



Recommended P3 / Grade 3 Curriculum Framework

Content: SCIENCE—P3 / Grade 3						
Topic: Interactions Between Organisms and Their Environments (Weeks 29-36)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>Food Chains SC-E-3.3.1 Plants make their own food. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants.</p> <p>Survival SC-E-3.3.2 The world has many different environments. Distinct environments support the life of different types of organisms. When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations.</p>	<p>POS-S-4-PS-7 Students will understand that all animals depend on plants for food.</p> <p>POS-S-4-LS-8 Students will understand that organisms' patterns of behavior are related to the nature of organisms' environments. There are many different environments (e.g., deserts, rain forests) on Earth that support different types of organisms.</p> <p>POS Students will demonstrate how the study of science (e.g. ecology, chemistry) helps explain changes in environments (e.g., pollution).</p>					

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	<p>Constancy AE 2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.</p> <p>Demonstrators</p> <ul style="list-style-type: none">• Investigate factors, which may disrupt constancy and describe their effects in a steady state system.• Investigate and describe steady state systems and components of a system that work together to achieve constancy.• Describe an event or system that includes a constant process.• Identify, observe, and communicate recurring events.					