

Citrus County Schools
Third Grade Aligned Science Standards

CURRICULUM ALIGNMENT TOOL

GRADE 3

(Aligned to Harcourt Science)



Body of Knowledge N – The Nature of Science

BIG IDEAS 1 & 3 – The Practice of Science; The Role of Theories, Laws, Hypotheses, and Models

Science Benchmarks	Crosswalk To Old Standards	Page Number(s)
SC.3.N.1.1- Raise questions about the natural world, investigate them in teams through free exploration and systematic investigations, and generate appropriate explanations based on those investigations.	SC.H.1.2.2	11, 18-23; all “experiments”: 27, 63, 121, 187, 327, 363, 433 ALR: “Science Fair Live!” ELLR: “How Scientists Work” RTE6: Lesson 28
SC.3.N.1.2- Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.	SC.H.1.2.2	-[Teacher will need to use “experiments” listed in SC.3.N.1.1 to compare results across groups] -Harcourt’s The Learning Site at www.harcourtschool.com
SC.3.N.1.3- Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.	SC.H.1.2.1	12-17, 20-23; and all “investigate” activities: 31, 41, 49, 67, 75, 81, 95, 103, 109, 125, 133, 141, 155, 163, 173, 191, 199, 209, 233, 241, 289, 297, 305, 313, 331, 339, 347, 367, 375, 385, 437, 445, 453, 461
SC.3.N.1.4- Recognize the importance of communication among scientists.	SC.H.1.2.2	[See “investigate” activities listed in SC.3.N.1.3]
SC.3.N.1.5- Recognize that scientists question, <u>discuss</u> , and <u>check each other’s evidence and explanations</u> .	SC.H.1.2.4	4 RTE6: Lesson 28 -Harcourt’s The Learning Site at www.harcourtschool.com
SC.3.N.1.6- Infer based on observations.	SC.H.1.2.2	13
SC.3.N.1.7- <u>Explain that empirical evidence is information, such as observations or measurements that is used to help validate explanations of natural phenomena.</u>	SC.H.1.2.2	RTE6: Lesson 28 -Harcourt’s The Learning Site at www.harcourtschool.com
SC.3.N.3.1- <u>Recognize that words in science can have different or more specific meanings than their use in everyday language (i.e., energy, cell, heat/cold, evidence).</u>	NM	-Harcourt’s The Learning Site at www.harcourtschool.com
SC.3.N.3.2- Recognize that scientists use models to help understand and explain how things work.	SC.H.1.2.5	16 ELLR: “How Scientists Work” RTE6: Lesson 28
SC.3.N.3.3- Recognize that all models are approximations of natural phenomena (i.e., they do not perfectly account for all observations).	SC.H.1.2.5	16

(NM) No match to previous benchmarks, (Underline) Topic not addressed in Science Textbook, (RTE) Reading Teacher’s Edition, (ALR) Advanced Level Reader, (ELLR) English Language Learner Reader, (OLR) On Level Reader, (BLR) Below Level Reader, (CLB) Classroom Library Book

Body of Knowledge E – Earth Science

BIG IDEAS 5 & 6 – Earth in Space and Time; Earth’s structure

Science Benchmarks	Crosswalk To Old Standards	Page Number(s)
SC.3.E.5.1- Explain that <u>stars can be different; some are larger, some appear brighter than others</u> ; all except the Sun are so far away that they look like points of light.	SC.E.2.2.1	348-354 OLR: “Star Patterns in the Sky” ELLR: “Star Light, Star Bright” RTE6: Lesson 29 & 30
SC.3.E.5.2- Identify the Sun as a star that emits energy; some of it in the form of light.	NM	69, 112, 349, 386, 487 ALR: “Catch the Sun” RTE6: Lesson 29 & 30
SC.3.E.5.3- Recognize that the Sun appears large and bright because it is the closest star to Earth.	NM	349 RTE6: Lesson 29 & 30
SC.3.E.5.4- Explore the law of gravity by demonstrating that gravity is a force that can be overcome.	NM	132; 138-139 ALR: “Think About Motion” RTE6: Lesson 29 & 30
SC.3.E.5.5- Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.	NM	356-357 ELLR: “Star Light, Star Bright” RTE6: Lesson 29 & 30
SC.3.E.6.1- Demonstrate that radiant energy from the Sun can heat objects and <u>when the Sun is not present, heat may be lost</u> .	NM	69, 112, 349, 386, 487 ALR: “Catch the Sun” RTE6: Lesson 29 & 30

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Body of Knowledge P – Physical Science

BIG IDEAS 8, 9, 10 & 11 – Properties of and changes in matter;
Forms of energy; Energy transfer and transformation

Science Benchmarks	Crosswalk To Old Standards	Page Number(s)
SC.3.P.8.1- Measure and compare temperatures of various samples of solids and liquids.	SC.A.1.2.1	46-47; 95-97; 110-111 RTE6: 223
SC.3.P.8.2- Measure and compare the mass and volume of solids and liquids.	SC.A.1.2.1	3; 35-37; 42-47; 59
SC.3.P.8.3- Compare materials and objects according to properties such as size, shape, <u>color</u> , texture, and <u>hardness</u> .	NM	14; 19; 35; 42-43; 399
SC.3.P.9.1- Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.	SC.A.1.2.2	46; 75; 264-271
SC.3.P.10.1- Identify some basic forms of energy such as light, heat, sound, <u>electrical</u> , and <u>mechanical</u> .	SC.B.1.2.2	66-73; 75-77; 89; 112
SC.3.P.10.2- Recognize that energy has the ability to cause motion or create change.	NM	126-130
SC.3.P.10.3- <u>Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.</u>	NM	331
SC.3.P.10.4- <u>Demonstrate that light can be reflected, refracted, and absorbed.</u>	NM	331
SC.3.P.11.1- <u>Investigate, observe, and explain that things that give off light often also give off heat.</u>	NM	CLB: "Daylight, Nightlight" ELLR: "Star Light, Star Bright" RTE6: Lesson 29
SC.3.P.11.2- Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.	NM	109-111

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Body of Knowledge L – Life Science

BIG IDEA 14, 15 & 17 – Organization and development of living organisms; Diversity and evolution of living organisms; Interdependence

Science Benchmarks	Crosswalk To Old Standards	Page Number(s)
SC.3.L.14.1- Describe structures in plants and their roles in food production, support, water, and nutrient transport, and reproduction.	NM	368-372; 376-382; 386-388 RTE3: Lesson 13 & 14 RTE6: 43
SC.3.L.14.2- Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.	NM	385, 393 RTE3: Lesson 13 & 14
SC.3.L.15.1- Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.	SC.F.1.2.3	400-405; 408-415; 418-425 RTE2: Lesson 8 RTE5: Lesson 21 & 22 RTE6: 43 & 63 ELLR: "Pigs In Our World" RTE6: Lesson 27
SC.3.L.15.2- Classify flowering and non-flowering plants to major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.	NM	368-372; 376-383 RTE3: Lesson 13 & 14
SC.3.L.17.1- Describe how animals and <u>plants</u> respond to changing seasons.	NM	454-458 RTE3: Lesson 13 & 14 RTE5: Lesson 21 & 22
SC.3.L.17.2- Recognize that plants use energy from the Sun, air, and water to make their own food.	NM	386-388 RTE3: Lesson 13 & 14

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