

# Access Science Grade Third   (#7720040)

# Course Standards

[SC.3.E.5.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1639) 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.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.E.5.In.1:](https://www.cpalms.org/public/PreviewAccessPoint/Preview/7649) | Recognize that stars in the sky look different from each other. |  |  |  |
| [SC.3.E.5.Su.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7650) | Recognize that all stars except the Sun appear very small. |  |  |  |
| [SC.3.E.5.Pa.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7651) | Recognize stars in the sky. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.E.5.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1640) Identify the Sun as a star that emits energy; some of it in the form of light.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.E.5.In.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7652) | Recognize that the Sun is a star that gives off its own light. |  |  |  |
| [SC.3.E.5.Su.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7653) | Recognize that the Sun gives off light. |  |  |  |
| [SC.3.E.5.Pa.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7654) | Recognize that the Sun is bright. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.E.5.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1641) Recognize that the Sun appears large and bright because it is the closest star to Earth.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.E.5.In.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/7655) | Recognize that the Sun is the closest star to Earth. |  |  |  |
| [SC.3.E.5.Su.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/7656) | Recognize that the Sun is a star. |  |  |  |
| [SC.3.E.5.Pa.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7654) | Recognize that the Sun is bright. |  |  |  |
| Resources:  | Science Lesson Plan: Can We Live On Mars [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_can_we_live_on_mars.docx) |  |  |  |

[SC.3.E.5.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/1642) Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.E.5.In.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/7657) | Observe and describe ways to keep an object from falling due to gravity. |  |  |  |
| [SC.3.E.5.Su.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/7658) | Observe and recognize ways to stop a falling object, such as catching a ball. |  |  |  |
| [SC.3.E.5.Pa.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/7659) | Recognize that an object can be stopped from falling. |  |  |  |
| Resources:  | Science Lesson Plan: Defying Gravity [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_defying_gravity.docx) |  |  |  |

[SC.3.E.5.5:](https://www.cpalms.org/Public/PreviewStandard/Preview/1643) Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.

Remarks/Examples:
\*\* Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.E.5.In.5:](https://www.cpalms.org/Public/PreviewStandard/Preview/7660) | Recognize that stars appear larger and closer when seen through a telescope. |  |  |  |
| [SC.3.E.5.Su.5:](https://www.cpalms.org/Public/PreviewStandard/Preview/7661) | Recognize a telescope as a tool to view stars in space. |  |  |  |
| [SC.3.E.5.Pa.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/7662) | Match a familiar object enlarged by magnification. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.E.6.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1644) Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.E.6.In.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7663) | Identify that energy from the Sun heats objects. |  |  |  |
| [SC.3.E.6.Su.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7664) | Recognize that many things will get hot when left in the Sun. |  |  |  |
| [SC.3.E.6.Pa.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7665) | Distinguish between hot and cold objects. |  |  |  |
| Resources:  | Science Lesson Plan: Earth-Forming Minerals [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_earth-forming_minerals.docx) |  |  |  |

[SC.3.L.14.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1657) Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.14.2 and SC.4.L.16.1. Integrate for compare/contrast HE.3.C.1.5. Recognize that body parts and organs work together to form human body systems.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [[SC.3.L.14.In.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7691)](file:///C%3A%5CPublic%5CPreviewAccessPoint%5CPreview%5C7583) | Identify the major parts of a plant, including seed, root, stem, leaf, and flower, and their functions. |  |  |  |
| [SC.3.L.14.Su.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7692) | Identify the major parts of a plant, such as the root, stem, leaf, and flower. |  |  |  |
| [SC.3.L.14.Pa.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7693) | Recognize the leaf and flower of a plant. |  |  |  |
| Resources:  | Science Lesson Plan: Plant Parts and Reproduction [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_plant_parts_and_reproduction.docx) |  |  |  |

[SC.3.L.14.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1658) 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.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.L.14.In.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7694) | Identify behaviors of plants that show they are growing. |  |  |  |
| [SC.3.L.14.Su.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7695) | Recognize that plants grow toward light and roots grow down in the soil. |  |  |  |
| [SC.3.L.14.Pa.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7696) | Recognize that plants grow. |  |  |  |
| Resources:  | Science Lesson Plan: Plant and the Florida Heat [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_plants_and_the_florida_heat.docx) |  |  |  |

