

# St. Johns County School District

## Science – Grade 3 – Year-at-a-Glance – 2024-2025



Timeline	Quarter 1	Quarter 2	Quarter 3	Quarter 4
District Blueprint of Topics	<b>Topic 1</b> Unit 4: Properties of Matter*	<b>Topic 2</b> Unit 7: Plants and the Environment*  <b>Topic 3</b> Unit 8: Classifying Plants and Animals*  <b>Topic 4</b> Unit 9: Living Things Change*	<b>Topic 5</b> Unit 3: Earth and Stars*	<b>Topic 6</b> Unit 5: Forms of Energy*  <b>Topic 7</b> Unit 6: 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.

	Topic 1*	Topic 2*	Topic 3*	Topic 4*	Topic 5*	Topic 6*	Topic 7*
Benchmarks	<a href="#"><u>SC.3.P.8.1</u></a>	<a href="#"><u>SC.3.L.14.1</u></a>	<a href="#"><u>SC.3.L.15.1</u></a>	<a href="#"><u>SC.3.L.17.1</u></a>	<a href="#"><u>SC.3.E.5.2</u></a>	<a href="#"><u>SC.3.P.10.1</u></a>	<a href="#"><u>SC.3.P.11.1</u></a>
	<a href="#"><u>SC.3.P.8.2</u></a>	<a href="#"><u>SC.3.L.14.2</u></a>	<a href="#"><u>SC.3.L.15.2</u></a>	<a href="#"><u>SC.3.L.17.2</u></a>	<a href="#"><u>SC.3.E.6.1</u></a>	<a href="#"><u>SC.3.P.10.2</u></a>	<a href="#"><u>SC.3.P.11.2</u></a>
	<a href="#"><u>SC.3.P.8.3</u></a>				<a href="#"><u>SC.3.E.5.1</u></a>	<a href="#"><u>SC.3.P.10.3</u></a>	
	<a href="#"><u>SC.3.P.9.1</u></a>				<a href="#"><u>SC.3.E.5.5</u></a>	<a href="#"><u>SC.3.P.10.4</u></a>	
					<a href="#"><u>SC.3.E.5.3</u></a>		
					<a href="#"><u>SC.3.E.5.4</u></a>		

*\*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.*

## Science – Grade 3 – Benchmarks

*\*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.*

<a href="#"><u>SC.3.N.1.1</u></a>	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.
<a href="#"><u>SC.3.N.1.2</u></a>	Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.
<a href="#"><u>SC.3.N.1.3</u></a>	Keep records as appropriate, such as pictorial, written, or simple charts or graphs, of investigations conducted.
<a href="#"><u>SC.3.N.1.4</u></a>	Recognize the importance of communication among scientists.
<a href="#"><u>SC.3.N.1.5</u></a>	Recognize that scientists question, discuss, and check each other’s evidence and explanations.
<a href="#"><u>SC.3.N.1.6</u></a>	Infer based on observation.
<a href="#"><u>SC.3.N.1.7</u></a>	Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.
<a href="#"><u>SC.3.N.3.1</u></a>	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.
<a href="#"><u>SC.3.N.3.2</u></a>	Recognize that scientists use models to help understand and explain how things work.
<a href="#"><u>SC.3.N.3.3</u></a>	Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.
<a href="#"><u>SC.3.E.5.1</u></a>	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.
<a href="#"><u>SC.3.E.5.2</u></a>	Identify the Sun as a star that emits energy; some of it in the form of light.
<a href="#"><u>SC.3.E.5.3</u></a>	Recognize that the Sun appears large and bright because it is the closest star to Earth.
<a href="#"><u>SC.3.E.5.4</u></a>	Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.
<a href="#"><u>SC.3.E.5.5</u></a>	Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.
<a href="#"><u>SC.3.E.6.1</u></a>	Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.
<a href="#"><u>SC.3.P.8.1</u></a>	Measure and compare temperatures of various samples of solids and liquids.

**CONTINUED BELOW**

## Science – Grade 3 – Benchmarks (cont.)

<a href="#"><u>SC.3.P.8.2</u></a>	Measure and compare the mass and volume of solids and liquids.
<a href="#"><u>SC.3.P.8.3</u></a>	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.
<a href="#"><u>SC.3.P.9.1</u></a>	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.
<a href="#"><u>SC.3.P.10.1</u></a>	Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.
<a href="#"><u>SC.3.P.10.2</u></a>	Recognize that energy has the ability to cause motion or create change.
<a href="#"><u>SC.3.P.10.3</u></a>	Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.
<a href="#"><u>SC.3.P.10.4</u></a>	Demonstrate that light can be reflected, refracted, and absorbed.
<a href="#"><u>SC.3.P.11.1</u></a>	Investigate, observe, and explain that things that give off light often also give off heat.
<a href="#"><u>SC.3.P.11.2</u></a>	Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.
<a href="#"><u>SC.3.L.14.1</u></a>	Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.
<a href="#"><u>SC.3.L.14.2</u></a>	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.
<a href="#"><u>SC.3.L.15.1</u></a>	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.
<a href="#"><u>SC.3.L.15.2</u></a>	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.
<a href="#"><u>SC.3.L.17.1</u></a>	Describe how animals and plants respond to changing seasons.
<a href="#"><u>SC.3.L.17.2</u></a>	Recognize that plants use energy from the Sun, air, and water to make their own food.