



**Grade 3**

**3.1.3.B Life Science: Ecosystems: Interactions, Energy, and Dynamics**

**Students who demonstrate understanding can construct an argument that some animals form groups that help members survive.**

**Clarifying Statement:** N/A

**Assessment Boundary:** N/A

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p><b>Engaging in Argument From Evidence</b></p> <p>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).</p> <ul style="list-style-type: none"> <li>Construct an argument with evidence, data, and/or a model.</li> </ul>	<p><b>LS2.D: Social Interactions and Group Behavior</b></p> <ul style="list-style-type: none"> <li>Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Cause and effect relationships are routinely identified and used to explain change.</li> </ul>

**Pennsylvania Context:** N/A

**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)
<b>Agriculture (AFNR)</b>	CS.02.02.01.a: Identify and summarize the components within AFNR systems (e.g., Animal Systems: health, nutrition, genetics, etc.; Natural Resources Systems: soil, water, etc.).
<b>Science, Environmental Literacy and Sustainability (NAAEE)</b>	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.
<b>PA Core Standards: ELA</b>	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.
<b>PA Core Standards and Practices: Math</b>	MP.3: Construct viable arguments and critique the reasoning of others. MP.4: Model with mathematics. CC.2.1.3.B.1: Apply place value understanding and properties of operations to perform multidigit arithmetic. CC.2.1.3.C.1: Explore and develop an understanding of fractions as numbers.



Standard Source	Possible Connections to Other Standard(s) or Practice(s)
PA Standards: Social Studies	5.3.3.F: Explain how an action may be just or unjust. 5.4.3.C: Identify the role of the United Nations in the world.
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-8G: Examine information to assess the trade-offs of using a product or system.