[SC.3.L.15.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1659) 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.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.L.15.In.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7697) | Classify animals by a similar physical characteristic, such as fur, feathers, and number of legs. |  |  |  |
| [SC.3.L.15.Su.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7698) | Sort common animals by observable characteristics. |  |  |  |
| [SC.3.L.15.Pa.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7699) | Match animals that are the same. |  |  |  |
| Resources:  | Science Lesson Plan: Spines or Stems [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_spines_or_stems.docx) |  |  |  |

[SC.3.L.15.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1660) 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.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.L.15.In.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7700) | Classify parts of plants into groups based on physical characteristics, such as classifying leaves by shape. |  |  |  |
| [SC.3.L.15.Su.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7701) | Sort common plants by observable characteristics. |  |  |  |
| [SC.3.L.15.Pa.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7702) | Match plants that are the same. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.L.17.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1650) Describe how animals and plants respond to changing seasons.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.L.17.In.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7703) | Identify changes in the appearance of animals and plants throughout the year. |  |  |  |
| [SC.3.L.17.Su.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7704) | Recognize that the appearance of some plants in the environment changes throughout the year. |  |  |  |
| [SC.3.L.17.Pa.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7705) | Recognize clothing worn by humans in different weather (seasons). |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.L.17.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1651) Recognize that plants use energy from the Sun, air, and water to make their own food.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.L.17.In.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7706) | Recognize that most plants make their own food. |  |  |  |
| [SC.3.L.17.Su.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7707) | Recognize that plants need light to grow. |  |  |  |
| [SC.3.L.17.Pa.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7708) | Recognize that plants need water.. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.N.1.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1626) 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.

**Remarks/Examples:**

\* Florida Standards Connections: LAFS.3.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

\*\* Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.N.1.In.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7631) | Ask questions, explore, observe, and identify outcomes. |  |  |  |
| [SC.3.N.1.Su.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7632) | Ask literal questions, explore, observe, and share information. |  |  |  |
| [SC.3.N.1.Pa.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7633) | Explore, observe, and recognize common objects in the natural world. |  |  |  |
| Resources:  | Science Lesson Plan: Erosion [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_erosion.docx)Science Lesson Plan: Plant and the Florida Heat [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_plants_and_the_florida_heat.docx)Science Lesson Plan: Physical Weathering [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_weathering.docx) |  |  |  |

[SC.3.N.1.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1627) Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.

**Remarks/Examples:**
\* Florida Standards Connections: LAFS.3.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

\*\* Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.N.1.In.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7634) | Work with a group to make observations and identify results. |  |  |  |
| [SC.3.N.1.Su.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7635) | Work with a partner to make observations. |  |  |  |
| [SC.3.N.1.Pa.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7636) | Assist with investigations with a partner. |  |  |  |
| Resources:  | Science Lesson Plan: Motion [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_motion.docx)Science Lesson Plan: I’m Melting [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_im_melting_.docx)Science Lesson Plan: Defying Gravity [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_defying_gravity.docx)Science Lesson Plan: Sound and Vibration [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_sound_and_vibration.docx) |  |  |  |

[SC.3.N.1.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1628) Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.

**Remarks/Examples:**
\*\* Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.N.1.In.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/7637) | Record observations to describe findings using written or visual formats, such as picture stories. |  |  |  |
| [SC.3.N.1.Su.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/7638) | Record observations to describe findings using dictated words and phrases and pictures. |  |  |  |
| [SC.3.N.1.Pa.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7633) | Explore, observe, and recognize common objects in the natural world. |  |  |  |
| Resources:  | Science Lesson Plan: Motion [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_motion.docx)Science Lesson Plan: Defying Gravity [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_defying_gravity.docx)Science Lesson Plan: Plant and the Florida Heat [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_plants_and_the_florida_heat.docx) |  |  |  |

[SC.3.N.1.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/1629) Recognize the importance of communication among scientists.

**Remarks/Examples:**
\* Florida Standards Connections: LAFS.3.RI.1.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.N.1.In.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/7639) | Recognize that scientists share their knowledge and results with each other. |  |  |  |
| [SC.3.N.1.Su.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/7640) | Recognize that people work in different kinds of jobs related to science. |  |  |  |
| [SC.3.N.1.Pa.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/7641) | Recognize that people share information. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.N.1.5:](https://www.cpalms.org/Public/PreviewStandard/Preview/1633) Recognize that scientists question, discuss, and check each other's evidence and explanations.

