

Science Curriculum Grade 3rd
Cross County School

Science Skill	Concept	District Objective	Curricular Indicator	Performance Level	Pacing	Instructional Materials/ Class Activities	Intervention	Assessment Local	Assessment NeSA
Inquiry	Scientific Questioning	Ask testable scientific questions (magnets, matter)	5.1.1.a	P	all year				
	Scientific Investigations	Plan and conduct investigations and identify factors that have the potential to impact an investigation (states of matter, life cycles of plants)	5.1.1.b	P	all year				
	Scientific Tools	Select and use equipment correctly and accurately (hand held lense in plant unit, balance or thermometer in states of matter)	5.1.1.c	P	all year				
	Scientific Observations	Make relevant observations and measurements (observe states of matter or measure precipitation in water cycle)	5.1.1.d	P	all year				
	Scientific Data Colleciton	Collect and organize data (measure plant growth or create a chart that indicates what items are magnetic as data)	5.1.1.e	P	all year				
	Scientific Interpretations, Reflections, and Applicaitons	Develop a reasonable explanation based on collected data (plant a plant in dark/light and explain differences in growth or look at data on a magnet experiment to explain repel/attract)	5.1.1.f	P	all year				
	Scientific Communication	Share information, procedures, and results with peers and/or adults (works with layered curriculum in any area such as magnets or states of matter)	5.1.1.g	P	all year				
	Scientific Communication	Provide feedback on scientific investigations (after looking at various food labels share which foods would be best or share differences in magnets and uses after an experiment)	5.1.1.h	P	all year				
	Mathematics	Use appropriate mathematics in all aspects of scientific inquiry (measure and weigh items in states of matter or meature plants as they grow)	5.1.1.i	P	all yaer				
	Scientific Knowledge	Recognize that scientific explanations are based on evidence and scientific explanations (find data on magnets and make a conclusion about what causes something to attract or repel)	5.1.2.a	P	all year				
	Scientific Society	Recognize that new discoveries are always being made which impact scientific knowledge (compare/contrast old food pyramid to new pyramid or discuss pollution in relation to the water cycle and how it impacts it)	5.1.2.b	P	all year				

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	Science as a Human Endeavor	Recognize many different people study science (determine all the people who might use magnets and how: cow magnets, mechanics, etc.)	5.1.2.c	P	all year				
	Abilities to do Technical Design	Identify a simple problem (ice cube race..how do we get ice to melt quickly in state sof matter unit)	5.1.3.a	P	all year				
		Propose a solution to a simple problem (each student comes up with idea to melt ice, with certain stipulations)	5.1.3.b	P	all year				
		Implement the proposed solution (conduct the "Great Amercian Ice Cube Race")	5.1.3.c	P	all year				
		Evaluate the implementation (Discuss the results of the ice cube race, share dats and times and determine good ways to melt ice)	5.1.3.d	P	all year				
		Communicate the problem, design, and solution	5.1.3.e	P	all yaer				
Earth		Identify, explain and illustrate four phases of the water cycle: storage, evaporation, precipitation, condensation		I/M	March				
	Energy Sources	Describe the sun's warming effect on land and water, in reference to the water cycle	5.4.3.a	I/M	March				
	Properties of Earth Materials	Describe the characteristic of water (this is one fourth of the actual standard)	5.4.2.a	I	March				
Physcial	Universal Forces	Describe magnetic attraction and repulsion	5.2.2.c	I/M	Dec				
		Describe what items a magnet will be attracted to and list specific characteristics of those items, such as it has metal in it		I/M	Dec				
		Identify the north and south pole of a magnet		I/M	Dec				
		Demonstrate or explain the attraction/repulsion between magnetic poles		I/M	Dec				
		List several purposes for a magnet		I/M	Dec				

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	Properties and Structures of Matter	Observe physical properties of objects	2.2.1	R	Feb				
	Properties and Structures of Matter	Identify physical properties of color, shape, size, texture and weight	2.2.1	R	Feb				
	Properties and Structures of Matter	Identify physical properties of elasticity and volume		I	Feb				
	Properties and Structures of Matter	Measure physical properties using the metric system of measurement	5.2.1.c	I	Feb				
	States of Matter	Identify solids, liquids and gases based on properties such as liquids take the shape of their container or molecules move more freely in air	2.2.1.d	I	Feb				
	States of Matter	Identify state changes: gas, liquid, solid, in relation to vapor, water, ice	5.2.1.d	P	Feb				
Life	Reproduction	Identify and put in order the life cycle of a particular organism, including plants and animals	5.3.2.b	P	Sept/Oct				
		Draw and label life cycle of given organisms, indicating a circular movement		P	Sept/Oct				
	Characteristics of Life	Compare and contrast living and nonliving things with reference to manmade verses natural	5.3.1.a	M	Sept/Oct				
	Inherited Traits	Identify inherited characteristics of plants and animals	5.3.2.a	P	Sept/Oct				
		Identify characteristics of humans		I	Sept/Oct				
		Identify learned traits of animals and humans		I	Sept/Oct				
	Flow of Energy	Illustrate and explain a simple food chain that begins with the sun	5.3.3.a	I	Nov				

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		Draw and label a food chain given a specific environment such as ocean or desert		I	Nov				
		Explain how a particular disaster such as a fire would impact a food chain		I	Nov				
		Explain how animals might adapt and survive in a case in which a portion of a food chain was disrupted, such as the animal might move or find another food source		P	Nov				
	Ecosystems	Explain how living and nonliving factors affect survival of organisms in an ecosystem, such as fire, disease, building a manmade structure, etc	5.3.3.c	P	Nov				
	Flow of Energy	Identify the role of producers, consumers, decomposers, and scavengers in an ecosystem	5.3.3.b	I	Nov				
	Personal Health	(Personal Health) Draw and label the Food pyramid...explaining the differences in band sizes and the stairs up the side		M	Jan				
	Personal Health	Identify a purpose for understanding the information on the food pyramid, it will help us to lead a healthier life, make us feel better, etc		I	Jan				
	Personal Health	Place selected foods within the correct food group		I/M	Jan				
	Personal Health	Identify foods as good or bad choices with respect to health		M	Jan				
	Personal Health	Plan a well organized and appropriately balanced meal		I/M	Jan				