



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Third Subject: Science**

<b>Report Card Standard</b>	<b><u>Earth &amp; Space Science</u> Investigates, analyzes, describes, and discusses weather observations.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>I can:</p> <p>Investigate and describe weather.</p> <p>Know that weather is a culmination of many characteristics that come together in a particular region at a particular time.</p> <p>Define a meteorologist as a person who studies weather makes predictions.</p>	<p>I can:</p> <p>Understand the difference between everyday weather and severe weather (thunderstorm, tornado, hurricane, and blizzard).</p> <p>Record and compare detailed weather observations.</p>	<p>I can:</p> <p>Know and understand the water cycle. Define key terms.</p> <ul style="list-style-type: none"> <li>• precipitation</li> <li>• condensation</li> <li>• evaporation</li> <li>• atmosphere</li> </ul>	<p>I can:</p>
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>Student can:</p> <p>Name and describe parts of weather. (seasons, temperature, wind, precipitation, clouds,</p>	<p>Student can:</p> <p>Define basic, everyday weather. Identify types of extreme/severe weather.</p>	<p>Student can:</p> <p>Label an illustration of the water cycle. Describe the water cycle in words. (see graphic)</p>	<p>Student can:</p>



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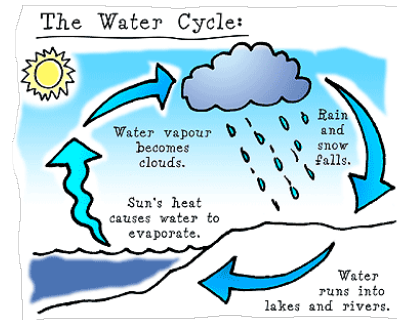
climate)

Be a meteorologist! Take what you know about weather in Maryland and predict what you think the weather will be for a week. Record the actual weather and compare the data to your prediction.

Use a chart to collect data on weather conditions. Compare the data. (see chart sample)

Date	Weather	Temp.
5/18	cloudy, morning drizzle	64
5/19	cloudy, foggy	62
5/20	sunny	68

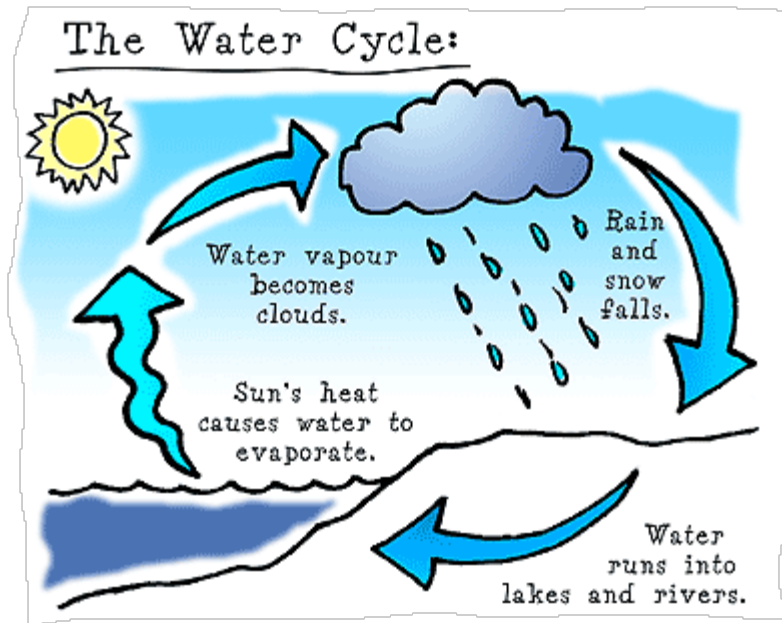
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<b>Report Card Standard</b>	<b><u>Life Science</u> Investigates, analyzes, describes &amp; discusses living organisms.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can:	<p>I can:</p> <p>Make observations about plants, animals, and other organisms.</p> <p>Identify ways that living things depend on one another to survive.</p>	<p>I can:</p> <p>Describe life cycles of plants and animals. Include adaptations and reasons for adaptations.</p> <p>Describe habitats of plants and animals.</p>	<p>I can:</p> <p>Define producers and consumers in terms of living things.</p> <p>Identify behaviors of survival, consumption, migration, hibernation of living things.</p> <p>Define and compare herbivore, carnivore, and omnivore.</p>
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Student can:	<p>Student can:</p> <p>Compare the diversity of life by studying various plants, animals, and organisms in different types of environments. (terrestrial, aquatic)</p>	<p>Student can:</p> <p>Observe and study plants and animals in their natural habitats. (trip to the zoo, aquarium, or a farm; videos)</p>	<p>Student can:</p> <p>List living things that are producers and/or consumers. This can be a food chain/web or a chart.</p> <p>Describe behaviors that animals exhibit to help them</p>



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	<p>Identify the following as terrestrial: deserts, grasslands, polar lands, forests</p> <p>Identify the following as aquatic: fresh water ponds and lakes, salt water marshes, oceans</p>		<p>survive.</p> <p>List things that animals consume, including other animals. This could also be a food chain/web.</p> <p>Give reasons why animals migrate/hibernate during certain seasons.</p> <p>Give the consumption characteristics of herbivores, carnivores, and omnivores. Compare their eating habits.</p>
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<b>Report Card Standard</b>	<b><u>Physical Science</u></b> Investigates, analyzes, describes and discusses forces, simple machines and magnets.												
<b>Learning Targets by Quarter</b>													
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>										
I can:  Identify forces on an object.  Explain how magnets push and pull.	I can:  Identify six simple machines and their uses.  Investigate how a compound machine is made up of simple machines.	I can:	I can:										
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>													
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>										
Student can:  Measures distances between objects, describe an objects position and measure speed of objects.  Explore objects to see if they are magnetic by using magnets.	Student can:  List example uses of the six simple machines in a chart. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th align="center">Machine</th> <th align="center">Use</th> </tr> </thead> <tbody> <tr> <td>lever</td> <td></td> </tr> <tr> <td>wheel and axle</td> <td></td> </tr> <tr> <td>pulley</td> <td></td> </tr> <tr> <td>inclined plane</td> <td></td> </tr> </tbody> </table>	Machine	Use	lever		wheel and axle		pulley		inclined plane		Student can:	Student can:
Machine	Use												
lever													
wheel and axle													
pulley													
inclined plane													



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	wedge			
	screw			
	Explain the simple machine found in a compound machine.			



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<b>Report Card Standard</b>		<b><u>Engineering</u> Identifies simple problems with an object’s design and communicates criteria for successful solutions.</b>	
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can:  Identify simple machines and uses.	I can:  Identify how simple machines can make a compound machine.	I can:  Identify weather patterns.	I can:  Show how organisms in a habitat depend on each other for survival.
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Student can:  Identify how simple machines make work easier.  Wedge 	Student can:  Design a compound machine.	Student can:  Record weather or a period of time and create a graph and a chart.	Student can:  Create a habitat for plants that will attract animals.