

3rd GRADE SCIENCE
1st Quarter
Benchmark Blueprint

Strand 1: Inquiry Process		
Inquiry Process establishes the basis for students' learning in science. Students use scientific processes: questioning, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, and communicating results.		
CONCEPT	PERFORMANCE OBJECTIVE	ASSESSMENT
Concept 1: Observations, Questions, and Hypotheses Observe, ask questions, and make predictions.		
Concept 2: Scientific Testing (Investigating and Modeling) Participate in planning and conducting investigations, and recording data.		
Concept 3: Analysis and Conclusions Organize and analyze data; compare to predictions.		
Concept 4: Communication Communicate results of investigations.		

3rd GRADE SCIENCE
1st Quarter
Benchmark Blueprint

Strand 2: History and Nature of Science

Scientific investigation grows from the contributions of many people. History and Nature of Science emphasizes the importance of the inclusion of historical perspectives and the advances that each new development brings to technology and human knowledge. This strand focuses on the human aspects of science and the role that scientists play in the development of various cultures.

CONCEPT	PERFORMANCE OBJECTIVE	ASSESSMENT
<p>Concept 1: History of Science as a Human Endeavor Identify individual and cultural contributions to scientific knowledge.</p>		
<p>Concept 2: Nature of Scientific Knowledge Understand how science is a process for generating knowledge.</p>		

3rd GRADE SCIENCE
1st Quarter
Benchmark Blueprint

Strand 3: Science in Personal and Social Perspectives		
<p>Science in Personal and Social Perspectives emphasizes developing the ability to design a solution to a problem, to understand the relationship between science and technology, and the ways people are involved in both. Students understand the impact of science and technology on human activity and the environment. This strand affords students the opportunity to understand their place in the world – as living creatures, consumers, decision makers, problem solvers, managers, and planners.</p>		
CONCEPT	PERFORMANCE OBJECTIVE	ASSESSMENT
<p>Concept 1: Changes in Environments Describe the interactions between human populations, natural hazards, and the environment.</p>		
<p>Concept 2: Science and Technology in Society Understand the impact of technology.</p>	<p>PO 1. Identify ways that people use tools and techniques to solve problems.</p> <hr/> <p>PO 2. Describe the development of different technologies (e.g., communication, entertainment, transportation, medicine) in response to resources, needs, and values.</p> <hr/> <p>PO 3. Design and construct a technological solution to a common problem or need using common materials.</p>	

3rd GRADE SCIENCE
1st Quarter
Benchmark Blueprint

Strand 6: Earth and Space Science

Earth and Space Science provides the foundation for students to develop an understanding of the Earth, its history, composition, and formative processes, and an understanding of the solar system and the universe. Students study the regularities of the interrelated systems of the natural world. In doing so, they develop understandings of the basic laws, theories, and models that explain the world (NSES, 1995). By studying the Earth from both a historical and current time frame, students can make informed decisions about issues affecting the planet on which they live.

CONCEPT	PERFORMANCE OBJECTIVE	ASSESSMENT
<p>Concept 1: Properties of Earth Materials Identify the basic properties of earth materials.</p>	PO 1. Identify the layers of the Earth: <ul style="list-style-type: none"> • crust • mantle • core (inner and outer) 	
	PO 2. Describe the different types of rocks and how they are formed: <ul style="list-style-type: none"> • metamorphic • igneous • sedimentary 	
	PO 3. Classify rocks based on the following physical properties: <ul style="list-style-type: none"> • color • texture 	
	PO 4. Describe fossils as a record of past life forms.	
	PO 5. Describe how fossils are formed.	
	PO 6. Describe ways humans use earth materials (e.g., fuel, building materials, growing food).	

3rd GRADE SCIENCE
2nd Quarter
Benchmark Blueprint

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CONCEPT	PERFORMANCE OBJECTIVE	ASSESSMENT
Concept 1: Observations, Questions, and Hypotheses Observe, ask questions, and make predictions.	PO 1. Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge. (See M03-S2C1-01)	
	PO 2. Predict the results of an investigation based on observed patterns, not random guessing.	
Concept 2: Scientific Testing (Investigating and Modeling) Participate in planning and conducting investigations, and recording data.	<i>PO 1. Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.</i>	
	PO 2. Plan a simple investigation (e.g., one plant receives adequate water, one receives too much water, and one receives too little water) based on the formulated questions.	
	PO 3. Conduct simple investigations (e.g., related to plant life cycles, changing the pitch of a sound, properties of rocks) in life, physical, and earth and space sciences.	
	PO 4. Use metric and U.S. customary units to measure objects. (See M03-S4C4-04)	
	PO 5. Record data in an organized and appropriate format (e.g., t-chart, table, list, written log). (See W-F4-01)	

