



Recommended P3 / Grade 3 Curriculum Framework

<b>Content: SCIENCE—P3 / Grade 3</b>						
<b>Topic: Classification of Plants and Animals (Weeks 1-5)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>Classifying Living Things</b> <b>SC-E-3.1.1</b> Things in the environment are classified as living, nonliving, and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics (e.g. body coverings, body structures).</p> <p><b>Basic Needs</b> <b>SC-E-3.1.2</b> Organisms have basic needs. For example, animals need air, water, and food; plants need air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met.</p> <p><b>Structure and Function</b> <b>SC-E-3.1.3</b> Each plant or animal has structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body</p>	<p><b>POS-S-4-LS-3</b> Students will understand that organisms have different structures that serve different functions. These structures are used to sort organisms into groups.</p> <p><b>POS-S-4-LS-1</b> Students will understand that organisms have basic needs (e.g., air, water, nutrients, light) and can only survive when these needs are met.</p> <p><b>POS-S-4-LS-3</b> Students will understand that organisms have different structures that serve different functions. These structures are used to sort organisms into groups.</p>					

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structures for walking, holding, seeing, and talking.  <b>POS-S-4-LS-2</b> Behavior of individual organisms is influenced by stimuli (e.g., touch, hunger)	<p><b>The Nature of Science: Experimental Design</b>  <b>AE 2.1</b> Students understand scientific ways of thinking and working and use those methods to solve real-life problems.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Conduct and report an investigation or experiment.</li> <li>• Identify variables that cause or influence an outcome.</li> <li>• Infer and formulate explanations or predict an outcome based on data.</li> <li>• Record and represent data in an organized form (e.g., tabular, graphic formats).</li> <li>• Collect data by using a variety of observation techniques and measurement tools.</li> <li>• Classify and order objects by one or more identifiable properties.</li> <li>• Observe and communicate properties of objects or organisms using all senses.</li> </ul>					