



**University of Connecticut Integrated Pest Management  
Curriculum Alignment: Grades 2 & 3**



<p><i>Unit / Lesson</i></p> <p>** = Core Lessons</p>	<p><i>Grades PreK-2 Core Scientific Inquiry, Literacy and Numeracy</i></p>	<p><i>CT Science Curriculum Conceptual Themes, Content Standards and Core Science Curriculum Framework</i></p>	<p><i>Grade-Level Expectations</i> <i>Students should be able to:</i></p>	<p><i>Assessment / CMT Expected Performances</i></p>
<p><b>Unit 1: Biodiversity</b></p> <p><b>Lesson 1: Safety in Numbers</b></p>	<p><b>A INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>A INQ.5:</b> Seek information in books, magazines and pictures.</p> <p><b>A INQ.9:</b> Count, order and sort objects by their properties.</p> <p><b>AINQ. 10</b> Represent information in bar graphs.</p> <p><b>B INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>BINQ.6:</b> Analyze, critique and communicate investigations using words, graphs and drawings.</p>	<p><b>HEREDITY AND EVOLUTION</b></p> <p><b>3.2</b> – Organisms can survive and reproduce only in environments that meet their basic needs.</p> <ul style="list-style-type: none"> <li><b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.</li> </ul>	<p><b>Standard 3.2:</b></p> <p>1 . Compare and contrast the external features and behaviors that enable different animals and plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats.</p>	<p><b>B3.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in specific land habitats.</p> <p><b>B4.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in water habitats.</p>
<p><b>Unit 1: Biodiversity</b></p> <p><b>Lesson 2: Time is</b></p>	<p><b>A INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p>	<p><b>HEREDITY AND EVOLUTION</b></p> <p><b>3.2</b> – Organisms can survive and</p>	<p><b>Standard 3.2:</b></p> <p>1 . Compare and contrast the external features and</p>	<p><b>B3.</b> Describe how different plants and animals are adapted to obtain air, water,</p>





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<p><b>Running Out**</b></p>	<p><b>A INQ.4:</b> Read, write, listen and speak about observations of the natural world.</p> <p><b>A INQ.5:</b> Seek information in books, magazines and pictures.</p> <p><b>B INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>B INQ.2:</b> Seek relevant information in books, magazines and electronic media.</p> <p><b>BINQ.5:</b> Use data to construct reasonable explanations.</p>	<p>reproduce only in environments that meet their basic needs.</p> <ul style="list-style-type: none"> <li><b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.</li> </ul>	<p>behaviors that enable different animals and plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats.</p>	<p>food and protection in specific land habitats.</p> <p><b>B4.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in water habitats.</p>
<p><b>Unit 2: IPM Basics</b></p> <p><b>Lesson 1: Plan the Work; Work the Plan**</b></p>	<p><b>A INQ.4:</b> Read, write, listen and speak about observations of the natural world.</p> <p><b>A INQ.5:</b> Seek information in books, magazines and pictures.</p>	<p><b>HEREDITY AND EVOLUTION</b></p> <p><b>3.2</b> – Organisms can survive and reproduce only in environments that meet their basic needs.</p> <ul style="list-style-type: none"> <li><b>3.2.a.</b> – Plants and animals have structures</li> </ul>	<p><b>Standard 3.2:</b></p> <p>1 . Compare and contrast the external features and behaviors that enable different animals and plants (including those that are extinct) to get</p>	<p><b>B3.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in specific land habitats.</p> <p><b>B4.</b> Describe how different</p>



