

**MANITOBA CONTINUOUS SUBMISSION FOR SCIENCE
GRADE 3**

CURRICULUM CORRELATION FORM

A grade level form is required to be completed for each grade to which the resource applies.

Title: _____

Series Title (if applicable): _____

Format: _____ **Copyright Date:** _____ **ISBN:** _____

Student Resource **Teacher Resource**

Indicate in the boxes (✓) below Cluster (s) to which the resource applies.

Cluster 0 **Cluster 1** **Cluster 2** **Cluster 3** **Cluster 4**

Contains potentially sensitive content? **Yes** **No**

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Instructions: In the boxes (✓) the degree of curriculum fit and provide specific unit, chapter, or page references for each Cluster that applies using the following form. *Note: Cluster 0 must also be completed for each resource.*

Rating Scale for Degree of Curriculum Fit

- **Extensive** – The learning resource details content, multiple learning activities, and differentiated teaching strategies that address the required General Learning Outcome(s) and Specified Learning Outcome(s) of the curriculum framework.
- **Moderate** – The learning resource details some content, some learning activities, and some teaching strategies that address the required General Learning Outcome(s) and Specified Learning Outcome(s) of the curriculum framework.
- **Slight** – The learning resource content, learning activities, and teaching strategies address less than the required General Learning Outcome(s) and Specified Learning Outcome(s) of the curriculum framework.
- **None** – The learning resource contains insufficient content, learning activities or teaching strategies to address the required General Learning Outcome(s) and Specified Learning Outcome(s) of the curriculum framework.

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 3

Cluster 1 – Growth and Changes in Plants

Outcome 3-1-01

none slight moderate extensive

Use appropriate vocabulary related to their investigations of growth and changes in plants. Include: growing medium, nutrient, energy, root, stem, leaf, flowers, pistil, stamen, ovule, pollen, seed, fruit, adaptation, life cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-1-02

none slight moderate extensive

Observe, compare, and contrast the structure and appearance of several types of plants. <i>Examples: plants with different types of roots, trees with needles and trees with leaves...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-1-03

none slight moderate extensive

Show respect for plants as living things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-1-04

none slight moderate extensive

Conduct experiments to determine conditions needed for healthy plant growth. Include: light, water, air, space, warmth, growing medium, nutrients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-1-05

none slight moderate extensive

Recognize that a plant uses the Sun's energy to make its own food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-1-06

none slight moderate extensive

Use the design process to construct an environment that enhances plant growth. <i>Examples: windowsill garden, terrarium, cold frames...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-1-07

none slight moderate extensive

Identify the basic parts of plants and describe their functions. Include: roots, stems, leaves, flowers, pistil, stamen, ovule, pollen, seeds, fruit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 3

Cluster 1 – Growth and Changes in Plants (*Continued*)

Outcome 3-1-08

none slight moderate extensive

<p>Explain how different adaptations of plants help them survive in particular environments. <i>Examples: cacti have fleshy stems that store water, allowing them to survive in a dry environment; plants with tap roots can grow well in heavily compacted soil...</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-1-09

none slight moderate extensive

<p>Identify plant adaptations that can be harmful to humans, and describe their effects. <i>Examples: rose thorns cause painful punctures, poison in rhubarb leaves can cause sickness and death...</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-1-10

none slight moderate extensive

<p>Care for a flowering plant throughout its life cycle, tracking its growth, and its changes over time.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-1-11

none slight moderate extensive

<p>Identify characteristics that remain constant and those that change throughout the life cycle of a flowering plant. <i>Examples: generally, for a given plant, the leaf shape and flower colour stay the same, whereas the leaf size and number of leaves change...</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-1-12

none slight moderate extensive

<p>Identify needs common to plants and animals, and contrast how they meet those needs.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-1-13

none slight moderate extensive

<p>Describe ways that plants and animals depend on each other. <i>Examples: plants provide food and shelter for some animals, animals help distribute pollen and seeds...</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-1-14

none slight moderate extensive

<p>Describe ways plants are important to the environment. <i>Examples: improve soil, air, and water quality; reduce erosion...</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 3

