1st Quarter
Grade 3 Science

Week	Objectives	Students' Performance Indicators	SA	TA
	Topic: Types of Plants			
	Standard: The ways that scientists ask questions about the natural world, get and analyze data, develop explanations, and communicate their evidence.			
1	Identify air, water, soil, and light as four needs of plants.	✓ I can identify air, water, soil, and light as four needs of plants.		
	Analyze how roots, stems, and light, as four needs of plants.	✓ I can analyze how roots, stems, and light, as four needs of plants.		
	Observe and identify the parts of a simple plant.	✓ I can observe and identify the parts of a simple plant.		
	Analyze how root like, stemlike, and leaflike parts help simple plants meet their needs.	✓ I can analyze how root like, stemlike, and leaflike parts help simple plants meet their needs.		
2	Recognize that seeds need certain conditions to sprout.	✓ I can recognize that seeds need certain conditions to sprout.		
	List ways plants reproduce without using seeds.	✓ I can list ways plants reproduce without using seeds.		
	Identify four ways in which seeds are dispersed.	✓ I can identify four ways in which seeds are dispersed.		
	Identify photosynthesis as an activity of plants that allows them to survive.	✓ I can identify photosynthesis as an activity of plants that allows them to survive.		
	Describe the role of chlorophyll in photosynthesis.	✓ I can describe the role of chlorophyll in photosynthesis.		
3	***Topic: Types of Animals***			
	Standard: The ways that scientists ask questions about the natural world, get and analyze data, develop explanations, and communicate their evidence.			
	Observe and describe the habits of organisms.	✓ I can observe and describe the habits of organisms.		
	Recognize that animals have similar needs.	✓ I can recognize that animals have similar needs.		
	Identify some inherited traits of animals.	✓ I can identify some inherited traits of animals.		
	Observe and identify characteristics among mammals and birds that allow each to survive.	✓ I can observe and identify characteristics among mammals and birds that allow each to survive.		
4	Analyze how adaptive characteristics help members of a species survive.	✓ I can analyze how adaptive characteristics help members of a species survive.		
	Observe and identify characteristics among amphibians, fish, and reptiles that allow each to survive.	✓ I can observe and identify characteristics among amphibians, fish, and reptiles that allow each to survive.		

	Recognize that some animal behavior is instinctive and some is learned.	✓ I can recognize that some animal behavior is instinctive and some is learned.		
	Observe how camouflage and mimicry can help animals avoid danger.	✓ I can observe how camouflage and mimicry can help animals avoid danger.		
	Identify current and past causes of extinction.	✓ I can identify current and past causes of extinction.		
Week	***Topic: Where Living Things Are Found***			
	Standard:The science of life at the levels of individual organisms, ecosystems, Earth's global web of life, and the possibilities of life in the Universe.			
	Objectives	**Students' Performance Indicators**	**SA**	**TA**
5	Observe and describe the habitats of organisms within an ecosystem.	✓ I can observe and describe the habitats of organisms within an ecosystem.		
	Recognize that organisms with similar needs compete with each other for resources.	✓ I can recognize that organisms with similar needs compete with each other for resources.		
	Identify some living things that make their homes in forest ecosystems.	✓ I can identify some living things that make their homes in forest ecosystems.		
6	Recognize that living things have characteristics for surviving in different forest environments.	✓ I can recognize that living things have characteristics for surviving in different forest environments.		
	Identify some living things that make their homes in desert ecosystems.	✓ I can identify some living things that make their homes in desert ecosystems.		
	Identify some living things that make their homes in grassland ecosystems.	✓ I can identify some living things that make their homes in grassland ecosystems.		
	Recognize that living things have characteristics for surviving in grasslands.	✓ I can recognize that living things have characteristics for surviving in grasslands.		
	Identify the two main types of water ecosystems.	✓ I can identify the two main types of water ecosystems.		
	Give examples of living things that live in each type of water ecosystem.	✓ I can give examples of living things that live in each type of water ecosystem.		