**Remarks/Examples:**
\*\* Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.N.1.In.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/7639) | Recognize that scientists share their knowledge and results with each other. |  |  |  |
| [SC.3.N.1.Su.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/7640) | Recognize that people work in different kinds of jobs related to science. |  |  |  |
| [SC.3.N.1.Pa.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/7641) | Recognize that people share information. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.N.1.6:](https://www.cpalms.org/Public/PreviewStandard/Preview/1634) Infer based on observation.

**Remarks/Examples:**
\*\* Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.N.1.In.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7631) | Ask questions, explore, observe, and identify outcomes. |  |  |  |
| [SC.3.N.1.Su.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7632) | Ask literal questions, explore, observe, and share information. |  |  |  |
| [SC.3.N.1.Pa.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7633) | Explore, observe, and recognize common objects in the natural world. |  |  |  |
| Resources:  | Science Lesson Plan: I’m Melting [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_im_melting_.docx)Science Lesson Plan: Heat Conduction [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_heat_conduction.docx)Science Lesson Plan: Erosion [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_erosion.docx)Science Lesson Plan: Sound and Vibration [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_sound_and_vibration.docx) |  |  |  |

[SC.3.N.1.7:](https://www.cpalms.org/Public/PreviewStandard/Preview/1635) Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.

**Remarks/Examples:**
\*\* Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.N.1.In.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7631) | Ask questions, explore, observe, and identify outcomes. |  |  |  |
| [SC.3.N.1.Su.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7632) | Ask literal questions, explore, observe, and share information. |  |  |  |
| [SC.3.N.1.Pa.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7633) | Explore, observe, and recognize common objects in the natural world. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.N.3.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1636) 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.

**Remarks/Examples:**
\* Florida Standards Connections: LAFS.3.RI.2.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.N.3.In.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7642) | Recognize meanings of words used in science, such as energy, temperature, and gravity. |  |  |  |
| [SC.3.N.3.Su.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7643) | Recognize meanings of words used in science, such as telescope, environment, and solid. |  |  |  |
| [SC.3.N.3.Pa.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7644) | Recognize common objects related to science by name, such as ice, animal, and plant. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.N.3.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1637) Recognize that scientists use models to help understand and explain how things work.

**Remarks/Examples:**
\*\* Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.N.3.In.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7645) | Use models to identify how things work. |  |  |  |
| [SC.3.N.3.Su.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7646) | Recognize that models represent real things |  |  |  |
| [SC.3.N.3.Pa.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7647) | Recognize a model of a real object. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.N.3.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1638) Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.

**Remarks/Examples:**
\*\* Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.N.3.In.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/7648) | Identify that models are representations of things found in the real world. |  |  |  |
| [SC.3.N.3.Su.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7646) | Recognize that models represent real things. |  |  |  |
| [SC.3.N.3.Pa.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/7647) | Recognize a model of a real object. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.P.8.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1645) Measure and compare temperatures taken every day at the same time.

**Remarks/Examples:**
\*\* Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.P.8.In.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7666) | Observe and identify the colder/hotter temperature measured on a thermometer. |  |  |  |
| [SC.3.P.8.Su.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7667) | Recognize that a thermometer measures temperature (cold and hot). |  |  |  |
| [SC.3.P.8.Pa.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/7668) | Recognize the temperature of items, such as food, as cool or warm. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.P.8.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1646) Measure and compare the volume of liquids using containers of various shapes and sizes.

**Remarks/Examples:**
Recognize the volume of a sample of liquid is independent of the size and shape of the container.

 \*\* Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.P.8.In.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7669) | Measure the weight of solids or liquids. |  |  |  |
| [SC.3.P.8.Su.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7670) | Sort solid objects by weight (heavy and light). |  |  |  |
| [SC.3.P.8.Pa.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7671) | Recognize the larger of two objects. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.P.8.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1647) Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

**Remarks/Examples:**
\*\* Florida Standards Connections: MAFS.3.MD.2.4; MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.P.8.In.3:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7672) | Group objects by two observable properties, such as size and shape or color and texture. |  |  |  |
| [SC.3.P.8.Su.3:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7673) | Sort objects by an observable property, such as size, shape, color, and texture. |  |  |  |
| [SC.3.P.8.Pa.3:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7674) | Match objects by an observable property, such as size, shape, and color. |  |  |  |
| Resources:  | Science Lesson Plan: Motion [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_motion.docx) |  |  |  |