Cluster 1 – Growth and Changes in Plants (*Continued*)

Outcome 3-1-15

none slight moderate extensive

Identify and describe hobbies and jobs involving plants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-1-16

none slight moderate extensive

Identify how humans from various cultures use plant parts for food and medicine. <i>Examples: use of roots for food (carrots) and medicine (ginseng)...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-1-17

none slight moderate extensive

Investigate to determine how humans from various cultures make useful products from plant materials. <i>Examples: lumber milling, paper making, rope making, fabric making...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-1-18

none slight moderate extensive

Explain how humans replenish the plants they use and the consequences if plants are not replenished. <i>Examples: after loggers harvest trees, new ones should be planted to ensure a future lumber supply...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Cluster Rating

none slight moderate extensive

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 3

Cluster 2 – Materials and Structures

Outcome 3-2-01

none slight moderate extensive

Use appropriate vocabulary related to their investigations of materials and structures. Include: strength, balance, stability, structure, frame structure, natural structure, human-built structure, force.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-2-02

none slight moderate extensive

Conduct experiments to compare the strength of common materials. <i>Examples: wooden toothpicks, plastic straws, paper, cardboard, polystyrene foam...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-2-03

none slight moderate extensive

Explore to determine ways to strengthen a material used for building. Include: changing shape, bulk, and number of layers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-2-04

none slight moderate extensive

Explore to determine an appropriate method for joining two materials for a specific use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-2-05

none slight moderate extensive

Recognize that balance affects the stability of a structure. <i>Examples: a domino tower that leans to one side is more likely to tip over than one that stands straight...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-2-06

none slight moderate extensive

Explore to determine ways to improve the strength and stability of a frame structure. <i>Examples: use of triangulation or a cross member...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 3

Cluster 2 – Materials and Structures (Continued)

Outcome 3-2-07

none slight moderate extensive

Identify shapes that are part of natural and human-built structures from various cultures and describe how these shapes help to provide strength and stability. <i>Examples: cylinders, triangles, hexagons in outdoor playstructure, hexagons in a honeycomb...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-2-08

none slight moderate extensive

Identify characteristics of materials that need to be considered when choosing materials for building structures. <i>Examples: strength, flexibility, durability, surface texture...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-2-09

none slight moderate extensive

Use the design process to build a structure that meets given criteria related to strength, stability, and function.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-2-10

none slight moderate extensive

Describe the effects of various forces on different structures. <i>Examples: bookshelf sagging under the mass/weight of books, tent blowing over in a storm...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-2-11

none slight moderate extensive

Evaluate simple structures to determine if they are safe and appropriate to the user. <i>Examples: classroom furniture...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-2-12

none slight moderate extensive

Investigate to identify hobbies and jobs related to construction, engineering, and architecture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-2-13

none slight moderate extensive

Identify various materials used in the construction of buildings in their community and in communities around the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Cluster Rating

none slight moderate extensive

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 3

Cluster 3 – Forces That Attract or Repel

Outcome 3-3-01

none slight moderate extensive

Use appropriate vocabulary related to their investigations of forces. Include: force, attract, repel, gravity, magnet, magnetize, magnetism, north pole, south pole, magnetic field, compass, electrostatic charge, static electricity, electrostatic force.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-02

none slight moderate extensive

Recognize that force is a push or pull and that attraction and repulsion are types of pushes and pulls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-03

none slight moderate extensive

Describe evidence showing that objects and living things on or near Earth are pulled toward it by a force called gravity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-04

none slight moderate extensive

Predict and test to identify materials that are attracted by magnets and those that can be magnetized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-05

none slight moderate extensive

Investigate to determine how to magnetize a given object. Include: contact with another magnet, proximity to a magnet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-06

none slight moderate extensive

Investigate to determine the location of poles on a magnet, and the shape of the magnetic field around a magnet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-07

none slight moderate extensive

Demonstrate that opposite poles attract and like poles repel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-08

none slight moderate extensive

Explain why Earth can be compared to a giant magnet. Include: Earth has a magnetic field with poles adjacent to the geographic poles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 3