End of 1st Quarter

2nd Quarter
Grade 3 Science

Week	Objectives	Students' Performance Indicators	SA	TA
	Topic: Living Things Depend on One Another			
	Standard: The science of life at the levels of individual organisms, ecosystems, Earth's global web of life, and the possibilities of life in the Universe.			
1	Recognize that the energy most living things get from food originated with the sun.	✓ I can recognize that the energy most living things get from food originated with the sun.		
	Identify characteristics of living things that help them get food.	✓ I can identify characteristics of living things that help them get food.		
2	Recognize that animals depend on plants and other animals for energy.	✓ I can recognize that animals depend on plants and other animals for energy.		
	Identify a food chain as model that shows the movement of food and energy through a community.	✓ I can identify a food chain as model that shows the movement of food and energy through a community.		
	Observe that some organisms in an ecosystem compete with each other for food.	✓ I can observe that some organisms in an ecosystem compete with each other for food.		
	Recognize that more than one food chain exists in a community.	✓ I can recognize that more than one food chain exists in a community.		
	Topic: Minerals, Rocks, and Fossils			
	Standard: The science of planet Earth and its place in the solar system and in the Universe.			
3	Describe what mineral and rocks are.	✓ I can describe what mineral and rocks are.		
	Give examples of the uses of minerals and rocks.	✓ I can give examples of the uses of minerals and rocks.		
	Identify the solid and liquid portions of Earth's structure.	✓ I can identify the solid and liquid portions of Earth's structure.		
	Identify the three types of rocks and how they form.	✓ I can identify the three types of rocks and how they form.		
	Describe the way people use rocks.	✓ I can describe the way people use rocks.		
	Describe the sequence of events in the rock cycle that can change one type of rock into another.	✓ I can escribe the sequence of events in the rock cycle that can change one type of rock into another.		
4	Give examples of the different types of fossils.	✓ I can give examples of the different types of fossils.		
	Recognize where most fossils are found.	✓ I can recognize where most fossils are found.		
	Describe how fossils show that life has changed.	✓ I can describe how fossils show that life has changed.		

Week	*Topic: Forces That Shape Land*			
	Standard: The science of planet Earth and its place in the solar system and in the Universe.			
	Objectives	**Students' Performance Indicators**	**SA**	**TA**
5	Identify some of the forces that change Earth's surface.	✓ I can identify some of the forces that change Earth's surface.		
	Describe the ways different landforms look.	✓ I can describe the ways different landforms look.		
	Recognize why landforms constantly changed.	✓ I can recognize why landforms constantly changed.		
	Describe how wind, water, and ice shape Earth's surface.	✓ I can describe how wind, water, and ice shape Earth's surface.		
	Identify earthquakes, volcanoes, and floods.	✓ I can identify earthquakes, volcanoes, and floods.		
	Describe how earthquakes, volcanoes, and floods change the surface of Earth.	✓ I can describe how earthquakes, volcanoes, and floods change the surface of Earth.		
6	*Topic: Earth's Resources*			
	Standard: The science of planet Earth and its place in the solar system and in the Universe.			
	Describe what resources are.	✓ I can describe what resources are.		
	Identify common resources.	✓ I can identify common resources.		
	Give examples of how people use resources.	✓ I can give examples of how people use resources.		
	Identify the resources that will never run out.	✓ I can identify the resources that will never run out.		
	Identify the resources that could be used up.	✓ I can identify the resources that could be used up.		
7	Describe recycling, and identify the way recycling saves resources	✓ I can describe recycling, and identify the way recycling saves resources		
	Give examples of other ways to conserve resources.	✓ I can give examples of other ways to conserve resources.		

End of 2nd Quarter

3rd Quarter
Grade 3 Science

Week	Objectives	Students' Performance Indicators	SA	TA
	Topic: The Water Cycle			
	Standard: The science of planet Earth and its place in the solar system and in the Universe.			
1	Identify where water is found on Earth.	✓ I can identify where water is found on Earth.		
	Describe the forms of water.	✓ I can describe the forms of water.		
	Describe why water is important.	✓ I can describe why water is important.		
	Describe how water changes from one form to another.	✓ I can describe how water changes from one form to another.		
	Describe how water moves from place to place in the water cycle.	✓ I can describe how water moves from place to place in the water cycle.		
	Topic: The Observing Weather			
	Standard: The science of planet Earth and its place in the solar system and in the Universe.			
3	Identify the layers of the atmosphere.	✓ I can identify the layers of the atmosphere.		
	Define weather.	✓ I can define weather.		
	Describe what makes up the weather.	✓ I can describe what makes up the weather.		
	Describe how weather changes.	✓ I can describe how weather changes.		
4	Identify the ways temperature, precipitation, and wind are measured.	✓ I can identify the ways temperature, precipitation, and wind are measured.		
	Describe how people forecast the weather.	✓ I can describe how people forecast the weather.		
	Identify the symbols used on a weather map.	✓ I can identify the symbols used on a weather map.		
	Topic: Earth and Its Place in the Solar System			
	Standard: The science of planet Earth and its place in the solar system and in the Universe.			
5	Identify the solar system's eight planets.	✓ I can identify the solar system's eight planets.		
	Describe other bodies in the solar system.	✓ I can describe other bodies in the solar system.		
	Describe why there are seasons.	✓ I can describe why there are seasons.		
	Identify the cause of day and night.	✓ I can identify the cause of day and night.		
6	Describe the moon's phases.	✓ I can describe the moon's phases.		
	Identify what causes eclipses.	✓ I can identify what causes eclipses.		