[SC.3.P.9.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1652) 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.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.P.9.In.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7675) | Describe changes in the state of water as a result of freezing and melting. |  |  |  |
| [SC.3.P.9.Su.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7676) | Identify that water can change from solid to liquid state by heating. |  |  |  |
| [SC.3.P.9.Pa.1](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7608): | Recognize that ice can change to water. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.P.10.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1653) Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.P.10.In.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7678) | Recognize forms of energy, such as light, heat, electrical, and energy of motion. |  |  |  |
| [SC.3.P.10.Su.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7679) | Recognize objects that use electricity (television) and the energy of motion (bowling ball). |  |  |  |
| [SC.3.P.10.Pa.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7680) | Recognize the change in the motion of an object. |  |  |  |
| Resources:  | Science Lesson Plan: I’m Melting [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_im_melting_.docx)Science Lesson Plan: Sound and Vibration [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/3-5_sound_and_vibration.docx) |  |  |  |

[SC.3.P.10.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1648) Recognize that energy has the ability to cause motion or create change.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.P.10.In.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7681) | Recognize examples of the use of energy, such as electrical (radio, freezer) and energy of motion (bowling, wind). |  |  |  |
| [SC.3.P.10.Su.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7679) | Recognize objects that use electricity (television) and the energy of motion (bowling ball). |  |  |  |
| [SC.3.P.10.Pa.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7680) | Recognize the change in the motion of an object. |  |  |  |
| Resources:  | Science Lesson Plan: I’m Melting [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_im_melting_.docx) |  |  |  |

[SC.3.P.10.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/1654) Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.P.10.In.3:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7682) | Identify that light may come from different sources, such as the Sun or electric lamp. |  |  |  |
| [SC.3.P.10.Su.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7683) | Recognize examples of sources of light, such as the Sun or a flashlight. |  |  |  |
| [SC.3.P.10.Pa.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7684) | Distinguish light and dark. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.P.10.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/1649) Demonstrate that light can be reflected, refracted, and absorbed.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.P.10.In.3:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7682) | Identify that light may come from different sources, such as the Sun or electric lamp. |  |  |  |
| [SC.3.P.10.Su.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7683) | Recognize examples of sources of light, such as the Sun or a flashlight. |  |  |  |
| [SC.3.P.10.Pa.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7684) | Distinguish light and dark. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.P.11.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/1655) Investigate, observe, and explain that things that give off light often also give off heat.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.P.11.In.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7685) | Identify that objects that give off light often give off heat. |  |  |  |
| [SC.3.P.11.Su.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7686) | Recognize objects that give off both heat and light, such as a light bulb. |  |  |  |
| [SC.3.P.11.Pa.1:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7687) | Recognize sources of light. |  |  |  |
| Resources:  |  |  |  |  |

[SC.3.P.11.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/1656) Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [SC.3.P.11.In.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7688) | Observe and identify that heat is produced when objects are rubbed together. |  |  |  |
| [SC.3.P.11.Su.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7689) | Observe and recognize that rubbing objects together causes heat. |  |  |  |
| [SC.3.P.11.Pa.2:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/7690) | Recognize sources of heat. |  |  |  |
| Resources: | Science Lesson Plan: Heat Conduction [Click Here](https://accesstofls.weebly.com/uploads/2/3/7/3/23739164/science_3-5_heat_conduction.docx) |  |  |  |

[HE.3.C.1.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/7047) Recognize common childhood health conditions.

**Remarks/Examples:**
Asthma, diabetes, food allergies, dental cavities, and colds.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [HE.3.C.1.In.d:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/13832) | Identify common childhood health conditions, such as asthma, diabetes, food allergies, and dental cavities. |  |  |  |
| [HE.3.C.1.Su.d:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/13833) | Identify a common childhood health condition, such as asthma, diabetes, food allergies, and dental cavities. |  |  |  |
| [HE.3.C.1.Pa.d:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/13834) | Recognize symptoms of common childhood illnesses, such as a runny nose or sore throat. |  |  |  |
| Resources: |  |  |  |  |

[HE.3.C.1.5:](https://www.cpalms.org/Public/PreviewStandard/Preview/7048) Recognize that body parts and organs work together to form human body systems.