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	<p><b>A INQ.6:</b> Present information in words and drawings.</p> <p><b>B INQ.2:</b> Seek relevant information in books, magazines and electronic media.</p> <p><b>BI NQ.5:</b> Use data to construct reasonable explanations.</p> <p><b>B INQ7:</b> Read and write a variety of science-related fiction and nonfiction texts.</p> <p><b>B INQ.8:</b> Search the Web and locate relevant science information.</p> <p><b>B INQ.9:</b> Use measurement tools and standard units (e.g., centimeters, meters, grams, kilograms) to describe objects and materials.</p>	<p>and behaviors that help them survive in different environments.</p>	<p>food, water and sunlight; find mates; and be protected in specific land and water habitats.</p>	<p>plants and animals are adapted to obtain air, water, food and protection in water habitats.</p>
<p><b>Unit 2: IPM Basics</b></p>	<p><b>A INQ.3:</b> Make predictions based on observed patterns.</p>	<p><b>HEREDITY AND EVOLUTION</b></p>	<p><b>Standard 3.2:</b> 1 . Compare and contrast</p>	



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<p><b>Lesson 2: Safety First**</b></p>	<p><b>A INQ.4:</b> Read, write, listen and speak about observations of the natural world.</p> <p><b>A INQ.6:</b> Present information in words and drawings.</p> <p><b>B INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>BINQ.5:</b> Use data to construct reasonable explanations.</p> <p><b>BINQ.6:</b> Analyze, critique and communicate investigations using words, graphs and drawings.</p>	<p><b>3.2</b> – Organisms can survive and reproduce only in environments that meet their basic needs.</p> <ul style="list-style-type: none"> <li><b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.</li> </ul>	<p>the external features and behaviors that enable different animals and plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats.</p>	
<p><b>Unit 3: Insect Lifestyles</b></p> <p><b>Lesson 1: What’s the Buzz?</b></p>	<p><b>A INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>A INQ.4:</b> Read, write, listen and speak about observations of the natural world.</p>	<p><b>HEREDITY AND EVOLUTION</b></p> <p><b>3.2</b> – Organisms can survive and reproduce only in environments that meet their basic needs.</p> <ul style="list-style-type: none"> <li><b>3.2.a.</b> – Plants and</li> </ul>	<p><b>Standard 3.2:</b></p> <p>1 . Compare and contrast the external features and behaviors that enable different animals and plants (including those</p>	<p><b>B3.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in specific land habitats.</p>





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	<p><b>A INQ.5:</b> Seek information in books, magazines and pictures.</p> <p><b>A INQ.6:</b> Present information in words and drawings.</p> <p><b>B INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>B INQ.2:</b> Seek relevant information in books, magazines and electronic media.</p> <p><b>BINQ.6:</b> Analyze, critique and communicate investigations using words, graphs and drawings.</p>	<p>animals have structures and behaviors that help them survive in different environments.</p> <p><b>STRUCTURE AND FUNCTION</b></p> <p><i>*NOTE: This lesson is also closely aligned with CT Science Standard 1.3 (Structure and Function), which deals with animal life cycles.</i></p> <p><b>1.3</b> – Organisms change in form and behavior as part of their life cycles.</p> <ul style="list-style-type: none"> <li><b>1.3.a</b> – Some organisms undergo metamorphosis during their life cycles; other organisms grow and change, but their basic form stays essential the same.</li> </ul>	<p>that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats.</p> <p><b>*Standard 1.3:</b></p> <p>1. <b>Explain that living things experience a life cycle during which they undergo a predictable sequence of changes from birth, growth, reproduction and death.</b></p>	<p><b>B4.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in water habitats.</p> <p><b>*A15.</b> Describe the changes in organisms, such as frogs and butterflies, as they undergo metamorphosis.</p> <p><b>A16.</b> Describe the life cycles of organisms that grow but do not metamorphosis.</p>
<p><b>Unit 3: Insect Lifestyles</b></p>	<p><b>A INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p>	<p><b>HEREDITY AND EVOLUTION</b></p> <p><b>3.2</b> – Organisms can survive and</p>	<p><b>Standard 3.2:</b></p> <p>1. Compare and contrast the external features and</p>	<p><b>B3.</b> Describe how different plants and animals are adapted to obtain air, water,</p>

