LINCOLN PUBLIC SCHOOLS
Science Learning Expectations: Grade 3

Standard:

LIFE SCIENCE

Mass Standard

Adaptations of Living Things

Energy & Living Things

Give examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to Give examples of how changes in the environment (drought, cold) have caused some plants and animals to die or move to new locations (migration).

Describe how energy derived from the sun is used by plants to produce sugars) and is transferred within a food chain from producers (plants) to consumer to decomposers.

Big Ideas

- Conditions in the ocean environment produce many different types of shore and underwater life

Key Outcomes

- Students will demonstrate an understanding that **the entire earth can be considered a single global food web with specific food webs for particular environments** by researching and presenting a marine mammal food web.

Essential Knowledge and Skills

Students will be able to:

- How to use scientific inquiry* to access, explore and explain their understanding of core knowledge
- Marine organisms have special structures and variations in physiology that adapt them to different ocean habitats
- The marine food chain/web is based on tiny plants (phytoplankton) that live in upper waters of the ocean
- Food webs express relationship between producers, consumers, decomposers
- Most life in the ocean exists as microbes, although ocean life ranges in size from the smallest virus to the largest animal that has lived on Earth, the blue whale
- Most major groups of organisms (phyla) have many representatives living in the ocean
- There are examples of life cycles in the ocean that are not often seen on land

*Scientific Inquiry Standards are embedded in each unit of study.