Grade 3

3.1.3.G Life Science: Biological Evolution: Unity and Diversity

Students who demonstrate understanding can *construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.*

Clarifying Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.

Assessment Boundary: N/A

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Engaging in Argument From Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). • Construct and/or support an argument with evidence, data, and/or a model.	**Adaptation** • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.	**Cause and Effect** • Cause and effect relationships are routinely identified and used to explain change.

Pennsylvania Context: Examples of Pennsylvania's context include native and invasive species throughout different regions of Pennsylvania.

PA Career Ready Skills: Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.

Connections to Other Standards Content and Practices

Standard Source	Possible Connections to Other Standard(s) or Practice(s)
Agriculture (AFNR)	CS.02.01.01.a: Research and describe different types of geographic data used in AFNR systems.
Science, Environmental Literacy and Sustainability (NAAEE)	K-4 Strand 2.1.B. Earth's living systems: Learners identify basic similarities and differences among a wide variety of living organisms. They explain ways that living organisms, including humans, affect the environment in which they live, and how their environment affects them.

Standard Source	Possible Connections to Other Standard(s) or Practice(s)
PA Core Standards: ELA	CC.1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.4.3.W: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.4.3.V: Conduct short research projects that build knowledge about a topic. CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
PA Core Standards and Practices: Math	MP.3: Construct viable arguments and critique the reasoning of others. MP.4: Model with mathematics. CC.2.4.3.A.4: Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.
PA Standards: Social Studies	7.4.3.A: Identify the effect of the physical systems on people within a community.
Educational Technology (ISTE)	1.3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
Technology and Engineering (ITEEA)	STEL-1F: Describe the unique relationship between science and technology, and how the natural world can contribute to the human-made world to foster innovation.