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<b>Lesson 2:</b> <b>Who “BEE”longs Here?</b>	<b>A INQ.4:</b> Read, write, listen and speak about observations of the natural world.	reproduce only in environments that meet their basic needs. <ul style="list-style-type: none"> <li>• <b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.</li> </ul>	behaviors that enable different animals and plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats.	food and protection in specific land habitats.
<b>Unit 3: Insect Lifestyles</b>  <b>Lesson 3: Nibble, Sip, and Grind</b>	<b>A INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.  <b>A INQ.3:</b> Make predictions based on observed patterns.  <b>A INQ.9:</b> Count, order and sort objects by their properties.  <b>AINQ.10:</b> Represent information in bar graphs. <b>B INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.  <b>BINQ.5:</b> Use data to construct	<b>HEREDITY AND EVOLUTION</b>  <b>3.2</b> – Organisms can survive and reproduce only in environments that meet their basic needs. <ul style="list-style-type: none"> <li>• <b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.</li> </ul>	<b>Standard 3.2:</b> 1 . Compare and contrast the external features and behaviors that enable different animals and plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats.	<b>B3.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in specific land habitats.  <b>B4.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in water habitats.



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	reasonable explanations.  <b>B INQ.10:</b> Use mathematics to analyze, interpret and present data.			
<b>Unit 3: Insect Lifestyles</b>  <b>Enrichment Lesson 1: Making a “Bee”line</b>	<b>A INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.  <b>A INQ.2:</b> Use senses and simple measuring tools to collect data.  <b>A INQ.3:</b> Make predictions based on observed patterns.  <b>A INQ.4:</b> Read, write, listen and speak about observations of the natural world.  <b>B INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.	<b>HEREDITY AND EVOLUTION</b>  <b>3.2</b> – Organisms can survive and reproduce only in environments that meet their basic needs. <ul style="list-style-type: none"> <li>• <b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.</li> </ul>	<b>Standard 3.2:</b> 1 . Compare and contrast the external features and behaviors that enable different animals and plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats.	<b>B3.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in specific land habitats.





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	<p><b>B INQ.3:</b> Design and conduct simple investigations.</p> <p><b>B INQ.5:</b> Use data to construct reasonable explanations.</p> <p><b>B INQ.6:</b> Analyze, critique and communicate investigations using words, graphs and drawings.</p>			
<p><b>Unit 3: Insect Lifestyles</b></p> <p><b>Enrichment Lesson 2: It's Good To "BEE" Home</b></p>	<p><b>A INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>A INQ.3:</b> Make predictions based on observed patterns.</p> <p><b>A INQ.6:</b> Present information in words and drawings.</p> <p><b>B INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>B INQ.6:</b> Analyze, critique and communicate investigations</p>	<p><b>HEREDITY AND EVOLUTION</b></p> <p><b>3.2</b> – Organisms can survive and reproduce only in environments that meet their basic needs.</p> <ul style="list-style-type: none"> <li><b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.</li> </ul>	<p><b>Standard 3.2:</b></p> <p>1 . Compare and contrast the external features and behaviors that enable different animals and plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats.</p>	<p><b>B3.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in specific land habitats.</p>







