

Wilson County Schools Curriculum Framework for NCSCOS by Quarter
GRADE __3rd__

SCIENCE	<u>First Quarter</u>	<u>Second Quarter</u>	<u>Third Quarter</u>	<u>Fourth Quarter</u>
	Standards	Standards	Standards	Standards
	<p style="text-align: center;">Matter</p> <p>3.P.2.1 Recognize that air is a substance that surrounds us, takes up space and has mass.</p> <p>3.P.2.2 Compare solids, liquids, and gases based on their basic properties.</p> <p>3.P.2.3 Summarize changes that occur to the observable properties of materials when different degrees of heat are applied to them, such as melting ice or ice cream, boiling water or an egg, or freezing water.</p> <p style="text-align: center;">Energy</p> <p>3.P.3.1 Recognize that energy can be transferred from one object to another by rubbing them against each other.</p> <p>3.P.3.2 Recognize that energy can be transferred from a warmer object to a cooler one by contact or at a distance and the cooler object gets warmer.</p>	<p style="text-align: center;">Forces and Motion</p> <p>3.P.1.1 Infer changes in speed or direction resulting from forces acting on an object.</p> <p>3.P.1.2 Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time.</p> <p>3.P.1.3 Explain the effects of earth's gravity on the motion of any object on or near the earth.</p> <p style="text-align: center;">Earth in the Universe</p> <p>3.E.1.1 Recognize that the earth is part of a system called the solar system that includes the sun (a star), planets, and many moons and the earth is the third planet from the sun in our solar system.</p> <p>3.E.1.2 Recognize that changes in the length and direction of an object's shadow indicate the apparent changing position of the Sun during the day although the patterns of the stars in the sky, to include the Sun, stay the same.</p>	<p style="text-align: center;">Earth Systems, Structures and Processes</p> <p>3.E.2.1 Compare Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).</p> <p>3.E.2.2 Compare Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.</p> <p style="text-align: center;">Ecosystems</p> <p>3.L.2.1 Remember the function of the following structures as it relates to the survival of plants in their environments:</p> <ul style="list-style-type: none"> • Roots – absorb nutrients • Stems – provide support • Leaves – synthesize food • Flowers – attract pollinators and produce seeds for reproduction <p>3.L.2.2 Explain how environmental conditions determine how well plants survive and grow.</p>	<p style="text-align: center;">Ecosystems</p> <p>3.L.2.3 Summarize the distinct stages of the life cycle of seed plants.</p> <p>3.L.2.4 Explain how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the ability of soil to support the growth and survival of many plants.</p> <p style="text-align: center;">Structures ad Functions of Living Organisms</p> <p>3.L.1.1 Compare the different functions of the skeletal and muscular system.</p> <p>3.L.1.2 Explain why skin is necessary for protection and for the body to remain healthy.</p>

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SOCIAL STUDIES				
	<p>Civics and Government</p> <p>3.C&G.1.1 Summarize the historical development of local governments.</p> <p>3.C&G.1.2 Describe the structure of local government and how it functions to serve citizens.</p> <p>3.C&G.1.3 Understand the three branches of government, with an emphasis on local government.</p> <p>3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.</p> <p>3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment.</p> <p>3.C&G.2.3 Apply skills in civic engagement and public discourse (school, community).</p> <p style="text-align: center;">Culture</p> <p>3.C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities.</p> <p>3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.</p> <p>3.C.1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).</p>	<p style="text-align: center;">History</p> <p>3.H.1.1 Explain key historical events that occurred in the local community and regions over time.</p> <p>3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.</p> <p>3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.</p> <p>3.H.2.1 Explain change over time through historical narratives. (events, people and places)</p> <p>3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.</p>	<p style="text-align: center;">Geography and Environmental Literacy</p> <p>3.G.1.1 Find absolute and relative locations of places within the local community and region.</p> <p>3.G.1.2 Compare the human and physical characteristics of places.</p> <p>3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.</p> <p>3.G.1.4 Explain how the movement of goods, people and ideas impact the community.</p> <p>3.G.1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).</p> <p>3.G.1.6 Compare various regions according to their characteristics.</p>	<p style="text-align: center;">Economics and Financial Literacy</p> <p>3.E.1.1 Explain how location impacts supply and demand.</p> <p>3.E.1.2 Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).</p> <p>3.E.2.1 Explain why people become entrepreneurs.</p> <p>3.E.2.2 Give examples of entrepreneurship in various regions of our state</p>