

GRADE THREE SCIENCE

DEMONSTRATES KNOWLEDGE OF CONTENT AND CONCEPTS

Environments and Living Things

- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. Compare them to living organisms and their environments.
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Forces and Motion

- Provide evidence to explain the effect of multiple forces on an object.
- Conduct an investigation to determine the nature of forces between two magnets.
- Define a simple design problem that can be solved by using interactions between magnets.

Weather and Climate

- Use graphs and tables of local weather data to describe and predict typical weather during a particular season in an area.
- Obtain and summarize information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region.
- Evaluate the merit of a design solution that reduces the damage caused by weather.

Life Cycles and Traits

- Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- Use evidence to support the claim that traits can be influenced by the environment.
- Construct an explanation for how the variations in characteristics among individuals within the same species may provide advantages to these individuals in their survival and reproduction.

GRADE THREE SCIENCE

DEMONSTRATES APPLICATION OF SKILLS AND PRACTICES

- Asking questions (science) and defining problems (engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematical and computational thinking
- Constructing explanations (science) and designing solutions (engineering)
- Engaging in argument from evidence
- Obtaining, evaluating and communicating information

GRADE THREE SOCIAL STUDIES

Massachusetts and its Cities and Towns: Geography and History

DEMONSTRATES KNOWLEDGE OF LEARNING STANDARDS

New England and Massachusetts

- On a map of the United States, locate the New England states and the Atlantic Ocean.
- On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.
- Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life.
- Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony.
- Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony.
- Explain important political, economic, and military developments leading to and during the American Revolution (the growth of towns and cities before the revolution, the Boston Tea Party, the Battles at Lexington and Concord, the Battle of Bunker Hill, and Revolutionary leaders.)
- Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents.
- After reading a biography of a person from Massachusetts, summarize the person's life and achievements.

Cities and Towns of Massachusetts

- On a map of Massachusetts, locate Westford and its local geographic features and landmarks.
- Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.
- Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag.
- Identify when Westford was founded, and describe the different groups of people who have settled in the community since its founding.
- Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed.
- Give examples of goods and services provided by local businesses and industries.
- Give examples of tax-supported facilities and services provided by local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries.

GRADE THREE SOCIAL STUDIES
Massachusetts and its Cities and Towns: Geography and History

DEMONSTRATES APPLICATION OF CONCEPTS AND SKILLS

History and Geography

- Explain the meaning of time periods or dates in historical narratives (*decade, century, 1600s, 1776*) and use them correctly in speaking and writing.
- Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action.
- Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.
- Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and Westford.
- Describe the difference between a contemporary map of Westford and a map of Westford in the 18th, 19th, or early 20th century.

Civics and Government

- Give examples of why it's necessary for communities to have governments (e.g., governments provide order and protect rights.)
- Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings.)

Economics

- Define what a tax is and the purposes for taxes, and with the help of their teachers and parents, give examples of different kinds of taxes (e.g., property, sales, or income taxes.)
- Define specialization in jobs and businesses and give examples of specialized businesses in Westford.
- Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want.