

WHAT MAKES ME, ME?

GRADE 3 SCIENCE UNIT

What traits are best suited for an environment?

Students explore physical and behavioral traits, inheritance, and how traits support survival and adaptation in changing environments.

BT-1: Emotional Climate

Feelings Song (e.g., "Sun and Rain")

- Sets a joyful, welcoming tone
- Connects emotion with expression



BT-3: Learning Design

- Unit Themes:
 - Traits & Inheritance
 - Variation in Populations
 - Natural Selection & Adaptation
- Arts Integration Planning



BT-4: Mastery of Skills & Concepts

- Use visual strategies (gesture, art, song)
- Chunked activities scaffold toward performance
- Trait analysis through images and artifacts
- 🎯 Learning Goals:
 - Understand inheritance, dominant/recessive traits
 - Apply knowledge to organisms and environments



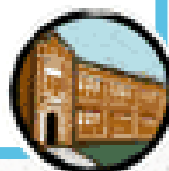
BT-5: Extension & Application

- Real-world challenges (e.g., pink salmon survival)
- Scientific reasoning and trait predictions
- Songwriting = Synthesis & Claim Articulation
- Metaphors/Analogies: traits compared to musical elements



BT-2: Physical Environment

- Performance Space
- Trait-based photo displays
- Bulletin board linking traits to songs
- Rhyming Vocabulary Wall (Trait-Mate, Gene-Scene)



Art Integration

- 🎵 Music: Create and perform songs to explain inherited traits and survival; compare musical and organism traits.
- 🕺 Movement: Use dance, tableau, and gestures to mimic traits and support embodied learning.
- 🎨 Visual Arts: Analyze images to explore adaptations; visualize traits of chosen organisms.

BT-6: Evaluation

- Teacher & peer feedback
- Rubric-based assessment of final performance
- Self-reflection & revision: Tools include drawing, concept maps, and quiet mindfulness moments.
- Final Performance = Art-based Assessment

