UNIT 6

C-1: Concepts of Life Science
KEY VOCABULARY
Culturally Responsive & Place-Based
Introduction of Science Vocabulary

**FUNCTION**

**Place-Based Perspective**
Place a stuffed animal or toy at the front of the room. Have the students list all of the body parts that they can see. What are each of the parts for? In other words, what is their function? Teeth for chewing, fur for keeping warm, paws for walking, eyes for seeing... These are just a few examples. Ask the students what the functions of various organs are.

**Heritage Cultural Perspective**
The function or purpose of the traditional halibut hook was to catch halibut! These were crafted very carefully and the dimensions of the hook were tailored for the size of fish that was to be caught. A crest of one's clan was often carved into the hook as it was thought that the animal's spirit would aid in the harvest. What is the function of a fish's fin? Of a boat's motor?

**INTERDEPENDENCE**

**Place-Based Perspective**
Show the students a plant in the classroom or outside. Explain that plants need carbon dioxide, which humans give off, and that we need oxygen, which plants give off. This is an example of interdependence between plants and animals. What would happen if all of the oxygen or ALL of the carbon dioxide were depleted in the world?

**Heritage Cultural Perspective**
Predators and their prey are interdependent on one another. It may sound strange to suggest that prey need to be eaten, but predators help to keep their populations at healthy levels. Indigenous peoples of Alaska recognized that there was a delicate balance in the environment and they would often harvest at sustainable levels, never taking more than they needed.

**CIRCULATORY SYSTEM**

**Place-Based Perspective**
Ask the students to look at their hands and to try to identify veins. Explain that blood is flowing through those veins carrying nutrients to cells and waste away from them. The heart pumps and pushes the blood throughout the body. This is called the circulatory system because it circulates materials throughout the body!

**Heritage Cultural Perspective**
The Native people of Southeast Alaska were quite familiar with much of the anatomy and physiology of animals. They knew that the heart was important as was the blood of the body. To lose blood or a heartbeat could mean death. By examining the organs of animals that were killed, they were able to learn much about their own bodies!
Culturally Responsive & Place-Based
Introduction of Science Vocabulary

**RESPIRATORY SYSTEM**

**Place-Based Perspective**
Ask the students how long they can hold their breath underwater. What does it feel like at the point that they need to come up for air? Explain that this feeling is caused by the depletion of oxygen in the body. When they finally reach the surface and breathe, oxygen is transported from the lungs to the blood. The intake of oxygen and output of waste gasses is done by the respiratory system!

**Heritage Cultural Perspective**
The respiratory system of marine mammals is similar to terrestrial mammals, but is adapted to allow them to be submerged longer. Most people probably know that whales breathe through a blow hole on their back. The spout that is seen is not water but an exhale of air! The indigenous peoples of Southeast Alaska commonly see whale spouts and some can even tell the kind of the whale from the spout!

**NERVOUS SYSTEM**

**Place-Based Perspective**
Ask the students to lightly pinch the underside of their arms. Tell them that the pain that they feel results from nerves sending impulses to the brain. This information is transmitted by means of the nervous system. The nervous system is the way that we feel all objects around us. Have the students imagine a life without a nervous system! While we hate to feel pain, it is often good that we do!

**Heritage Cultural Perspective**
The ability of parts of the body to communicate with the brain and all other parts is important for survival. Without the sense of touch how would you know to remove your hand from a fire or to get in out of the cold? Nervous systems are important not only for indigenous peoples living in Alaska, but for everyone.

**NATURAL SELECTION**

**Place-Based Perspective**
Show the students the pictures of Darwin's Finches on page 497. Explain to them that each of these finches has a different beak shape based on the type of food that they eat. Over long periods of time and many generations, the birds with better beaks for breaking apart their food were able to survive and produce young. This survival of individuals that are better suited for their environment is called natural selection.

**Heritage Cultural Perspective**
Sitka black-tailed deer are an important resource for indigenous peoples in Southeast Alaska. The deer have been naturally selected by the environment for thousands of years. Those that were slower, weaker, and less adapted to their environment likely died off or were killed, and were unable to contribute to subsequent generations.
Culturally Responsive & Place-Based
Introduction of Science Vocabulary

EVOLUTION

Place-Based Perspective
Show the students the diagram of dog evolution on page 499. Explain that over time humans bred wolves to become the various breeds of dog that we have today. They selected these breeds for specific traits. This is an example of evolution. There is ample evidence to suggest that all life on Earth may have evolved from early ancestors to the species now present on Earth.

