St. Johns County School District – Science – Grade 3 – Year-at-a-Glance – 2023-2024

Timeline	Quarter 1	Quarter 2	Quarter 3	Quarter 4
District Blueprint of Topics	**Unit 1 Properties of Matter***	**Unit 2 Plants and the Environment*** **Unit 3 Classifying Plants and Animals*** **Unit 4 Living Things Change***	**Unit 5 Earth and Stars***	**Unit 6 Forms of Energy*** **Unit 7 Heat Sources***

All benchmarks are designed to be learned by the time students take the **Statewide Science Assessment (SSA**). The Year-at-a-Glance document represents a recommended timeline and sequence.

	Unit 1*	Unit 2*	Unit 3*	Unit 4*	Unit 5*	Unit 6*	Unit 7*
Benchmarks	SC.3.P.8.1 SC.3.P.8.2 SC.3.P.8.3 SC.3.P.9.1	SC.3.L.14.1 SC.3.L.14.2	SC.3.L.15.1 SC.3.L.15.2	SC.3.L.17.1 SC.3.L.17.2	SC.3.E.5.2 SC.3.E.6.1 SC.3.E.5.1 SC.3.E.5.5 (Not Assessed) SC.3.E.5.3 SC.3.E.5.4	SC.3.P.10.1 SC.3.P.10.2 SC.3.P.10.3 SC.3.P.10.4	SC.3.P.11.1 SC.3.P.11.2

**The Nature of Science benchmarks cover the skills and knowledge students should explore about how to 'do' science. This content should come up throughout the year in multiple ways.*

St. Johns County School District – Science – Grade 3 – Benchmark Checklist

Benchmark	
SC.3.N.1.1	Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
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.3.N.1.3	Keep records as appropriate, such as pictorial, written, or simple charts or graphs, of investigations conducted.
SC.3.N.1.4	Recognize the importance of communication among scientists.
SC.3.N.1.5	Recognize that scientists question, discuss, and check each other's evidence and explanations.
SC.3.N.1.6	Infer based on observation.
SC.3.N.1.7	Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.
SC.3.N.3.1	Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.
SC.3.N.3.2	Recognize that scientists use models to help understand and explain how things work.
SC.3.N.3.3	Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.
SC.3.E.5.1	Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.
SC.3.E.5.2	Identify the Sun as a star that emits energy; some of it in the form of light.
SC.3.E.5.3	Recognize that the Sun appears large and bright because it is the closest star to Earth.
SC.3.E.5.4	Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.
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.
SC.3.E.6.1	Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.
SC.3.P.8.1	Measure and compare temperatures of various samples of solids and liquids.
SC.3.P.8.2	Measure and compare the mass and volume of solids and liquids.
SC.3.P.8.3	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.
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.

CONTINUED BELOW

St. Johns County School District – Science – Grade 3 – Benchmark Checklist (cont.)

SC.3.P.10.1	Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.
SC.3.P.10.2	Recognize that energy has the ability to cause motion or create change.
SC.3.P.10.3	Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.
SC.3.P.10.4	Demonstrate that light can be reflected, refracted, and absorbed.
SC.3.P.11.1	Investigate, observe, and explain that things that give off light often also give off heat.
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.
SC.3.L.14.1	Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.
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.
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.3.L.15.2	Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.
SC.3.L.17.1	Describe how animals and plants respond to changing seasons.
SC.3.L.17.2	Recognize that plants use energy from the Sun, air, and water to make their own food.