

# Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

## Science Grade 3

### Science

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<b>Physical Science: Structure &amp; Transform</b>																														
<p>■ 1.1.1 (DOK 3) ASSESSED</p> <p>The learner will be able to classify material objects by their properties providing evidence to support their classifications.</p> <p>Objects are made of one or more materials such as paper, wood, and metal. Objects can be described by the properties of the materials from which they are made. Those properties and measurements of the objects can be used to separate or classify objects or materials.</p>																														
<p>■ 1.1.2 Supporting</p> <p>The learner will be able to understand that objects have many observable properties such as size, mass, shape, color, temperature, magnetism, and the ability to interact and/or to react with other substances. Some properties can be measured using tools such as metric rulers, balances, and thermometers.</p>																														
<p>■ 1.1.3 (DOK 2) ASSESSED</p> <p>The learner will be able to describe the properties of water as it occurs as a solid, liquid or gas. Matter (water) can exist in different states--solid, liquid and gas. Properties of those states of matter can be used to describe and classify them.</p>																														

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<b>Physical Science: Motion and Forces</b>																														
<p>■ 1.2.1 (DOK 3) ASSESSED</p> <p>The learner will be able to describe and make inferences about the interactions of magnets with other magnets and other matter like magnets can make some things move without touching them.</p> <p>Magnets have observable properties that allow them to attract and repel each other and attract certain kinds of other materials (e.g., iron). Based on the knowledge of the basic properties of magnets, predictions can be made and conclusions drawn about their interactions with other common objects.</p>																														
<p>■ 1.2.2 (DOK 2) ASSESSED</p> <p>The learner will be able to describe the change in position over time (motion) of an object. An object's motion can be observed, described, compared and graphed by measuring its change in position over time.</p>																														
<p>■ 1.2.3 (DOK 2) ASSESSED</p> <p>The learner will be able to describe the position and motion of objects and predict changes in position and motion as related to the strength of pushes and pulls. The position and motion of objects can be changed by pushing or pulling, and can be explored in a variety of ways (such as rolling different objects down different ramps). The amount of change in position and motion is related to the strength of the push or pull (force). The force with which a ball is hit illustrates this principle. By examining cause and effect relationships related to forces</p>																														



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<p>■ 2.3.3 (DOK 2) ASSESSED</p> <p>The learner will be able to describe the properties, locations and real or apparent movements of objects in the sky (Sun, moon). Objects in the sky have properties, locations and real or apparent movements that can be observed and described. Observational data, patterns, and models should be used to describe real or apparent movements.</p>																															
<p>■ 2.3.4 (DOK 2) ASSESSED</p> <p>The learner will be able to describe the movement of the sun in the sky using evidence of interactions of the sun with the earth like shadows, position of sun relative to horizon to identify patterns of movement. Changes in movement of objects in the sky have patterns that can be observed and described. The Sun appears to move across the sky in the same way every day, but the Sun's apparent path changes slowly over seasons. Recognizing relationships between movements of objects and resulting phenomena, such as shadows, provides information that can be used to make predictions and draw conclusions about those movements.</p>																															
<p>■ 2.3.5 Supporting</p> <p>The learner will be able to understand that the moon moves across the sky on a daily basis much like the Sun. The observable shape of the moon can be described as it changes from day to day in a cycle that lasts about a month.</p>																															

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<b>Biological Science: Unity &amp; Diversity</b>																															
<p>■ 3.4.1 (DOK 2) ASSESSED</p> <p>The learner will be able to explain the basic needs of organisms. Organisms have basic needs. For example, animals need air, water and food; plants need air, water, nutrients and light. Organisms can survive only in environments in which their needs can be met.</p>																															
<p>■ 3.4.2 Supporting</p> <p>The learner will be able to understand that things in the environment are classified as living, nonliving and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics such as body coverings and body structures.</p>																															
<p>■ 3.4.3 (DOK 2) ASSESSED</p> <p>The learner will be able to describe the basic structures and related functions of plants and animals that contribute to growth, reproduction and survival. Each plant or animal has observable structures that serve different functions in growth, survival and reproduction. For example, humans have distinct body structures for walking, holding, seeing and talking. These observable structures should be explored to sort, classify, compare and describe organisms.</p>																															
<p>■ 3.4.4 (DOK 2) ASSESSED</p> <p>The learner will be able to describe a variety of plant and animal life cycles to understand patterns of the growth, development, reproduction and death of an organism. Plants and animals have life cycles that include the</p>																															



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<p>observations and investigations begin to reveal that the Sun provides the light and heat necessary to maintain the temperature of Earth. Based on those experiences, the conclusion can be drawn that the Sun's light and heat are necessary to sustain life on Earth.</p>																														
<p>■ 4.6.4 (DOK 2) ASSESSED The learner will be able to describe light as traveling in a straight line until it strikes an object. Light can be observed and described as it travels in a straight line until it strikes an object.</p>																														
<p>■ 4.6.3 (DOK 2) ASSESSED The learner will be able to analyze models of basic electrical circuits using batteries, bulbs and wires, in order to determine whether a simple circuit is open or closed. Electricity in circuits can produce light. Describing and comparing models demonstrates basic understanding of circuits.</p>																														
<b>Unifying Concepts: Interdependence</b>																														
<p>■ 4.7.1 (DOK 2) ASSESSED The learner will be able to describe the cause and effect relationships existing between organisms and their environments. The world has many different environments. Organisms require an environment in which their needs can be met. When the environment changes some plants and animals survive and reproduce and others die or move to new locations.</p>																														

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#### ■ 4.7.2 (DOK 2) ASSESSED

The learner will be able to describe the cause and effect relationships existing between organisms and their environments. The world has many different environments. Organisms require an environment in which their needs can be met. When the environment changes some plants and animals survive and reproduce and others die or move to new locations.

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