Heritage Cultural Perspective
Porcupines have a unique example of an evolutionary trait that helps them to survive. They have evolved to have hard quills that can penetrate the skin of any animal that is attacking them. Though they can be killed, predators are likely to choose easier prey first! Porcupines were occasionally consumed by Tlingits in Southeast Alaska.

CYCLING

Place-Based Perspective
Have the students draw a picture of a bicycle on a piece of paper. Next ask them to explain where the bicycle might have gotten its name. Explain that it has two wheels and that the rotation of the pedals rotates the chain which rotates the wheels — a continuous cycle. Tell the students that cycling occurs naturally too, with various elements making their way from one place to another and back to where they started in the first place.

Heritage Cultural Perspective
The annual cycle taken on by indigenous peoples in the north refers to the times of year that various events took place, from ceremonies to the harvest of berries, hunting, fishing etc. Many indigenous peoples, including the Tlingit and Haida, were quite mobile and lived in different places throughout the year. Summer fish camps, for example, were usually in very different locations than the winter village sites!

CONSERVE

Place-Based Perspective
Have the students make lists of all of the ways that they can think of to conserve energy at school and in their homes. Who has the most ways? Who has the most interesting way? Create a superlatives chart on the board. Ask the students what it really means to conserve. Explain that it means to keep something constant, in this case energy, but not using it, at least to the degree that you would by not “conserving.”

Heritage Cultural Perspective
The conservation of resources has always been important for mankind. In order to make sure that a resource remains available in subsequent years and for future generations, one must limit the amount that is harvested at any one time. This has always been a cultural value among the Tlingit.
LESSONS
Science Language for Success

Introduce the key science vocabulary, using concrete materials and/or pictures.

LISTENING
Use the Mini Pictures activity page from the Student Support Materials. Have the students cut out the pictures. Say the key words and the students show the pictures.

Nod and Clap
Mount the vocabulary pictures on the board. Point to one of the pictures and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the picture. However, when you point to a picture and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary pictures have been used a number of times in this way.

Student Support Materials
Have the students work on the activity pages from the Student Support Materials from this unit. Afterward, review their work.

SPEAKING
The Disappearing Pictures
Mount five or six pictures on the board, vertically. Point to the picture at the top and tell the students to name it. Continue in this way until the students have named all of the pictures from top to bottom. Then, remove the last picture and repeat this process—the students should say all of the vocabulary words, including the name for the “missing” picture. Then, remove another picture from the board and have the students repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank board or until the students cannot remember the “missing pictures.”

Flashlight Name
Mount the vocabulary pictures on the board and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students’ attention to one of the pictures. The students should identify the picture that is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

Roll ‘Em Again!
Mount the vocabulary pictures on the board. Number each picture from one to six (repeat a number as often as necessary). Then, group the students into two teams. Give the first player in each team a die. When you say “Go,” the first player in each team must roll his/her die. He/She should call the number showing on it and then say a complete sentence about a vocabulary picture on the board that has the same number. Repeat this process until all students have participated.
Science Language for Success

READING
Introduce the science sight words to the students—match the sight words with the vocabulary pictures. The sight words are included in the Student Support Materials, attached to these lesson plans.

Funnel Words
Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, board, and windows, around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

Letter Encode
Give each student his/her envelope that contains the alphabet letters. Mount one of the science pictures on the board. The students must use the cut-out letters to spell the word. Review the students’ work. Repeat, until all of the words have been spelled in this way.

Student Support Materials
Have the students complete the sight recognition and encoding activities in the Student Support Materials. When finished, review their work.

WRITING

Mirror Writing
Group the students into two teams. Have the first player from each team stand in front of the board. Give each of the two players a small, unbreakable mirror. Stand some distance behind the two players with pictures for the sight words. Hold up one of the pictures. When you say “Go,” the players must use the mirrors to look over their shoulders to see the picture you are holding. When a player sees the picture, he/she must write the sight word for that picture on the board. The first player to do this correctly wins the round. Repeat this process until all players in each team have had an opportunity to respond.

