

<b>Farm</b>	<b>Activities</b>
Windrush	Adaptations in frogs, plant/animal structures, natural resources
Tresch	Natural resources, Geographical features, plant/animal structures
Paradise Valley	Geographical features, plant structures, plant survival, human impact on natural resources
Gospel Flats	Geographical features, plant structures, environmental changes, natural resources

## **Grade Three**

### Science

Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.
- Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
- Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
- Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
- Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.
- Scientific progress is made by asking meaningful questions and conducting careful investigations.
- Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
- Predict the outcome of a simple investigation and compare the result with the prediction.

### Social Studies

- Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
- Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).