**Remarks/Examples:**
Circulatory system, digestive system, nervous system, reproductive system, and other body systems.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [HE.3.C.1.In.e:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/13835) | Recognize that human body parts work together (systems) to maintain physical health. |  |  |  |
| [HE.3.C.1.Su.e:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/13836) | Recognize that selected body parts work together to maintain physical health. |  |  |  |
| [HE.3.C.1.Pa.e:](https://www.cpalms.org/Public/PreviewAccessPoint/Preview/13837) | Recognize that there are parts inside of the body, such as the heart and stomach. |  |  |  |
| Resources: |  |  |  |  |

[MA.K12.MTR.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15875) Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

* Analyze the problem in a way that makes sense given the task.
* Ask questions that will help with solving the task.
* Build perseverance by modifying methods as needed while solving a challenging task.
* Stay engaged and maintain a positive mindset when working to solve tasks.
* Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:

* Cultivate a community of growth mindset learners.
* Foster perseverance in students by choosing tasks that are challenging.
* Develop students’ ability to analyze and problem solve.
* Recognize students’ effort when solving challenging problems.

[MA.K12.MTR.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15876) Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

* Build understanding through modeling and using manipulatives.
* Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
* Progress from modeling problems with objects and drawings to using algorithms and equations.
* Express connections between concepts and representations.
* Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

* Help students make connections between concepts and representations.
* Provide opportunities for students to use manipulatives when investigating concepts.
* Guide students from concrete to pictorial to abstract representations as understanding progresses.
* Show students that various representations can have different purposes and can be useful in different situations.

[MA.K12.MTR.3.1:](https://www.cpalms.org//PreviewStandard/Preview/15877) Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

* Select efficient and appropriate methods for solving problems within the given context.
* Maintain flexibility and accuracy while performing procedures and mental calculations.
* Complete tasks accurately and with confidence.
* Adapt procedures to apply them to a new context.
* Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:

* Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
* Offer multiple opportunities for students to practice efficient and generalizable methods.
* Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

[MA.K12.MTR.4.1:](https://www.cpalms.org//PreviewStandard/Preview/15878) Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

* Communicate mathematical ideas, vocabulary and methods effectively.
* Analyze the mathematical thinking of others.
* Compare the efficiency of a method to those expressed by others.
* Recognize errors and suggest how to correctly solve the task.
* Justify results by explaining methods and processes.
* Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

* Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
* Create opportunities for students to discuss their thinking with peers.
* Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
* Develop students’ ability to justify methods and compare their responses to the responses of their peers.

[MA.K12.MTR.5.1:](https://www.cpalms.org//PreviewStandard/Preview/15879) Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

* Focus on relevant details within a problem.
* Create plans and procedures to logically order events, steps or ideas to solve problems.
* Decompose a complex problem into manageable parts.
* Relate previously learned concepts to new concepts.
* Look for similarities among problems.
* Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

* Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
* Support students to develop generalizations based on the similarities found among problems.
* Provide opportunities for students to create plans and procedures to solve problems.
* Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

[MA.K12.MTR.6.1:](https://www.cpalms.org//PreviewStandard/Preview/15880) Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

* Estimate to discover possible solutions.
* Use benchmark quantities to determine if a solution makes sense.
* Check calculations when solving problems.
* Verify possible solutions by explaining the methods used.
* Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

* Have students estimate or predict solutions prior to solving.
* Prompt students to continually ask, “Does this solution make sense? How do you know?”
* Reinforce that students check their work as they progress within and after a task.
* Strengthen students’ ability to verify solutions through justifications.

[MA.K12.MTR.7.1:](https://www.cpalms.org//PreviewStandard/Preview/15881) Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

* Connect mathematical concepts to everyday experiences.
* Use models and methods to understand, represent and solve problems.
* Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

* Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
* Challenge students to question the accuracy of their models and methods.
* Support students as they validate conclusions by comparing them to the given situation.
* Indicate how various concepts can be applied to other disciplines.

[ELA.K12.EE.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15201) Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[ELA.K12.EE.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15202) Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See [Text Complexity](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/la/appendixb.pdf) for grade-level complexity bands and a text complexity rubric.

[ELA.K12.EE.3.1:](https://www.cpalms.org//PreviewStandard/Preview/15203) Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

[ELA.K12.EE.4.1:](https://www.cpalms.org//PreviewStandard/Preview/15204) Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

[ELA.K12.EE.5.1:](https://www.cpalms.org//PreviewStandard/Preview/15205) Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

[ELA.K12.EE.6.1:](https://www.cpalms.org//PreviewStandard/Preview/15206) Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

[ELD.K12.ELL.SC.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/8643)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

[ELD.K12.ELL.SI.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/8640)

English language learners communicate for social and instructional purposes within the school setting.