3rd GRADE SCIENCE
2nd Quarter
Benchmark Blueprint

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CONCEPT	PERFORMANCE OBJECTIVE	ASSESSMENT
<p>Concept 3: Analysis and Conclusions Organize and analyze data; compare to predictions.</p>	PO 1. Organize data using the following methods with appropriate labels: <ul style="list-style-type: none"> • bar graphs • pictographs • tally charts (See M03-S2C1-02)	
	PO 2. Construct reasonable interpretations of the collected data based on formulated questions. (See M03-S2C1-03)	
	<i>PO 3. Compare the results of the investigation to predictions made prior to the investigation.</i> <i>(See M03-S2C2-05)</i>	
	<i>PO 4. Generate questions for possible future investigations based on the conclusions of the investigation.</i>	
	PO 5. Record questions for further inquiry based on the conclusions of the investigation.	

3rd GRADE SCIENCE
2nd Quarter
Benchmark Blueprint

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CONCEPT	PERFORMANCE OBJECTIVE	ASSESSMENT
Concept 4: Communication Communicate results of investigations.	PO 1. Communicate investigations and explanations using evidence and appropriate terminology. (See W-F5-01)	
	PO 2. Describe an investigation in ways that enable others to repeat it. (See LS-F1)	
	<i>PO 3. Communicate with other groups to describe the results of an investigation.</i> <i>(See LS-E1)</i>	

3rd GRADE SCIENCE
2nd Quarter
Benchmark Blueprint

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3rd GRADE SCIENCE
2nd Quarter
Benchmark Blueprint

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3rd GRADE SCIENCE
2nd Quarter
Benchmark Blueprint

Strand 5: Physical Science

Physical Science affords students the opportunity to increase their understanding of the characteristics of objects and materials they encounter daily. Students gain an understanding of the nature of matter and energy, including their forms, the changes they undergo, and their interactions. By studying objects and the forces that act upon them, students develop an understanding of the fundamental laws of motion, knowledge of the various ways energy is stored in a system, and the processes by which energy is transferred between systems and surroundings.

CONCEPT	PERFORMANCE OBJECTIVE	ASSESSMENT
Concept 3: Energy and Magnetism Investigate different forms of energy.	PO 1. Demonstrate that light can be: <ul style="list-style-type: none"> • reflected (with mirrors) • refracted (with prisms) • absorbed (by dark surfaces) 	
	PO 2. Describe how light behaves on striking objects that are: <ul style="list-style-type: none"> • transparent (clear plastic) • translucent (waxed paper) • opaque (cardboard) 	
	PO 3. Demonstrate that vibrating objects produce sound.	
	PO 4. Demonstrate that the pitch of a sound depends on the rate of the vibration (e.g., a long rubber band has a lower pitch than a short rubber band).	

3rd GRADE SCIENCE
3rd Quarter
Benchmark Blueprint

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3rd GRADE SCIENCE
3rd Quarter
Benchmark Blueprint

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CONCEPT	PERFORMANCE OBJECTIVE	ASSESSMENT
Concept 1: History of Science as a Human Endeavor Identify individual and cultural contributions to scientific knowledge.	<i>PO 1. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., John Muir [naturalist], supports Strand 4; Thomas Edison [inventor], supports Strand 5; Mae Jemison [engineer, physician, astronaut], supports Strand 6;; Edmund Halley [scientist], supports Strand 6).</i>	
	PO 2. Describe science-related career opportunities.	
Concept 2: Nature of Scientific Knowledge Understand how science is a process for generating knowledge.	PO 1. Describe how, in a system (e.g., terrarium, house) with many components, the components usually influence one another.	
	PO 2. Explain why a system may not work if a component is defective or missing.	

