Mohawk Local Schools Grade 3rd SCIENCE

Quarter 2 Curriculum Guide

Guiding Principles of the Scientific Inquiry/Learning Cycle:

Evaluate….Engage…Explore…Explain…Extend…Evaluate

Identify ask valid and testable questions
Research books, other resources to gather known information
Plan and Investigate
Use appropriate mathematics, technology tools to gather, interpret data.
Organize, evaluate, interpret observations, measurements, other data
Use evidence, scientific knowledge to develop explanations
Communicate results with graphs charts, tables

Critical Areas of Focus Being Addressed:

- Earth's Resources
- Matter and Forms of Energy
- Behavior, Growth and Changes
- Scientific Inquiry and Application

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product: (DOK1) (DOK2) (DOK3) (DOK4)	Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can…..", "Students Will Be Able To……."
Plants and animals have life cycles that are part of their adaptations for survival in their natural environments(DOK2	The students can observe the life cycle of a plant as it progresses from germination to death. (DOK2)

	The students can compare plant seeds and seedlings to their parent plants, noting similarities and differences. (DOK2) The students can observe plant behaviors, noting their responses to environmental stimuli. (DOK2) The students can test different variables on bean seeds to observe their response. (DOK3) The students can discuss how plant variations can increase or decrease a plant's chances for survival. (DOK2) The students can observe the life cycle of an animal as it progresses from birth to death. (DOK2) The students can explain how traits of an organism affect its ability to survive in a given habitat. (DOK2) The students can compare the traits they observe with others in the class. (DOK2) The students can develop a data table to show the results of the observed traits within my class. (DOK3)
Individuals of the same kind differ in their traits and sometimes the differences give individuals an advantage in surviving and reproducing (DOK2)	The students can observe the life cycle of a plant as it progresses from germination to death. (DOK2) The students can compare plant seeds and seedlings to their parent plants, noting similarities and differences. (DOK2) The students can observe plant behaviors, noting their responses to environmental stimuli. (DOK2) The students can test different variables on bean seeds to observe their response. (DOK3) The students can discuss how plant variations can increase or decrease a plant's chances for survival. (DOK2) The students can explain how traits of an organism affect its ability to survive in a given habitat. (DOK2) The students can compare the traits they observe with others in the class. (DOK2) The students can develop a data table to show the results of the observed traits within their class. (DOK3)
Offspring resemble their parents and each other (DOK2)	The students can observe the life cycle of a plant as it progresses from germination to death. (DOK2) The students can compare plant seeds and seedlings to their

	parent plants, noting similarities and differences. (DOK2) The students can observe plant behaviors, noting their responses to environmental stimuli. (DOK2) The students can test different variables on bean seeds to observe their response. (DOK3) The students can discuss how plant variations can increase or decrease a plant's chances for survival. (DOK2) The students can explain how traits of an organism affect its ability to survive in a given habitat. (DOK2) The students can compare the traits they observe with others in the class. (DOK2) The students can develop a data table to show the results of the observed traits within their class. (DOK3)