

LINCOLN PUBLIC SCHOOLS
Science Learning Expectations: Grade 5:

Life Science

Adaptations of Living Things

Mass Standard

Give examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to survive (e.g., shape of beak or feet, placement of eyes on head, length of neck, shape of teeth, color). Describe how organisms meet some of their needs in an environment by using behaviors (patterns of activities) in response to information (stimuli) received from the environment. Recognize that some animal behaviors are instinctive (e.g., turtles burying their eggs), and others are learned (e.g., humans building fires for warmth, chimpanzees learning how to use tools).

Big Ideas

- ❑ Organisms that have characteristics or behaviors that increases their survival tend to breed and pass on those characteristics or behaviors to their offspring.

Key Outcomes

- ❑ Students will demonstrate an understanding of **physical and behavioral adaptations of plants and animals** by explaining the role of adaptation in plant and animal survival.

Essential Knowledge and Skills

Students will know:

- ❑ How to use scientific inquiry* to access, explore and explain their understanding of core knowledge
- ❑ Individuals of the same kind differ in their characteristics, and sometimes those differences give individuals an advantage in surviving and reproducing
- ❑ The structure of an organism facilitates its function
- ❑ The structure and function of a species might change over time in order to ensure survival
- ❑ Adaptation can be a direct result of physical environment
- ❑ Describe how the adaptation of an organism's structure, function, behavior, and life cycles help it survive in its environment

*Scientific Inquiry Standards are embedded in each unit of study