WESTBROOK SCHOOL DEPARTMENT

Curriculum

Content Area:	SCIENCE AND TECHNOLOGY	Grade Level:	3
MLR Content Standard:	**A. UNIFYING THEMES: Students will be able to apply the concepts of systems, models, constancy and change and scale to further science and technological understanding**		
MLR Performance Indicators	**WSD Benchmarks** The student will	**Instruction Level***	**Common Assessment**
Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment			
A1	Describe the relationship between healthy practice & personal health (eating well/exercise).	I,R,E	
A1a	Give examples that show how individual body systems can influence one another.	I,R,E	
A2	Use models and represent and understand objects, processes, and events in the real world.	I,R	
A3	Describe how healthy food choices promote the health of human body systems.	I,R,E	
A3	Describe basic structures & functions of skeletal, muscular, respiratory, digestive & circulatory systems: •Skelatal system give you structure and shape and helps the body move. •Muscular system helps you move and connects to the bones (muscles). •Respiratory helps the body use the air you breathe (lungs, nose, mouth, windpipe). •Digestive system helps the body use food to make energy (mouth, stomach, intestines). •Circulatory moves blood through the body (heart, arteries and veins).	I,R	
A3a	Recognize patterns of change - such as steady, repetitive, irregular, or apparently unpredictable change.	I,R	
A3b	Make tables or graphs to represent and examine changes.	I,R	

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A4	Use mathematics to describe scale: •Measure things to compare sizes, speeds, time, distances, and weights. •Use fractions and multiples to make comparisons of scale.	I,R	

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MLR Content Standard:	**B. THE SKILLS AND TRAITS OF SCIENTIFIC INQUIRY AND TECHNOLOGICAL DESIGN: Students will have the ability to plan, conduct, analyze data from and communicate results of in-depth scientific investigations and use a systematic process, tools, equipment, and a variety of materials to create a technological design producing a solution to meet a specified need.**		
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B1	Conduct an experiment using the scientific method.	R,E	

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Content Area:	SCIENCE AND TECHNOLOGY	Grade Level:	3
MLR Content Standard:	**C. THE SCIENTIFIC AND TECHNOLOGICAL ENTERPRISE: Students will understand the history and nature of scientific knowledge and technology, the processes of inquiry and technological design, and the impacts science and technology have on society and the environment.**		
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C1	Explain how scientists conduct investigations, develop explanations, and communicate with other scientists and the importance of following directions carefully (Scientific Method: question, hypothesis, materials, procedure, observation, and conclusion).	R,E	
C3a	Explain how science and technology help people make safe and healthy decisions.	I,R	

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Content Area:	SCIENCE AND TECHNOLOGY	Grade Level:	3
MLR Content Standard:	**D. THE PHYSICAL SETTING: Students will understand the universal nature of matter, energy, force and motion, and will be able to identify how these relationships are exhibited in Earth Systems, in the solar system and throughout the universe.**		
MLR Performance Indicators	WSD Benchmarks The student will	Instruction Level*	Common Assessment
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D1	Describe positions and motions of different objects in and beyond our solar system and how they can be viewed from Earth: •Show the locations of the sun, Earth, moon, and eight other planets and their orbits. •Illustrate the sun and nine planets in order. •Illustrate that planets orbit the sun. •Describe the apparent daily orbiting of the sun around the Earth. •State that the sun is a star and the central and largest body in our solar system. •Explain that one star is in a solar system and many solar systems make up a galaxy.	I,R,E	
D2a	Explain the effects of the rotation of Earth on the day/night cycle and how the cycle affects local temperature.	I,R	
D3c	Describe what happens when an object gives off heat and is near a cool object.	I,R	
D4c	Identify the four forms of energy: heat, light, sound and electricity.	I,R,E	
D4c	Give examples of how electrically charged materials push and pull objects (static electricity and lightning).	I,R,E	

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D4c	Identify the characteristics of magnets: •Magnets are made of iron or steel. •Magnets have two poles. •Unlike pole attract and like poles repel. •Magnets attract magnetic material, like iron.	I,R,E	
D4c	Differentiate between magnets and non-magnets.	I,R,E	
D4c	List some uses of magnets in everyday objects.	I,R,E	
D4c	Give an example of how a magnet can push and pull an object.	I,R,E	

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MLR Content Standard:	**E. THE LIVING ENVIRONMENT: Students will understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms and that these organisms create an interdependent web through which matter and energy flow. They will understand their similarities and differences as humans to the other organisms and their interconnections to these webs.**		
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