Cluster 3 – Forces That Attract or Repel (Continued)

Outcome 3-3-09

none slight moderate extensive

Demonstrate and explain how a compass operates by magnetism. Include: Earth's magnetic pole attracts the magnetic needle of a compass.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-10

none slight moderate extensive

Describe potentially harmful effects of magnets on magnetized materials. <i>Examples: computers, videos, credit cards...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-11

none slight moderate extensive

Describe and demonstrate ways to use everyday materials to produce electrostatic charges. <i>Examples: rubbing feet on carpet, brushing hair, rubbing a balloon on clothes...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-12

none slight moderate extensive

Investigate to determine how electrostatically charged materials interact with each other and with uncharged materials. Include: charged materials attract or repel each other, charged materials attract uncharged materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-13

none slight moderate extensive

Identify ways in which problems associated with static electricity can be avoided or eliminated. <i>Examples: staying indoors when there is a lightning storm, grounding yourself before using computers, avoiding shuffling your feet on carpets...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-14

none slight moderate extensive

Investigate to determine the change in magnetic and electrostatic forces at different distances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-15

none slight moderate extensive

Predict and test to determine the effect of placing materials between a magnet and an attracted object and between charged objects. <i>Examples: different thicknesses of paper, glass, water, metal...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 3

Cluster 3 – Forces That Attract or Repel (*Continued*)

Outcome 3-3-16

none slight moderate extensive

Recognize that gravitational, magnetic, and electrostatic forces can move certain objects without touching them directly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-17

none slight moderate extensive

Distinguish between motion that is caused without contact and that which is caused by contact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-18

none slight moderate extensive

Identify devices that use gravitational, magnetic, or electrostatic forces. <i>Examples: balances, magnetic cupboard latches, dust mops...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-3-19

none slight moderate extensive

Use the design process to construct a game, toy, or useful device that uses gravitational, magnetic, or electrostatic forces.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Cluster Rating

none slight moderate extensive

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 3

Cluster 4 – Soils in the Environment

Outcome 3-4-01

none slight moderate extensive

Use appropriate vocabulary related to their investigations of soils in the environment. Include: soil, soil component, loam, clay, sand, pebbles, organic matter, humus, rocks, sedimentation, sieving, water-holding capacity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-4-02

none slight moderate extensive

Identify and describe various components within a sample of soil from the local environment. <i>Examples: clay, loam, sand, pebbles, organic matter, humus, rocks...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-4-03

none slight moderate extensive

Explore to determine ways to separate soil components. Include: sedimentation and sieving techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-4-04

none slight moderate extensive

Describe and compare components of soil samples collected at different locations and depths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-4-05

none slight moderate extensive

Compare the water-holding capacity of different soils. <i>Examples: sandy soil retains far less water than loamy soil...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-4-06

none slight moderate extensive

Describe the effect of water on different soils. <i>Examples: texture, cohesion, ability to hold shape...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-4-07

none slight moderate extensive

Conduct experiments to determine how different soils affect the growth of plants. <i>Examples: compare the same type of plant grown in sand versus potting soil...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Thematic Cluster Outcomes

Grade 3

Cluster 4 – Soils in the Environment (*Continued*)

Outcome 3-4-08

none slight moderate extensive

Explain the importance of understanding the characteristics of different soils. <i>Examples: enables farmers to determine which crops can be grown in a particular area, enables gardeners to improve plant growth, enables engineers to know what types of foundations to set for structures...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Outcome 3-4-09

none slight moderate extensive

Identify animals found in soil and explain their importance to soil quality. <i>Examples: worms, insects, and mammals help to aerate the soil or increase nutrients...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Outcome 3-4-10

none slight moderate extensive

Describe ways to return organic matter to the soil. <i>Examples: composting, spreading manure on fields...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Outcome 3-4-11

none slight moderate extensive

Use the design process to construct a simple composter that returns organic matter to the soil. <i>Examples: classroom composter for left-over food, school composter for grass clippings and leaves...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Outcome 3-4-12

none slight moderate extensive

Investigate how humans from various cultures use earth materials to make objects. <i>Examples: clay pots, sod houses, adobe bricks, glass...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Cluster Rating

none slight moderate extensive

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Skills and Attitudes Outcomes