3rd GRADE SCIENCE
3rd Quarter
Benchmark Blueprint

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CONCEPT	PERFORMANCE OBJECTIVE	ASSESSMENT
<p>Concept 1: Changes in Environments Describe the interactions between human populations, natural hazards, and the environment.</p>	PO 1. Describe the major factors that could impact a human population (e.g., famine, drought, disease, improved transportation, medical breakthroughs).	
	PO 2. Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides).	
<p>Concept 2: Science and Technology in Society Understand the impact of technology.</p>		

3rd GRADE SCIENCE
3rd Quarter
Benchmark Blueprint

Strand 4: Life Science

Life Science expands students' biological understanding of life by focusing on the characteristics of living things, the diversity of life, and how organisms and populations change over time in terms of biological adaptation and genetics. This understanding includes the relationship of structures to their functions and life cycles, interrelationships of matter and energy in living organisms, and the interactions of living organisms with their environment.

CONCEPT	PERFORMANCE OBJECTIVE	ASSESSMENT
<p>Concept 1: Characteristics of Organisms Understand that basic structures in plants and animals serve a function.</p>	PO 1. Describe the function of the following plant structures: <ul style="list-style-type: none"> • roots – absorb nutrients • stems – provide support • leaves – synthesize food • flowers – attract pollinators and produce seeds for reproduction 	
<p>Concept 2: Life Cycles Understand the life cycles of plants and animals.</p>	PO 1. Compare life cycles of various plants (e.g., conifers, flowering plants, ferns).	
	PO 2. Explain how growth, death, and decay are part of the plant life cycle.	
<p>Concept 3: Organisms and Environments Understand the relationships among various organisms and their environment.</p>	PO 1. Identify the living and nonliving components of an ecosystem.	
	PO 2. Examine an ecosystem to identify microscopic and macroscopic organisms.	
	PO 3. Explain the interrelationships among plants and animals in different environments: <ul style="list-style-type: none"> • producers – plants • consumers – animals • decomposers – fungi, insects, bacteria 	
	PO 4. Describe how plants and animals cause change in their environment.	
	PO 5. Describe how environmental factors (e.g., soil composition, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce, and thrive.	

3rd GRADE SCIENCE
3rd Quarter
Benchmark Blueprint

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CONCEPT	PERFORMANCE OBJECTIVE	ASSESSMENT
Concept 4: Diversity, Adaptation, and Behavior Identify plant and animal adaptations.	PO 1. Identify adaptations of plants and animals that allow them to live in specific environments.	
	PO 2. Describe ways that species adapt when introduced into new environments.	
	PO 3. Cite examples of how a species' inability to adapt to changing conditions in the ecosystem led to the extinction of that species.	

3rd GRADE SCIENCE
4th Quarter
Benchmark Blueprint

Comprehensive Health Education Standards		
STANDARD 1		
Students comprehend concepts related to health promotion and disease prevention.		
CONCEPT	PERFORMANCE OBJECTIVE	ASSESSMENT
1CH-F4. Describe how heredity, family life and individual lifestyle affect personal health	PO 1. Explain how hereditary traits are passed on from parents to children (e.g., high blood pressure, diabetes, poor eyesight)	
	PO 2. Explain how eating/activity habits effect lifestyle	
1CH-F6. Identify health problems that should be detected and treated early and the reasons why	PO 1. Describe health problems and early detection	
	PO 2. Describe the benefits of early treatment	

3rd GRADE SCIENCE
4th Quarter
Benchmark Blueprint

Comprehensive Health Education Standards

STANDARD 2

Students demonstrate the ability to access accurate health information.

CONCEPT	PERFORMANCE OBJECTIVE	ASSESSMENT
2CH-F3. Explain how media influences the selection and use of health information, products and services	PO 1. Describe how advertisement affects choices	
	PO 2. Identify ways media (movies) influence health decisions	
2CH-F5. Locate and describe the roles of resources (health workers and organizations) from the school and community	PO 1. State appropriate agencies to contact	
	PO 2. Identify resources (e.g., parents, health department, fire department)	

3rd GRADE SCIENCE
4th Quarter
Benchmark Blueprint

Comprehensive Health Education Standards

STANDARD 3

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks

CONCEPT	PERFORMANCE OBJECTIVE	ASSESSMENT
3CH-F4. Apply skills to manage stress	PO 1. Choose two health issues	
	PO 2. Present positive and negative aspects of selected health issues	
3CH-F5. Demonstrate first aid procedures and appropriate responses to common emergencies in the home, school and community	PO 1. Describe a minimum of three first aid procedures	
	PO 2. Determine correct response in case of accident or sudden illness	