Silent Dictation
Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After “lipping” the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students’ responses.
WRITING (CONTINUED)

**Student Support Materials**
Provide the students with a copy of the writing pages from the Student Support Materials. When finished, review the students’ work.
FUNCTION
INTERDEPENDENCE
CIRCULATORY SYSTEM
RESPIRATORY SYSTEM
NERVOUS SYSTEM
1. Geospiza magnirostris.
2. Geospiza fortis.

NATURAL SELECTION
EVOLUTION
CYCLING
CONSERVE
STUDENT SUPPORT MATERIALS

Listening • Mini Pictures
Listening: Mini Pictures

Prepare a copy of these pages for each student. The students should cut out the pictures and lay them on the floor or desk. Say the key words and the students should show you the pictures. Repeat a number of times. This activity can also be done with pairs of students to determine who is the fastest player.
Listening Comprehension

Read the following sentences to the students. The students should circle “true” or “false” for each of the sentences. Review the students’ work.

1. A function of a fish’s fins is to aid in swimming. True False

2. There is interdependence between Southeast Alaska forests and salmon. True False

3. The main purpose of the circulatory system is food digestion. True False

4. The respiratory system allows oxygen to be taken in by the body. True False

5. The nervous system’s sole purpose is to make us nervous. True False

6. Natural selection is the process by which organisms that are better adapted to their environments tend to survive and produce more offspring. True False

7. Evolution is the development and diversification of organisms from earlier forms over time. True False

8. The cycling of freshwater is important for many living organisms. True False

9. To conserve energy now may make the same energy available later. True False
Listening Comprehension: Answer Key

Read the following sentences to the students. The students should circle “true” or “false” for each of the sentences. Review the students’ work.

1. A function of a fish’s fins is to aid in swimming.
   True False

2. There is interdependence between Southeast Alaska forests and salmon.
   True False

3. The main purpose of the circulatory system is food digestion.
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4. The respiratory system allows oxygen to be taken in by the body.
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7. Evolution is the development and diversification of organisms from earlier forms over time.
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8. The cycling of freshwater is important for many living organisms.
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9. To conserve energy now may make the same energy available later.
   True False
STUDENT SUPPORT MATERIALS

Sight Words
respiratory system  nervous system  natural selection
STUDENT SUPPORT MATERIALS

Basic Reading • Sight Recognition
Sight Words Activity Page

Have the students complete the cross word puzzle below. A blank box is present for any space between a two-word phrase.

Across

4. Process where organisms are thought to have developed and diversified from earlier forms.
8. The system of organs which allows for gas exchange.
9. Keep constant through physical or chemical reactions or evolutionary change.

Down

1. An activity or purpose natural to or intended for a person or thing.
2. The system that circulates blood and lymph through the body.
3. Dependence between two or more people, groups, or things.
5. Organisms better adapted to their environment tend to survive and produce offspring.
6. The network of nerve cells that transmits nerve impulses between parts of the body.
7. Any complete round or series of occurrences that repeats or is repeated.
Sight Words Activity Page

Answer Key
Sight Words Activity Page

Have the students cut out the key words and glue them at the bottom of their pictures.
Sight Words Activity Page

Have the students print the key words from this unit horizontally in the boxes (each word may be written more than once). They should then fill in all other boxes with any letters. Have the students exchange pages. The students should then circle the words on the page.
STUDENT SUPPORT MATERIALS

Basic Reading • Encoding
Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.

function

determine
discern

cut

circle

to

cut

circle

serve

come
Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.

to || pi || res || ra || ry

vous || ner

tem || sys

cy || cling
Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.

- nat lec
- ral tion se
- evo lu tion
Encoding Activity Page

Have the students cut out the word halves and glue them together to create the key words for this unit.

- func
- ous system
- inter
- atory system
- circul
- olution
- resp
- serve
- nerv
- ural selection
Encoding Activity Page

Have the students cut out the word halves and glue them together to create the key words for this unit.

nat  cling

ev  dependence

cy  tion

con  iratory system
Have the students read the text and then select the correct answer for it. They should fill in the appropriate bullet beside the answer of their choice.