Week	*Topic: Properties of Matter*			
	Standard: The science of matter and energy at the smallest microscopic levels and at the largest levels of the Universe.			
	Objectives	**Students' Performance Indicators**	**SA**	**TA**
7	Observe physical properties of matter.	✓ I can observe physical properties of matter.		
	Identify matter as a solid, liquid, or gas.	✓ I can identify matter as a solid, liquid, or gas.		
	Describe evaporation.	✓ I can describe evaporation.		
	Demonstrate how to gather information about mass and volume by using appropriate tools to identify physical properties of matter.	✓ I can demonstrate how to gather information about mass and volume by using appropriate tools to identify physical properties of matter.		

End of 3rd Quarter

4th Quarter
Grade 3 Science

1	***Topic: Changes in Matter***			
	Standard: The science of matter and energy at the smallest microscopic levels and at the largest levels of the Universe.			
	Objectives	**Students' Performance Indicators**	**SA**	**TA**
	Recognize that matter has multitude forms and can be changed from one form to another.	✓ I can recognize that matter has multitude forms and can be changed from one form to another.		
	Describe a chemical change.	✓ I can describe a chemical change.		
	Recognize that when two or more substances combine a new substance may form that has properties different from the original substances.	✓ I can recognize that when two or more substances combine a new substance may form.		
2	***Topic: Energy***			
	Standard: The science of matter and energy at the smallest microscopic levels and at the largest levels of the Universe.			
	Demonstrate one-way energy can be used to move objects.	✓ I can demonstrate one-way energy can be used to move objects.		
	Identify sources of energy and the different forms energy can take.	✓ I can identify sources of energy and the different forms energy can take.		
	Compare various kinds of stored energy.	✓ I can compare various kinds of stored energy.		
	Observe that energy can travel as a wave.	✓ I can observe that energy can travel as a wave.		
3	Recognize that energy moves out of a battery and into other objects.	✓ I can recognize that energy moves out of a battery and into other objects.		
	Describe how thermal energy moves as heat.	✓ I can describe how thermal energy moves as heat.		
	Observe that energy can change from one form to another.	✓ I can observe that energy can change from one form to another.		
	Describe how machines and living things can convert stored energy into motion and heat.	✓ I can describe how machines and living things can convert stored energy into motion and heat.		
	Recognize that heat is sometimes produced as a waste product of motion.	✓ I can recognize that heat is sometimes produced as a waste product of motion.		

	Topic: Heat			
	Standard: The science of matter and energy at the smallest microscopic levels and at the largest levels of the Universe.			
	Objectives	**Students' Performance Indicators**	**SA**	**TA**
4	Relate heat and thermal energy.	✓ I can relate heat and thermal energy.		
	Explain how thermal energy affects matter.	✓ I can explain how thermal energy affects matter.		
	Describe three ways in which thermal energy moves from place to place.	✓ I can describe three ways in which thermal energy moves from place to place.		
	Compare tools for measuring temperature.	✓ I can compare tools for measuring temperature.		
	Explore ways to control thermal energy.	✓ I can explore ways to control thermal energy.		
	Topic: Forces and Motion			
	Standard: The science of matter and energy at the smallest microscopic levels and at the largest levels of the Universe.			
5	Explain how forces are measured.	✓ I can explain how forces are measured.		
	Relate forces and motion.	✓ I can relate forces and motion.		
	Explain what work is.	✓ I can explain what work is.		
	Describe the relationship between work and force.	✓ I can describe the relationship between work and force.		
6	Recognize that simple machines make work easier.	✓ I can recognize that simple machines make work easier.		
	Classify different types of simple machines.	✓ I can classify different types of simple machines.		

End of 4th Quarter