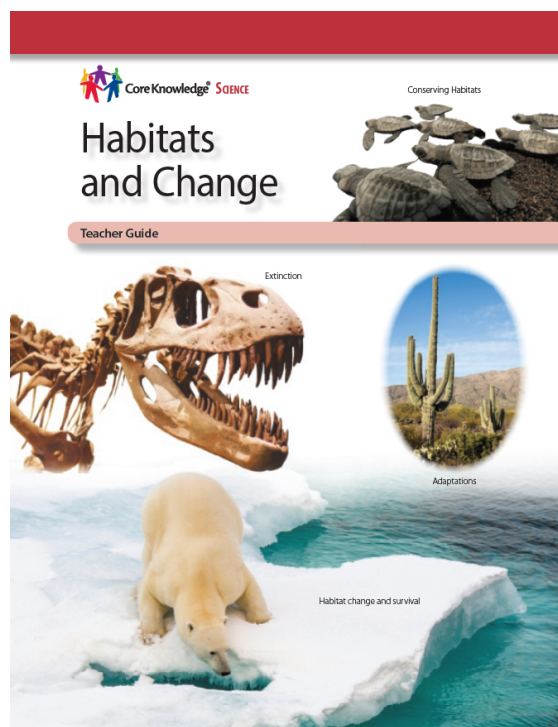


## Habitats and Change

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](#)).

	<a href="#">About This Unit</a>
Part A	<a href="#">Lesson 1</a>
	<a href="#">Lesson 2</a>
	<a href="#">Lesson 3</a>
	<a href="#">Lesson 4</a>
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Part B	<a href="#">Lesson 7</a>
	<a href="#">Lesson 8</a>
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	<a href="#">Lesson 12</a>
Part C	<a href="#">Lesson 13</a>
	<a href="#">Lesson 14</a>
	<a href="#">Lesson 15</a>
	<a href="#">Lesson 16</a>
Unit Review & Assessment	<a href="#">UR Lesson</a>
	<a href="#">Culminating Assessment</a>
	<a href="#">Teacher Resources</a>



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

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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"> <li>From the Framework: <a href="#">pg. 164-166</a></li> </ul>
	Crosscutting Concept: <i>Cause and Effect</i> <ul style="list-style-type: none"> <li>From the Framework: <a href="#">Bottom of pg. 87-89</a></li> </ul>
	Science and Engineering Practices: <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> <li>From the Framework: <a href="#">Bottom of pg. 71-74</a></li> </ul>
21	[video options] <a href="#">Deciduous forest</a> <a href="#">Tropical rain forest</a> <a href="#">Coral reef</a> <a href="#">Desert</a>
22	[video option] <a href="#">Bluebird</a>

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## Lesson 2

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

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## Lesson 3

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

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## Lesson 4

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

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## Lesson 5

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

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## Lesson 6

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

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## Part B: Ecosystems and Environmental Change

### Lesson 7

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

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

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## Lesson 9

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

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

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## Lesson 11

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

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## Lesson 12

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

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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"> <li>From the Framework: <a href="#">pg. 162-163</a></li> </ul>
	Crosscutting Concept: <i>Scale, Proportion, and Quantity</i> <ul style="list-style-type: none"> <li>From the Framework: <a href="#">Page 89-91</a></li> </ul>
	Science and Engineering Practices: <i>Analyzing and Interpreting Data</i> <ul style="list-style-type: none"> <li>From the Framework: <a href="#">Page 61-63</a></li> </ul>
102	[video option] <a href="#">Fossil Finding</a>

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## Lesson 14

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

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## Lesson 15

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

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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"> <li>From the Framework: <a href="#">pg. 162-163</a></li> </ul>
	Crosscutting Concept: <i>Scale, Proportion, and Quantity</i> <ul style="list-style-type: none"> <li>From the Framework: <a href="#">Page 89-91</a></li> </ul>
	Science and Engineering Practices: <i>Analyzing and Interpreting Data</i> <ul style="list-style-type: none"> <li>From the Framework: <a href="#">Page 61-63</a></li> </ul>
118	<a href="#">Finding new fossils</a>

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## Unit Review and Assessment

### UR Lesson

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

## Culminating Unit Assessment

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181	<a href="#">Unit Assessment Teacher Evaluation Guide</a>

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## Teacher Resources

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

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