1. Which of the following is a function of a canoe?
   - air travel
   - water travel
   - land travel
   - none of the above

2. Which of the following is an example of interdependence?
   - salmon and rivers
   - bees and pollen
   - wolves and deer
   - all of the above

3. Which of the following is part of the circulatory system?
   - blood
   - eyes
   - stomach
   - spine

4. Which of the following is part of the respiratory system?
   - heart
   - liver
   - lungs
   - teeth

5. Which of the following is part of the nervous system?
   - liver
   - nose
   - blood
   - brain
Reading Comprehension Activity Page

6. Natural selection suggests a competitive advantage for organisms:
   - that are less adapted for their environment
   - that are better adapted for their environment
   - that are malnourished
   - that are domesticated

7. The diversification of organisms over Earth’s history is often attributed to:
   - mathematics
   - population
   - evolution
   - saturation

8. Examples of cycling in the environment include?
   - water
   - carbon
   - nitrogen
   - all of the above

9. Which of the following is NOT a good way to conserve energy?
   - turn lights off when you are not using them
   - leave the television on for the dog while you are not home
   - unplug your cell phone charger when it is not being used
   - keep the heat turned down in your home
Reading Comprehension Activity Page

ANSWER KEY

1. Which of the following is a function of a canoe?
   - air travel
   - water travel
   - land travel
   - none of the above

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   - liver
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   - unplug your cell phone charger when it is not being used
   - keep the heat turned down in your home
Reading Comprehension Activity Page

Have the students write the letters for sentence halves that match.

1. A function of teeth is ____________

2. Interdependence occurs frequently ____________

3. Veins and arteries are part of the ____________

4. The nose and mouth are parts of the ____________

5. Nerves are part of the ____________

6. Natural selection favors organisms ____________

7. Human assisted evolution can be seen ____________

8. Evaporation and precipitation are ____________

9. To keep something constant is ____________

A. circulatory system.

B. in the diversity of dog breeds today.

C. that are better suited to their environments.

D. nervous system.

E. to conserve it.

F. parts of the water cycle.

G. to aid in grinding food.

H. respiratory system.

I. between animals.

1→__________  2→__________  3→__________  4→__________

5→__________  6→__________  7→__________  8→__________

9→__________
Reading Comprehension Activity Page

ANSWER KEY

1. A function of teeth is
2. Interdependence occurs frequently
3. Veins and arteries are part of the
4. The nose and mouth are parts of the
5. Nerves are part of the
6. Natural selection favors organisms
7. Human assisted evolution can be seen
8. Evaporation and precipitation are
9. To keep something constant is

A. circulatory system.
B. in the diversity of dog breeds today.
C. that are better suited to their environments.
D. nervous system.
E. to conserve it.
F. parts of the water cycle.
G. to aid in grinding food.
H. respiratory system.
I. between animals.

1→G  2→I  3→A  4→H
5→D  6→C  7→B  8→F
9→E
### Reading Comprehension Activity Page

Have the students cut out the words and glue them under their definitions.

<table>
<thead>
<tr>
<th>Selection for better adapted organisms</th>
<th>Dependence between two or more things</th>
<th>Activity or purpose intended for a person or thing</th>
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<td>Diversification of organisms over Earth’s history</td>
<td>System of organs which allows for gas exchange</td>
<td>Series of occurrences that repeat</td>
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<td>System that circulates blood and lymph through the body</td>
<td>Keep constant through physical or chemical reactions</td>
<td>System that transmits nerve impulses between body parts</td>
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- function
- interdependence
- conserving
- nervous system
- natural selection
- circulatory system
- evolution
- respiratory system
- cycling
Selection for better adapted organisms: natural selection
Dependence between two or more things: interdependence
Activity or purpose intended for a person or thing: function
Diversification of organisms over Earth's history: evolution
System of organs which allows for gas exchange: respiratory system
Series of occurrences that repeat: cycling
System that circulates blood and lymph through the body: circulatory system
Keep constant through physical or chemical reactions: conserve
System that transmits nerve impulses between body parts: nervous system
STUDENT SUPPORT MATERIALS

Basic Writing
Have the students write in the missing letters.

fu______ion
interde__________
cir______ory s_______em
res_______ry sys________
ner_______ s_____tem
nat_______l sel________on
e_______tion
c_______ing
co_______e
Basic Writing Activity Page

Have the students write the word for each picture.
Basic Writing Activity Page

ANSWER KEY

interdependence  nervous system  evolution

function  circulatory  respiratory system

natural selection  conserve  cycling
STUDENT SUPPORT MATERIALS

Creative Writing
Have the students write sentences of their own, using the key words from this unit. When the students’ sentences are finished, have them take turns reading their sentences orally. The students should say “Blank” for the key words; the other students must name the “missing” words. You may wish to have the students write the “definitions” for the key words.

