



Recommended P3 / Grade 3 Curriculum Framework

Content: SCIENCE—P3 / Grade 3						
Topic: Earth's Resources (Weeks 12-14)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you meet the needs of DIVERSE learners?)	Literacy Connection (How will you use READING and WRITING with this material?)	Assessment (How will your students DEMONSTRATE their learning?)
<p>Resources from Earth Materials SC-E-2.1.2 Earth materials provide many of the resources humans use. The varied materials have different physical and chemical properties, which make them useful in different ways, for example, as building materials (e.g., stone, clay, marble), as sources of fuel (e.g., petroleum, natural gas), or growing the plants we use as food.</p> <p>Applications/Connections Science in Personal and Social Perspectives Students will examine how science fosters an understanding of issues (e.g., use/misuse, availability, distribution) related to natural resources.</p>	<p>POS-S-4-ESS-3 Students will understand that earth's materials have different physical (e.g., capacity to retain water) and chemical (e.g., ability to support plants) properties and provide resources that humans use.</p>					

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	<p>Patterns and Change AE 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.</p> <ul style="list-style-type: none"> • Classify objects according to more than one property or attribute. • Classify objects according to one property or attribute. • Identify and communicate common attributes of items in a group. • Use senses to observe items; communicate similarities and/or differences. <p>Evolutions and Change Over Time AE 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Describe the sequence of steps in a change process. • Identify and predict small and large-scale changes. • Observe and communicate change over time (evolution). 					