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	<p>using words, graphs and drawings.</p> <p><b>B INQ.10:</b> Use mathematics to analyze, interpret and present data.</p>			
<p><b>Unit 4: Plant Lifestyles</b></p> <p><b>Lesson 1: Let the Sun Shine In</b></p>	<p><b>A INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>A INQ.3:</b> Make predictions based on observed patterns.</p> <p><b>A INQ.4:</b> Read, write, listen and speak about observations of the natural world.</p> <p><b>A INQ.6:</b> Present information in words and drawings.</p> <p><b>B INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>B INQ.3:</b> Design and conduct</p>	<p><b>STRUCTURE AND FUNCTION</b></p> <p><b>2.2–</b> Plants change their forms as part of their life cycles.</p> <ul style="list-style-type: none"> <li><b>2.2.a.</b> – The life cycles of flowering plants include seed germination, growth, flowering, pollination and seed dispersal.</li> </ul> <p><b>SCIENCE AND TECHNOLOGY IN SOCIETY</b></p> <p><b>2.4-</b> Human beings, like all other living things, have special nutritional needs for survival.</p> <ul style="list-style-type: none"> <li><b>2.4.a.-</b> The essential components of balanced nutrition can be obtained from plant and animal</li> </ul>	<p><b>Standard 2.2:</b></p> <p>6 . Conduct a fair test to explore factors that affect seed germination and plant growth.</p> <p><b>Standard 2.4:</b></p> <p>2 . Classify foods into groups based on their source, and relate common foods to the plant or animal from which they come.</p>	<p><b>A20.</b> Explore and describe the effects of light and water on seed germination and plant growth.</p> <p><b>A23.</b> Identify the sources of common foods and classify them by their basic food groups.</p>





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	<p>simple investigations.</p> <p><b>BIHQ.5:</b> Use data to construct reasonable explanations.</p> <p><b>BIHQ.6:</b> Analyze, critique and communicate investigations using words, graphs and drawings.</p>	<p>sources.</p>		
<p><b>Unit 4: Plant Lifestyles</b></p> <p><b>Lesson 2: Weed Wise</b></p>	<p><b>A INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>A INQ.3:</b> Make predictions based on observed patterns.</p> <p><b>A INQ.4:</b> Read, write, listen and speak about observations of the natural world.</p> <p><b>A INQ.6:</b> Present information in words and drawings.</p> <p><b>A INQ.9:</b> Count, order and sort objects by their properties.</p>	<p><b>STRUCTURE AND FUNCTION</b></p> <p><b>2.2–</b> Plants change their forms as part of their life cycles.</p> <ul style="list-style-type: none"> <li><b>2.2.a. –</b> The life cycles of flowering plants include seed germination, growth, flowering, pollination and seed dispersal.</li> </ul>	<p><b>Standard 2.2:</b></p> <p>6 . Conduct a fair test to explore factors that affect seed germination and plant growth.</p>	<p><b>A19.</b> Describe the life cycles of flowering plants as they grow from seeds, proceed through maturation and produce new seeds.</p> <p><b>A20.</b> Explore and describe the effects of light and water on seed germination and plant growth.</p>





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	<p><b>B INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>B INQ.3:</b> Design and conduct simple investigations.</p> <p><b>B INQ.5:</b> Use data to construct reasonable explanations.</p> <p><b>B INQ.6:</b> Analyze, critique and communicate investigations using words, graphs and drawings.</p>			
<p><b>Unit 4: Plant Lifestyles</b></p> <p><b>Lesson 3: Pushy Plants</b></p>	<p><b>A INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>A INQ.4:</b> Read, write, listen and speak about observations of the natural world.</p> <p><b>B INQ.1:</b> Make observations and ask questions about objects,</p>	<p><b>HEREDITY AND EVOLUTION</b></p> <p><b>3.2</b> – Organisms can survive and reproduce only in environments that meet their basic needs.</p> <ul style="list-style-type: none"> <li><b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.</li> </ul>	<p><b>Standard 3.2:</b></p> <p>1 . Compare and contrast the external features and behaviors that enable different animals and plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land</p>	<p><b>B3.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in specific land habitats.</p> <p><b>B4.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in</p>





