

### 3-LS4-2 Biological Evolution: Unity and Diversity

Students who demonstrate understanding can:

- 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.** [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.]

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

#### Science and Engineering Practices

##### Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Use evidence (e.g., observations, patterns) to construct an explanation.

#### Disciplinary Core Ideas

##### LS4.B: Natural Selection

- Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.

#### Crosscutting Concepts

##### Cause and Effect

- Cause and effect relationships are routinely identified and used to explain change.

### Observable features of the student performance by the end of the grade:

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| 1 | Articulating the explanation of phenomena   |
| a | Students articulate a statement that relates the given phenomenon to a scientific idea, including that variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.   |
| b | Students use evidence and reasoning to construct an explanation for the phenomenon.   |
| 2 | Evidence  |
| a | Students describe* the given evidence necessary for the explanation, including: <ul style="list-style-type: none"> <li>i. A given characteristic of a species (e.g., thorns on a plant, camouflage of an animal, the coloration of moths).</li> <li>ii. The patterns of variation of a given characteristic among individuals in a species (e.g., longer or shorter thorns on individual plants, dark or light coloration of animals).</li> <li>iii. Potential benefits of a given variation of the characteristic (e.g., the light coloration of some moths makes them difficult to see on the bark of a tree).</li> </ul>   |
| 3 | Reasoning   |
| a | Students use reasoning to logically connect the evidence to support the explanation for the phenomenon. Students describe* a chain of reasoning that includes: <ul style="list-style-type: none"> <li>i. That certain variations in characteristics make it harder or easier for an animal to survive, find mates, and reproduce (e.g., longer thorns prevent predators more effectively and increase the likelihood of survival; light coloration of some moths provides camouflage in certain environments, making it more likely that they will live long enough to be able to mate and reproduce).</li> <li>ii. That the characteristics that make it easier for some organisms to survive, find mates, and reproduce give those organisms an advantage over other organisms of the same species that don't have those traits.</li> <li>iii. That there can be a cause-and-effect relationship between a specific variation in a characteristic (e.g., longer thorns, coloration of moths) and its effect on the ability of the individual organism to survive and reproduce (e.g., plants with longer thorns are less likely to be eaten, darker moths are less likely to be seen and eaten on dark trees).</li> </ul> |