

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Science/ Grade 3

Essential Question – How do materials cycle through the Earth's systems?

Unit/Time frame	CT Frameworks/ Standard	Content and Skill Objectives: Students will be able to	CMT CORRELATION	ASSESSMENT	RESOURCES
<p style="text-align: center;">The Changing Earth</p> <p style="text-align: center;">The Earth</p> <p style="text-align: center;">8-10 weeks</p> <p style="text-align: center;">Sept. – Nov.</p>	<p>3.3 – Earth materials have different physical and chemical properties</p>	<ul style="list-style-type: none"> • Differentiate between rocks and minerals. • Use the senses and simple measuring tools to gather data about various rocks. • Classify them based on observable properties (e.g., shape, size, color, weight, visible markings). • Conduct simple tests to determine properties of different minerals (e.g., color, odor, streak, luster, hardness, magnetism), organize data in a table and use the data and other resources to identify unknown mineral specimens. • Summarize nonfiction text to compare and contrast the conditions under which igneous, metamorphic and sedimentary rocks are formed. • Observe and analyze rock properties (e.g., crystal size or layers) to infer the conditions under which the rock was formed. • Evaluate the usefulness of different rock types for specific applications (e.g., buildings, sidewalks, stone walls, statues or monuments). 	<p>B 5. Describe the physical properties of rocks and relate them to their potential uses.</p> <p>B 6. Relate the properties of rocks to the possible environmental conditions during their formation.</p>	<p>Teacher observation of student performance</p> <p>Teacher-prepared assessments</p> <p>Student Drawing/labeling</p> <p>Student Journal/notebooks</p> <p>Science lab activities and experiments</p> <p>Rock Identification lab/assessment</p>	<p>Nonfiction literature</p> <p>Multimedia resources</p> <p>Magnifying glasses</p> <p>Models of the Earth</p> <p>Assorted colored clay</p> <p>Samples of igneous, sedimentary and metamorphic rocks</p> <p>Vinegar/lemon juice</p> <p>Samples of different types of sand</p>

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Essential Question – How are materials similar and different? Can simple test be used to help identify and describe these materials?

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<p>Properties of Matter</p> <p>10-12 weeks</p> <p>Nov. – Feb.</p>	<p>3.1a. Heating and cooling cause changes in some of the properties of materials.</p>	<ul style="list-style-type: none"> • Compare and contrast the properties of solids, liquids and gases. • Carry out simple tests to determine if materials dissolve, sink or float in water, conduct heat or attract to magnets. • Classify materials based on their observable properties, including state of matter. • Design and conduct fair tests to investigate the absorbency of different papers, write conclusions based on evidence, and explain why similar investigations might produce different results. • Evaluate the effectiveness of different materials for keeping a substance warm or cold (i.e., conducting heat). • Explain the role of heat in changing matter from one state to another. • Predict the effect of adding or removing heat on the condensation, evaporation, melting or freezing of water. 	<p>B1. Sort and classify materials based on properties such as dissolving in water, sinking and floating, conducting heat, and attracting to magnets.</p> <p>B2. Describe the effect of heating on the melting, evaporation, condensation and freezing of water.</p>	<p>Teacher observation of student performance</p> <p>Teacher-prepared assessments</p> <p>Student Drawing/labeling</p> <p>Student Journal/notebooks</p> <p>Science lab sheets, activities and experiments</p>	<p>Delta science Modules: Properties of Matter</p> <p>Theme Based-nonfiction literature</p> <p>Charts</p> <p>Multimedia resources</p> <p>Computer sites Magnets</p> <p>Water, ice and or snow</p> <p>Assorted Materials: Wood, plastic, paper, fabric, cloth</p>

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Essential Question –How do science and technology affect the quality of our lives?

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<p>Science and Technology in Society</p> <p>Recycling</p> <p>4-6 weeks</p> <p>March - April</p>	<p>3.4.a Decisions made by individuals can impact the global supply of many resources.</p>	<ul style="list-style-type: none"> • Describe ways people use earth materials, such as fossil fuels, trees, water, soils and rocks as natural resources to improve their lives. • Summarize nonfiction text to explain how humans use technology to access and use natural resources to produce electricity or other products (e.g., paper or concrete). • Explain advantages and disadvantages of renewable and nonrenewable energy sources that can be used for making electricity, fueling cars or heating homes. • Design and conduct experiments to evaluate the effectiveness of different insulating materials for keeping a substance warm or cold (i.e., conducting heat). • Use mathematics to estimate, measure and graph the quantity of a natural resource (e.g., water, paper) used by an individual (or group) in a certain time period. • Distinguish among reducing, reusing, recycling and replacing as conservation techniques. 	<p>B7. Describe how earth materials can be conserved by reducing the quantities used, and by reusing and recycling materials rather than discarding them.</p>	<p>Teacher observation of student performance</p> <p>Teacher-prepared assessments</p> <p>Student Drawing/labeling</p> <p>Student Journal/notebooks</p> <p>Science lab activities and experiments</p>	<p>Theme Based-nonfiction literature</p> <p>Charts</p> <p>Multimedia resources</p> <p>Computer sites</p> <p>assorted materials that can be recycled</p>

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Essential Question –What processes are responsible for life’s unity and diversity?

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Structure and Function Animals 4-6 weeks May - June	3.2. a. Plants and animals have structures and behaviors that help them survive in different environments.	<ul style="list-style-type: none"> • 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. • Explain how behaviors such as hibernation, dormancy and migration give species advantages for surviving unfavorable environmental conditions. • Give examples of ways animals benefit from camouflage. • Evaluate whether an adaptation gives a plant or animal a survival advantage in a given environment. • Design a model of an organism whose adaptations give it an advantage in a specific environment. 	B3. Describe how different plants and animals are adapted to obtain air, water, food and protection in specific land habitats. B4. Describe how different plants and animals are adapted to obtain air, water, food and protection in water habitats.	Teacher observation of student performance Teacher-prepared assessments Student Drawing/labeling Student Journal/notebooks Science lab activities and experiments	Teacher created activities Picture card of animals in hiding Picture cards of animals and plants Theme Based-nonfiction literature Charts Multimedia resources Computer sites Library-media specialist