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	<p>organisms and the environment.</p>		<p>and water habitats.</p>	<p>water habitats.</p>
<p><b>Unit 5: Pest Control</b></p> <p><b>Section 1: Natural (Biological) Control</b></p> <p><b>Lesson 1: Nature’s Bug Zappers**</b></p>	<p><b>A INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>A INQ.3:</b> Make predictions based on observed patterns.</p> <p><b>A INQ.4:</b> Read, write, listen and speak about observations of the natural world.</p> <p><b>A INQ.5:</b> Seek information in books, magazines and pictures.</p> <p><b>A INQ.6:</b> Present information in words and drawings.</p> <p><b>B INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>B INQ.2:</b> Seek relevant information in books, magazines</p>	<p><b>HEREDITY AND EVOLUTION</b></p> <p><b>3.2</b> – Organisms can survive and reproduce only in environments that meet their basic needs.</p> <ul style="list-style-type: none"> <li><b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.</li> </ul> <p><b>STRUCTURE AND FUNCTION</b></p> <p><i>*NOTE: This lesson is also closely aligned with CT Science Standard 1.3 (Structure and Function), which deals with animal life cycles.</i></p> <p><b>1.3</b> – Organisms change in form and behavior as part of their life cycles.</p> <p><b>1.3.a</b> – Some organisms</p>	<p><b>Standard 3.2:</b></p> <p>1. Compare and contrast the external features and behaviors that enable different animals and plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats.</p> <p>4. Evaluate whether an adaptation gives a plant or animal a survival advantage in a given environment.</p> <p><b>*Standard 1.3:</b></p> <p>1. <b>Explain that living things experience a life cycle during which they undergo a predictable sequence of changes</b></p>	<p><b>B3.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in specific land habitats.</p> <p><b>B4.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in water habitats.</p> <p><b>*A15.</b> Describe the changes in organisms, such as frogs and butterflies, as they undergo metamorphosis.</p>





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	<p>and electronic media.</p> <p><b>BINQ.5:</b> Use data to construct reasonable explanations.</p> <p><b>BINQ.6:</b> Analyze, critique and communicate investigations using words, graphs and drawings.</p> <p><b>B INQ.10:</b> Use mathematics to analyze, interpret and present data.</p>	<p>undergo metamorphosis during their life cycles; other organisms grow and change, but their basic form stays essential the same.</p>	<p><b>from birth, growth, reproduction and death.</b></p> <p>3. <b>Compare and contrast the changes in structure and behavior that occur during the life cycles of animals that undergo metamorphosis with those that do not.</b></p>	
<p><b>Unit 5: Pest Control</b></p>	<p><b>A INQ.1:</b> Make observations</p>	<p><b>HEREDITY AND EVOLUTION</b></p>	<p><b>Standard 3.2:</b></p>	<p><b>B3.</b> Describe how different</p>
<p><b>Section 1: Natural (Biological) Control</b></p> <p><b>Lesson 2: Bug Busters**</b></p>	<p>and ask questions about objects, organisms and the environment.</p> <p><b>A INQ.3:</b> Make predictions based on observed patterns.</p> <p><b>A INQ.4:</b> Read, write, listen and speak about observations of the natural world.</p> <p><b>A INQ.5:</b> Seek information in</p>	<p><b>3.2 – Organisms can survive and reproduce only in environments that meet their basic needs.</b></p> <p><b>3.2.a. – Plants and animals have structures and behaviors that help them survive in different environments.</b></p>	<p>1 . Compare and contrast the external features and behaviors that enable different animals and plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats.</p> <p>4 .</p>	<p>plants and animals are adapted to obtain air, water, food and protection in specific land habitats.</p>



