expectation: <ul style="list-style-type: none"> 3-LS4-1 Evidence Statements for 3-LS4-1
	Disciplinary Core Idea: LS4.A: <i>Evidence of Common Ancestry and Diversity</i> <ul style="list-style-type: none"> From the Framework: pg. 162-163
	Crosscutting Concept: <i>Scale, Proportion, and Quantity</i> <ul style="list-style-type: none"> From the Framework: Page 89-91
	Crosscutting Concept: <i>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</i> <ul style="list-style-type: none"> Connections to the Nature of Science
	Science and Engineering Practices: <i>Analyzing and Interpreting Data</i> <ul style="list-style-type: none"> From the Framework: Page 61-63

Culminating Unit Assessment

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181	Unit Assessment Teacher Evaluation Guide

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Teacher Resources

Page	Resource Links
10	Resources for Effective and Safe Classroom Activities
11	Materials Supply List: Grade 3 Unit 3 Habitats and Change
178	Activity Pages Answer Key
181	Unit Assessment: Teacher Evaluation Guide
185	Safety in the Science Classroom: <ul style="list-style-type: none"> • NSTA Safety Resources • Safety Resources for Elementary Teachers
	Teacher Guide Appendices: <ul style="list-style-type: none"> • Appendix A -- Glossary • Appendix B -- Classroom Safety for Activities and Demonstrations • Appendix C -- Strategies for Acquiring Materials • Appendix D -- Advance Preparation for Activities and Demonstrations • Appendix E -- What to Do When Activities Don't Give Expected Results

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