



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools Grade 3rd SCIENCE

Quarter 3 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....." |
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| Earth's nonliving resources have specific properties(DOK2) | The students can explore characteristics of rocks through observation, measurement, and testing. (DOK2) |

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| | <p>The students can compare characteristics of various rocks (DOK2)</p> <p>The students can explain the process by which rocks are formed. (DOK2)</p> <p>The students can compare different types of soil according to their characteristics. (DOK2)</p> <p>The students can test the ability of water to pass through soil samples. (DOK3)</p> <p>The students can observe that the proper type of soil can be used as a resource to support plant life.(DOK2)</p> |
| <p>Earth's resources can be used for energy(DOK2)</p> | <p>The students can demonstrate and explain the advantages and disadvantages of one energy source on the environment.(DOK3)</p> <p>The students can compare and contrast various energy sources to determine their advantages and disadvantages for use.(DOK2)</p> <p>The students can state whether an energy source is renewable or nonrenewable. (DOK2)</p> <p>The students can identify how Ohio's energy sources compare to those of other states.(DOK2)</p> |
| <p>Some of Earth's resources are limited(DOK2)</p> | <p>The students can name natural resources and explain how they are used by people. (DOK2)</p> <p>The students can explain why some resources are limited.(DOK2)</p> <p>The students can identify ways that people can conserve resources. (DOK2)</p> <p>The students can demonstrate ways to reduce, reuse, and recycle materials.(DOK2)</p> |