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<p><i>Unit / Lesson</i></p> <p>** = Core Lessons</p>	<p><i>Grades PreK-2 Core Scientific Inquiry, Literacy and Numeracy</i></p>	<p><i>CT Science Curriculum Conceptual Themes, Content Standards and Core Science Curriculum Framework</i></p>	<p><i>Grade-Level Expectations</i> <i>Students should be able to:</i></p>	<p><i>Assessment / CMT Expected Performances</i></p>
	<p>books, magazines and pictures.</p> <p><b>A INQ.6:</b> Present information in words and drawings.</p> <p><b>B INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>B INQ.2:</b> Seek relevant information in books, magazines and electronic media.</p> <p><b>B INQ.3:</b> Design and conduct simple investigations.</p> <p><b>B INQ.5:</b> Use data to construct reasonable explanations.</p> <p><b>B INQ.10:</b> Use mathematics to analyze, interpret and present data.</p>		<p>Evaluate whether an adaptation gives a plant or animal a survival advantage in a given environment.</p>	
<p><b>Unit 5: Pest Control</b></p> <p><b>Section 1: Natural</b></p>	<p><b>A INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p>	<p><b>HEREDITY AND EVOLUTION</b></p> <p><b>3.2</b> – Organisms can survive and</p>	<p><b>Standard 3.2:</b></p> <p>1 . Compare and contrast the external features and</p>	<p><b>B3.</b> Describe how different plants and animals are adapted to obtain air, water,</p>





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<p><i>Unit / Lesson</i></p> <p>** = Core Lessons</p>	<p><i>Grades PreK-2 Core Scientific Inquiry, Literacy and Numeracy</i></p>	<p><i>CT Science Curriculum Conceptual Themes, Content Standards and Core Science Curriculum Framework</i></p>	<p><i>Grade-Level Expectations Students should be able to:</i></p>	<p><i>Assessment / CMT Expected Performances</i></p>
<p><b>(Biological) Control</b></p> <p><b>Lesson 3: If You Can't Run, Hide</b></p>	<p><b>A INQ.3:</b> Make predictions based on observed patterns.</p> <p><b>A INQ.9:</b> Count, order and sort objects by their properties.</p> <p><b>A INQ.10:</b> Represent information in bar graphs.</p> <p><b>B INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>B INQ.3:</b> Design and conduct simple investigations.</p> <p><b>B INQ.10:</b> Use mathematics to analyze, interpret and present data.</p>	<p>reproduce only in environments that meet their basic needs.</p> <p><b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.</p>	<p>behaviors that enable different animals and plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats.</p> <p>3 . Give examples of ways animals benefit from camouflage.</p> <p>4 . Evaluate whether an adaptation gives a plant or animal a survival advantage in a given environment.</p>	<p>food and protection in specific land habitats.</p>
<p><b>Unit 5: Pest Control</b></p> <p><b>Section 2: Physical/Mechanical/Cultural</b></p>	<p><b>A INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>A INQ.3:</b> Make predictions</p>	<p><b>HEREDITY AND EVOLUTION</b></p> <p><b>3.2</b> – Organisms can survive and reproduce only in environments that meet their basic needs.</p>	<p><b>Standard 3.2:</b></p> <p>1 . Compare and contrast the external features and behaviors that enable different animals and</p>	<p><b>B3.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in specific land habitats.</p>





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<p><i>Unit / Lesson</i></p> <p>** = Core Lessons</p>	<p><i>Grades PreK-2 Core Scientific Inquiry, Literacy and Numeracy</i></p>	<p><i>CT Science Curriculum Conceptual Themes, Content Standards and Core Science Curriculum Framework</i></p>	<p><i>Grade-Level Expectations Students should be able to:</i></p>	<p><i>Assessment / CMT Expected Performances</i></p>
<p><b>Control</b></p> <p><b>Lesson 1: Restaurant for Roaches**</b></p>	<p>based on observed patterns.</p> <p><b>BINQ.5:</b> Use data to construct reasonable explanations.</p>	<p><b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.</p>	<p>plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats.</p> <p>4 . Evaluate whether an adaptation gives a plant or animal a survival advantage in a given environment.</p>	
<p><b>Unit 5: Pest Control</b></p> <p><b>Section 2: Physical/Mechanical/Cultural Control</b></p> <p><b>Lesson 2: Snap the Trap</b></p>	<p><b>A INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>A INQ.5:</b> Seek information in books, magazines and pictures.</p> <p><b>A INQ.6:</b> Present information in words and drawings.</p> <p><b>B INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p>	<p><b>HEREDITY AND EVOLUTION</b></p> <p><b>3.2</b> – Organisms can survive and reproduce only in environments that meet their basic needs.</p> <p><b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.</p>	<p><b>Standard 3.2:</b></p> <p>1 . Compare and contrast the external features and behaviors that enable different animals and plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats.</p> <p>4 . Evaluate whether an</p>	<p><b>B3.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in specific land habitats.</p>







