



# MOHAWK

## Local School District

*Preparing today's students for tomorrow's challenges*

### Mohawk Local Schools Grade 3<sup>rd</sup> SCIENCE

### Quarter 4 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....."

All objects and substances in the natural world are composed of matter (DOK2)

The students can determine the weight of solids and liquids with the use of a scale. (DOK2)

	<p>The students determine the volume of liquids with the use of a graduated cylinder/beaker and a scale. (DOK2)</p> <p>The students can identify and describe the physical properties of object. (DOK2)</p> <p>The students can describe the differences between a solid, a liquid, and a gas. (DOK2)</p> <p>The students can explain that everything is made of matter and that matter takes up space and has mass (or weight).(DOK2)</p>
<p>Matter exists in different states, each of which has different properties (DOK2)</p>	<p>The students can demonstrate that heating and cooling causes matter to change its states and properties. (DOK3)</p> <p>The students can recognize that there are three states of matter which are commonly known as solids, liquids, and gases. (DOK2)</p> <p>The students can explain that shape and compressibility are properties that are used to distinguish between the states of matter.(DOK2)</p> <p>The students can identify different properties of solids, liquids, and gases. (DOK2)</p> <p>The students can employ simple equipment and tools to gather data and extend knowledge on the states of matter. (DOK3)</p> <p>The students can obtain, evaluate, and ask questions about the observations and explanations of other students' thinking.(DOK3)</p> <p>The students can communicate about observations, investigations, and explanations of their learning.(DOK3)</p>
<p>Heat, electrical energy, light, sound and magnetic energy are forms of energy (DOK2)</p>	<p>The students can demonstrate that heat is a form of energy and can create change in an object. (DOK2)</p> <p>The students can demonstrate that sound, motion, light, and electricity are also forms of energy which have the ability to cause motion or create change. (DOK2)</p> <p>The students can compare and contrast items to demonstrate that magnetic energy causes motion and creates change.(DOK2)</p>

