



# CSDE Model Curricula Quick Start Guide

## Science 3-5

Connecticut's public digital library of open educational resources by and for teachers

Volume 7 | Connecticut State Department of Education | July 2023

### Key Components

#### Course Description:

Overview of the entire course

The course overview is providing a list of conditions which address the responsibility of the content creator and the course creator. These conditions address copyright, create conditions, opening the course, and inclusion in the development of rules and responsibilities of course. It is critical to develop a course environment that is relevant and reflective of student social, cultural, and linguistic experiences. The instructor controls how content and content materials are displayed in the class. While the content creator is focused on student cognitive and intellectual growth, the role of the course creator is to develop a learning environment that is relevant and reflective of student social, cultural, and linguistic experiences. This role is achieved by selecting from various options in order to create a performance that is presented in a relevant and engaging manner, and supports the intellectual capacity of all students.

**Using 3-Dimensional design practices:** Connecticut's NGSS emphasis on Science Engineering Practices, Disciplinary Core Ideas (DCIs) and Crosscutting Concepts that are used to make up Student Expectations.

**The 3 Dimensions of NGSS**

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<ol style="list-style-type: none"> <li>Asking questions &amp; defining problems</li> <li>Developing &amp; using models</li> <li>Planning &amp; carrying out investigations</li> <li>Analyzing &amp; interpreting data</li> <li>Using mathematics &amp; computational thinking</li> </ol>	<p><b>Physical Science</b></p> <ol style="list-style-type: none"> <li>Matter &amp; its interactions</li> <li>Motion and stability: Force &amp; motion</li> <li>PS-1: Matter &amp; its interactions</li> <li>PS-2: Motion and stability: Force &amp; motion</li> <li>PS-3: Matter &amp; its interactions</li> </ol> <p><b>Life Sciences</b></p> <ol style="list-style-type: none"> <li>LS.1: From molecules to organisms: Structures and functions</li> <li>LS.2: Growth, development, reproduction, and heredity</li> <li>LS.3: Heredity: Inheritance and variation of traits</li> <li>LS.4: Biological systems: From cells to organisms</li> <li>LS.5: Ecosystems: Interactions, energy, and dynamics</li> <li>LS.6: Organisms and the environment</li> </ol>	<ol style="list-style-type: none"> <li>Patterns</li> <li>Cause &amp; effect</li> <li>Scale, proportion, &amp; quantity</li> <li>Systems &amp; system models</li> <li>Energy &amp; matter</li> </ol>

#### Course Alignments:

Standards connected to the course

**Align**

NGSS.5.PS.1.1 ✕  
 Next Generation Science Standards  
 Grades 5-5

Standard: Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]

#### Unit:

A list of lessons will appear when selected.

Connecticut Model Science for Grade 3 — Organism Traits

**Unit 1 Organism Traits**

Lesson 0  
 Unit 1 Overview: Organism Traits

#### Lesson:

Lesson 0 provides the full unit layout when selected.

Connecticut Model Science for Grade 3 — Organism Traits — Unit 1 Overview: Organism Traits

**Unit 1 Overview: Organism Traits**

**Overview**

**Unit Overview Summary:**

**Summary**

The unit organizes performance expectations with a focus on helping students build understanding of traits of organisms. Instruction developed from this unit should always maintain the three-dimensional nature of the standards and recognize that instruction is not limited to the practices and concepts directly linked with any of the unit performance expectations.

#### Resource Library:

Resources for teachers to help educators assess the progress of student learning.

**Resource Library**

- Next Generation Science Assessment (NGSA) Next Generation Science Assessment (NGSA)
- The Stanford NGSS Assessment Project (SNAP)
- Kentucky Through-Course Tasks
- Inner Orbit
- NGSA Bethel Washington Samples

## Frequently Asked Questions:

**Q: Can I download the unit?**

A: Yes. Select the cloud icon with the arrow pointing down on the right-hand side of the screen to generate a PDF version of the unit.

**Q: Can I print the unit?**

A: Yes. The unit will need to be downloaded first, and then the unit(s) can be printed.

**Q: Is there a help center if I want to learn more?**

A: Yes. On the GoOpen CT homepage, there are four headings along the top. Select "Learn More" to find the [Help Center](#).

**Q: How can I access the CSDE, NGSS interim assessment blocks (IAB's)?**

A: To register, you must go through your district test coordinator to create an account to access the materials at: [Smarter Balanced Interim Assessments](#).

**Q: Can I modify the unit?**

A: Users cannot modify in CSDE-designed courses and units published in GoOpen CT. Users should consult local curricular leaders to understand the district curriculum development process before making decision to modify or adapt. The process for implementation of the CSDE K-8 model curricula is a local decision.

**Q: Can I teach the units out of order?**

A: Sequencing of units can be done at the local level. It is critical to ensure that the progression of science is maintained if units are moved.

**Q: What if I find an error in the science content any question with regards to science content or instruction?**

A: Please email [Ronald.Michaels@ct.gov](mailto:Ronald.Michaels@ct.gov), K-12 science education consultant.

**Q: Do I have to use all the assessments provided?**

A: No, this is a model curriculum. Assessment decisions and implementation should be done at the local level using data and evidence to determine the best measures of student learning outcomes.

**Q: Do I have to do all the Application for Learning Activities?**

A: No. This is a model curricula. The tasks provided are rigorous aligned tasks that districts may want to include as they implement the units.

**Q: Will the state be providing lesson plans for each unit?**

A: No, not at this time. Development and implementation of lessons will be done at the local level.

**Q: What if I don't have time to complete all of the units?**

A: The course is aligned to grade level standards through the completion of all units. If all units are not completed, grade level standards may be compromised, therefore, local curriculum leaders should assist in developing an implementation plan to ensure that all students have access to grade level standards and the major work of the grade is the focus.

**Q: If I have any questions about CSDE NGSS Assessments?**

A: Please email [Jeff.Greig@ct.gov](mailto:Jeff.Greig@ct.gov), science assessment consultant.