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<p><i>Unit / Lesson</i></p> <p>** = Core Lessons</p>	<p><i>Grades PreK-2 Core Scientific Inquiry, Literacy and Numeracy</i></p>	<p><i>CT Science Curriculum Conceptual Themes, Content Standards and Core Science Curriculum Framework</i></p>	<p><i>Grade-Level Expectations Students should be able to:</i></p>	<p><i>Assessment / CMT Expected Performances</i></p>
	<p><b>BINQ.6:</b> Analyze, critique and communicate investigations using words, graphs and drawings.</p>		<p>adaptation gives a plant or animal a survival advantage in a given environment.</p>	
<p><b>Unit 5: Pest Control</b></p> <p><b>Section 3: Chemical Control</b></p> <p><b>Lesson 1: Danger: Destruction Zone</b></p>	<p><b>A INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>A INQ.4:</b> Read, write, listen and speak about observations of the natural world.</p> <p><b>A INQ.6:</b> Present information in words and drawings.</p> <p><b>B INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.</p> <p><b>BINQ.6:</b> Analyze, critique and communicate investigations using words, graphs and</p>	<p><b>HEREDITY AND EVOLUTION</b></p> <p><b>3.2</b> – Organisms can survive and reproduce only in environments that meet their basic needs.</p> <p><b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.</p>	<p><b>Standard 3.2:</b></p> <p>1. Compare and contrast the external features and behaviors that enable different animals and plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats.</p> <p>4. Evaluate whether an adaptation gives a plant or animal a survival advantage in a given environment.</p>	<p><b>B3.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in specific land habitats.</p> <p><b>B4.</b> Describe how different plants and animals are adapted to obtain air, water, food and protection in water habitats.</p>





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	drawings.			
<b>Unit 5: Pest Control</b>  <b>Section 3: Chemical Control</b>  <b>Lesson 2: Pesticides on the Move**</b>	<b>A INQ.6:</b> Present information in words and drawings.	<b>HEREDITY AND EVOLUTION</b>  <b>3.2</b> – Organisms can survive and reproduce only in environments that meet their basic needs. <b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.		
<b>Unit 6: Summary</b>  <b>Lesson 1: There’s a Wiser Way**</b>	<b>A INQ.4:</b> Read, write, listen and speak about observations of the natural world.  <b>A INQ.6:</b> Present information in words and drawings.  <b>B INQ.1:</b> Make observations and ask questions about objects, organisms and the environment.  <b>BINQ.6:</b> Analyze, critique and communicate investigations using words, graphs and	<b>HEREDITY AND EVOLUTION</b>  <b>3.2</b> – Organisms can survive and reproduce only in environments that meet their basic needs. <b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.		





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	drawings.			
<b>Unit 6: Summary</b>  <b>Lesson 1: Wrap Up and Review</b>	<p><b>A INQ.6:</b> Present information in words and drawings.</p> <p><b>BINQ.5:</b> Use data to construct reasonable explanations.</p> <p><b>BINQ.6:</b> Analyze, critique and communicate investigations using words, graphs and drawings.</p>	<p><b>HEREDITY AND EVOLUTION</b></p> <p><b>3.2</b> – Organisms can survive and reproduce only in environments that meet their basic needs.</p> <p><b>3.2.a.</b> – Plants and animals have structures and behaviors that help them survive in different environments.</p>		

