

MARLBORO CENTRAL SCHOOL DISTRICT-CURRICULUM MAP

Subject: Living Environment

Grade 3

| Title or Topics (Unit organizing idea) | Science Concepts (Inquiry Question) | Skills (what students actually do) | Content (nouns and noun phrases) | Science Skills | Literacy Connections | Major Assessments (Tests, projects, etc.) | Time Frame (Number of weeks) |
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| Animals | <p>1. What are the characteristics of animals belonging to the same classification?</p> <p>2. What is a life cycle and how do animals grow and change?</p> <p>3. What is a habitat?</p> | <p>1a. Identify the characteristics of fish, birds, reptiles, amphibians, mammals, and insects.</p> <p>1b. Identify and label the parts of an insect and describe the function of each part.</p> <p>2a. Describe and label the life cycle of fish, birds, reptiles, amphibians, mammals, and insects.</p> <p>2b. Measure elapsed time (life span).</p> <p>2c. Compare/contrast different life cycles.</p> <p>2d. Identify, compare, and contrast how animal babies look alike and different from their parents.</p> <p>2e. Explain how living things grow, take in nutrients, breathe, reproduce, and die.</p> <p>2f. Communicate methods by which baby animals learn.</p> <p>3a. Identify the different kinds of habitats and the</p> | <p>1a. Characteristics, structures, gills, fins, scales, beak, feathers, eggs, vertebrate, invertebrate, cold-blooded, warm-blooded (LE 3.1a)</p> <p>1b. Head, thorax, abdomen, antennae, proboscis (LE 3.1a)</p> <p>2a. Life cycle, metamorphosis, egg, larva, nymph, pupa, adult (LE 4.1a, LE 4.1e)</p> <p>2b. Life span (LE 4.1c, LE 4.1g)</p> <p>2d. Traits, inherit (LE 2.1a, LE 2.1b, LE 2.2a, LE 2.2b, 3.2b)</p> <p>2e. Nutrients, reproduce, development (LE 1.2a, LE 4.1f, LE 4.2a, LE 5.1a, LE 5.2g)</p> | <p>1. Ask questions, discuss, observe, and record animal characteristics</p> <p>State orally, act out, explain humane treatment of animals</p> <p>2. Explore, observe, record, recognize, and describe animal life cycles</p> <p>Collect, interpret, organize, and share findings</p> <p>Measure and record animal growth</p> <p>Interpret and create graphs</p> <p>Science kit</p> <p>Lab Manuals</p> <p>3. Identify, observe, and construct animal habitats</p> | <p>Share books related to concept</p> <p>Use books and internet to report on specific animals</p> <p>Use Power Point to create a presentation on an animal group</p> <p>Record and interpret data (notes, journal)</p> <p>Present and discuss projects and/or reports</p> <p>Graphic organizers</p> <p>Expository essays (i.e. text pages A50, A61, A67)</p> <p>Short response(i.e. text)</p> <p>Note taking from CD ROM, video, lessons</p> <p>Write to explain graphs</p> <p>Narrative/poem (i.e. text pages A33, A37, A75)</p> <p>United Streaming</p> | <p>Written assessment</p> <p>Expository essays</p> <p>Power Point</p> <p>Related projects</p> <p>Presentations</p> | <p>4-6 Weeks</p> |

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| | | <p>organisms that inhabit each.</p> <p>3b. Investigate what makes up a habitat.</p> <p>3c. Name the components of a habitat.</p> <p>3d. Communicate how adaptations help organisms meet their needs.</p> | <p>3c. Food, water, shelter, space, air (LE 1.1a)</p> <p>3d. Adaptations, survival, camouflage, defense mechanisms, hibernation, migration (LE 3.1c, LE 5.1b, LE 5.2d, LE 5.2e, LE 5.2f)</p> | <p>Collect, interpret, organize, and communicate findings</p> | <p>Media center resources</p> | | |
| | <p>4. How do animals interact and depend on organisms in their environment?</p> | <p>4a . Describe how plants & animals depend on each other and the non-living environment.</p> <p>4b. Develop and understanding of how animals get energy.</p> <p>4c . Explore and communicate what a food chain and food web are.</p> <p>4d. Explain the role producers, consumers, decomposers, predators, and prey have in a food chain.</p> | <p>4a. Competition (LE 3.2a)</p> <p>4b. Energy, growth, repair (LE 4.2b, LE 6.2b)</p> <p>4c. Food chain, food web (LE 6.1b, LE 6.1c, LE 6.2b)</p> <p>4d. Producers, consumers, decomposers, scavengers, predators, prey (LE 6.1a, LE 6.1a, LE 6.1d)</p> | <p>4. Interpret and construct a food chain</p> | | | |
| | <p>5. How do changes in the environment affect the organisms in them?</p> | <p>5a. Explore how organisms/people can change their environment.</p> <p>5b. Describe how the size of a population can change and affect an environment.</p> <p>5c. Communicate why some organisms are endangered/extinct.</p> | <p>5a. Limiting factors (LE 5.2g, LE 6.1f, LE 7.1c)</p> <p>5b. Population (LE 3.2a, LE 6.1e)</p> <p>5c. Endangered, extinct (LE 6.1f)</p> | <p>5. Draw conclusions, discuss, and adjust explanations based on new ideas</p> | | | |