**Match the word to the definition. Use words from the word box. Not all words will be used.** (3-LS1-1, 3-LS3-2, 3-LS4-3) (5 pts)

Habitat Prey Predator

Class Adaptations Life Cycle

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Body parts and behaviors to survive
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ An animal that lives by hunting and eating other animals
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The area or environment in which an animal lives
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The series of stages in the life of an animal
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ An animal that is eaten
6. **Complete the table about the classes of vertebrates. The first row has been done for you.** (3-LS1-1, 3-LS3-1) (8 pts)

|  |  |  |  |
| --- | --- | --- | --- |
| Scientific class name | Common name for the class | One trait animals in this class share | An example of an animal in this class |
| Osteichthyes Condrichthyes, and agnatha | fish | Gills to breathe | trout |
| Mammalia | mammals |  |  |
| Amphibia | amphibians |  |  |
| Aves | birds |  |  |
| Reptilia | reptiles |  |  |

1. Which adaptations **best** help animals survive in a desert? Choose **all** the correct answers. (3-LS4-3) (7 pts)
* The ability to store water
* Camouflage
* Long claws to climb trees quickly
* Snuggling to keep warm at night
* The ability to go long periods of time without food
* Long eyelashes to keep dirt out of their eyes
* Laying eggs
1. What do **all living things** have in common? Choose **all** the correct answers. (3-LS1-1) (6pts):
	* They lay eggs
	* They are born
	* They grow
	* They drink milk from their mother
	* They reproduce
	* They die

**Penguins of Antarctica**

 Antarctica is a continent of ice-covered rock surrounded by water. It has extremely low temperatures. However, millions of penguins thrive there. Penguins are especially suited for this climate. They have short, waterproof feathers. These feathers grow tightly together to keep the penguins warm. In addition, a penguin’s body has a layer of blubber to help keep in the heat.

 Penguins are large, nonflying birds. They live on land and eat fish and plants from the water. They also eat squid and krill. They have webbed feet and flipper-like wings, which help them move in the water. Penguins walk awkwardly on land, but they are excellent swimmers. They can swim up to fifteen miles per hour. This helps them avoid animals like leopard seals and killer whales which try to eat them in the water. Penguins also have to watch out for giant petrels, a large sea bird, which will eat penguin chicks.

 Every spring, mother penguins lay eggs. Then the father penguin takes care of the eggs until the chicks hatch. While the father takes care of the eggs, the mother goes off to feed. A newly hatched chick is covered in soft down feathers. These feathers are not waterproof. The parents care for and feed the chick until it grows waterproof feathers, which takes about a year. Penguins can live to be about 20 years old in the wild.

**Performance task**

**Taking Notes** – Your class has been learning about different animals to prepare for animals week. Your teacher has asked each person to learn about an animal. You think penguins are interesting, so you decide to read about penguins. You have found an article about penguins to read. Reread the article Penguins of Antarctica. You may highlight key details in the passage as you read. After reading, take notes about what you have read. On the mind map (web) write the three key details under each category. You must have three details per category.. (3-LS1-1, 3-LS3-2, 3-LS4-3) (18 pts)

Adaptations

Habitat

Penguins

Diet/Prey

Life Cycle

Predators

Classification:

Kingdom\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phylum\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Notes to teacher:**

-Test will be given over 2 days. Students will be given as much time as they need to complete the test, as long as they are working productively.

**Day 1:** Students answer questions 1-8

**Day 2:** Students read passage and complete performance task

-Test may be read to students as needed. Give the option of listening to the passage using technology.

-Directions may be clarified as needed.

-Students may dictate written answers to teacher/aide as needed.

-Total score = 44 points possible

**Match the word to the definition. Use words from the word box. Not all words will be used.** (3-LS1-1, 3-LS3-2, 3-LS4-3) (5 pts)

Habitat Prey Predator

Class Adaptations Life Cycle

1. **Adaptations** Body parts and behaviors to survive
2. **Predator** An animal that lives by hunting and eating other animals
3. **Habitat** The area or environment in which an animal lives
4. **Life Cycle** The series of stages in the life of an animal
5. **Prey** An animal that is eaten
6. **Complete the table about the classes of vertebrates. The first row has been done for you.** (3-LS1-1, 3-LS3-1) (8 pts)

|  |  |  |  |
| --- | --- | --- | --- |
| Scientific class name | Common name for the class | One trait animals in this class share | An example of an animal in this class |
| Osteichthyes Condrichthyes, and agnatha | fish | Gills to breathe | clownfish |
| Mammalia | mammals  | **Various answers; examples may include: hair or fur, lungs to breathe, viviparous** | **Various answers; examples may include: bat, meerkats, camel** |
| Amphibia | amphibians | **Various answers; examples may include: born in water, moist skin, oviparous** | **Various answers; examples may include: frog, toad, salmander** |
| Aves | birds | **Various answers; examples may include: feathers, 2 legs, oviparous** | **Various answers; examples may include: tucan, flamingo, robin** |
| Reptilia | reptiles | **Various answers; examples may include: cold-blooded, scaly skin** | **Various answers; examples may include: snake, lizard, gila monster** |

1. Which adaptations **best** help animals survive in a desert? Choose ALL the correct answers. (3-LS4-3) (7 pts) count all items as worth a point, either for marking or not marking correctly
* **The ability to store water**
* **Camouflage**
* Long claws to climb trees quickly
* **Snuggling to keep warm at night**
* **The ability to go long periods of time without food**
* **Long eyelashes to keep dirt out of their eyes**
* Laying eggs
1. What do **all living things** have in common? Choose **all** the correct answers. (3-LS1-1) (6pts): count all items as worth a point, either for marking or not marking correctly
	* They lay eggs
	* **They are born**
	* **They grow**
	* They drink milk from their mother
	* **They reproduce**
	* **They die**

**Performance task**

**Part 1: Taking Notes** – Your class has been learning about different animals to prepare for animals week. Your teacher has asked each person to learn about an animal. You think penguins are interesting, so you decide to read about penguins. You have found an article about penguins to read. Reread the article Penguins of Antarctica. You may highlight key details in the passage as you read. After reading, take notes about what you have read. On the mind map (web) write the three key details under each category. You must have three details per category. (3-LS1-1, 3-LS3-2, 3-LS4-3) (18 pts)

3 points per category, 1 per correct detail. Examples of possible answers listed below. Details must come from the text.

Adaptations

Habitat

**Antarctica Waterproof feathers**

**Ice Insulation/blubber**

**Rock Excellent swimmers**

**Water/Ocean Webbed feet**

**Cold Flipper-like wings**

Penguins

Life Cycle

Diet/Prey

**Hatch from eggs/oviparous Fish**

**Father cares for chick Plants**

**Both parents care for chick Squid**

Predators

**Live 20 years Krill**

 **Giant Petrel**

 **Leopard Seal**

 **Killer Whale**

Classification: Kingdom **Animalia** Phylum **Chordata**  Class **Aves**

|  |
| --- |
| 8 level rating scale for Desert Animals Unit Test |
| 8Highly exceeds standards | 93-100%41-44 points |
| 7Exceeds standards | 85-92%37-40 points |
| 6Highly meets standards | 78-84%34-36 points |
| 5Meets standards | 70-77%31-33 points |
| 4Approaching mastery of standards | 63-69%28-30 points |
| 3Approaching standards | 55-62%24-27 points |
| 2Developing standards | 26-54%11-23 points |
| 1Basic emergence on standards | 0-25%0-10 points |