FUNCTION

INTERDEPENDENCE

CIRCULATORY SYSTEM

RESPIRATORY SYSTEM

NERVOUS SYSTEM

NATURAL SELECTION

EVOLUTION

CYCLING

CONSERVE
Creative Writing Activity Page

Have the students write sentences of their own, based on the picture below. When finished, have each student read his/her sentences to the others.
UNIT ASSESSMENT

C-1: Concepts of Life Science
**Unit Assessment**

Provide each student with a copy of the students’ pages. Read the following instructions aloud. The students should answer the questions on their copies of the assessment.

**BASIC LISTENING**

Turn to page 1 in your test. Look at the pictures in the boxes.

1. Write the number 1 by the picture for **FUNCTION**.
2. Write the number 2 by the picture for **INTERDEPENDENCE**.
3. Write the number 3 by the picture for **CIRCULATORY SYSTEM**.
4. Write the number 4 by the picture for **RESPIRATORY SYSTEM**.
5. Write the number 5 by the picture for **NERVOUS SYSTEM**.
6. Write the number 6 by the picture for **NATURAL SELECTION**.
7. Write the number 7 by the picture for **EVOLUTION**.
8. Write the number 8 by the picture for **CYCLING**.
9. Write the number 9 by the picture for **CONSERVE**.

**LISTENING COMPREHENSION**

Turn to page 2 in your test. Listen to the sentences I say. Circle “T” for true and “F” for false sentences.

1. A function of a bird’s wing is flight.
2. Most organisms have no interdependence on other organisms.
3. Like most animals, human beings have no need for circulatory systems.
4. The lungs are a central component of the respiratory system in many animals.
5. The brain communicates with other parts of the body using the nervous system.
6. Natural selection suggests that organisms LESS adapted to their environment are LESS likely to persist.
7. The evolution of organisms has taken place throughout the Earth’s history.
8. Cycling of elements allows them to influence many parts of a system.
9. To conserve energy means to use as much as possible while it is still available.
10.
Unit Assessment

Provide each student with a copy of the students’ pages. Read the following instructions aloud. The students should answer the questions on their copies of the assessment.

SIGHT RECOGNITION
Turn to pages 3 and 4 in your test. Look at the pictures in the boxes. Circle the word for each picture.

DECODING/ENCODING
Turn to pages 5 and 6 in your test. Look at the word parts in the boxes. Circle the other half or part of each word.

READING COMPREHENSION
Turn to page 7 in your test. Read the sentence part and fill in the bullet for the correct sentence ending.

BASIC WRITING
Turn to page 8 in your test. Look at the pictures in the boxes. Write the word for each picture.

CREATIVE WRITING
Turn to page 9 in your test. Write a sentence of your own, using each word.
Teacher: To get a percentage for this student’s assessment, divide the total number of questions correct by the total number of questions, then multiply this answer by 100 to determine the percentage of questions answered correctly.
1. T  F
2. T  F
3. T  F
4. T  F
5. T  F
6. T  F
7. T  F
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<td>Two organisms that exhibit interdependence are:</td>
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<td>o flowers and insects</td>
<td>o moose and lions</td>
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<td>3</td>
<td>The circulatory system carries __________ and lymph throughout the body.</td>
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<td>o mucous</td>
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<td>4</td>
<td>The respiratory system allows for __________ exchange to and from the body.</td>
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<td>o food</td>
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<td>5</td>
<td>The nervous system transmits nerve __________ between parts of the body.</td>
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<td>o cells</td>
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<td>6</td>
<td>Natural selection suggests that which organisms will persist most often?</td>
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<td>o those that are better suited to their environment</td>
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<td>o those with many predators</td>
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<td>7</td>
<td>Evolution suggests that species have diversified over the course of Earths:</td>
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<td>8</td>
<td>The repetition of a process or series of occurrences is:</td>
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<td>9</td>
<td>To conserve is to keep something:</td>
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<td>o constant</td>
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FUNCTION

INTERDEPENDENCE

CIRCULATORY SYSTEM

RESPIRATORY SYSTEM

NERVOUS SYSTEM

NATURAL SELECTION

EVOLUTION

CYCLING

CONSERVE
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The function of an oven is to:
- be plugged in
- cook food
- burn people

Two organisms that exhibit interdependence are:
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- turning
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- solid
- changing
natural selection  evolution  function

conserve  cycling  nervous system

circulator  interdependence  respiratory system