Grade 3

Cluster 0

<i>Outcome 3-0-1a</i>	none	slight	moderate	extensive	
Ask questions that lead to investigations of living things, objects, and events in the local environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-1b</i>	none	slight	moderate	extensive	
Make predictions based on observed patterns, collected data, or data provided from other sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-1c</i>	none	slight	moderate	extensive	
Identify practical problems to solve in the local environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-2a</i>	none	slight	moderate	extensive	
Access information using a variety of sources. <i>Examples: children's magazines, local farmers, CD-ROMs, Internet...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-2b</i>	none	slight	moderate	extensive	
Review information to determine its usefulness to research needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-3a</i>	none	slight	moderate	extensive	
Brainstorm, with the class, one or more methods of finding the answer to a given question and reach consensus on which method to implement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-3b</i>	none	slight	moderate	extensive	
Identify, with the class, variables that have an impact on an investigation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-3c</i>	none	slight	moderate	extensive	
Create, with the class, a plan to answer a given question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Skills and Attitudes Outcomes

Grade 3

Cluster 0 (Continued)

<i>Outcome 3-0-3d</i>	none	slight	moderate	extensive	
Brainstorm, in small groups, possible solutions to a practical problem, and reach consensus on which to implement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-3e</i>	none	slight	moderate	extensive	
Create, in small groups, a written plan to solve a problem or meet a need. Include: identify steps to follow, prepare a simple diagram.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-3f</i>	none	slight	moderate	extensive	
Develop, in small groups, limited criteria to evaluate an object or device based on its function and aesthetics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-4a</i>	none	slight	moderate	extensive	
Carry out a plan, and describe the steps followed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-4b</i>	none	slight	moderate	extensive	
Construct an object or device to solve a problem or meet a need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-4c</i>	none	slight	moderate	extensive	
Test an object or device with respect to pre-determined criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-4d</i>	none	slight	moderate	extensive	
Identify and make improvements to an object or device, and explain the rationale for the changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-4e</i>	none	slight	moderate	extensive	
Respond respectfully to the ideas and actions of others, and recognize their ideas and contributions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Skills and Attitudes Outcomes

Grade 3

Cluster 0 (Continued)

<i>Outcome 3-0-4f</i>	none	slight	moderate	extensive	
Assume roles and share responsibilities as group members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-4g</i>	none	slight	moderate	extensive	
Verbalize questions, ideas, and intentions during classroom-learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-4h</i>	none	slight	moderate	extensive	
Follow given safety procedures and rules, and explain why they are needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-5a</i>	none	slight	moderate	extensive	
Make observations that are relevant to a specific question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-5b</i>	none	slight	moderate	extensive	
Use tools to observe, measure, and construct. Include: ruler, meter stick, pan balance, magnifying glass, bathroom scale, thermometer, magnet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-5c</i>	none	slight	moderate	extensive	
Estimate and measure mass/weight, length, volume, and temperature using standard units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-5d</i>	none	slight	moderate	extensive	
Estimate and measure the passage of time using standard units. Include: seconds, minutes, hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-5e</i>	none	slight	moderate	extensive	
Record observations in a variety of ways. Examples: point-form notes, sentences, simple diagrams, charts...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Outcome 3-0-6a</i>	none	slight	moderate	extensive	
Display data using more than one way to represent the same data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Skills and Attitudes Outcomes

Grade 3

Cluster 0 (Continued)

<i>Outcome 3-0-6b</i>	none	slight	moderate	extensive	
Discuss data and generate new questions from displayed data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Outcome 3-0-6c</i>	none	slight	moderate	extensive	
Place materials and objects in a sequence or in groups using two or more attributes, and describe the system used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Outcome 3-0-7a</i>	none	slight	moderate	extensive	
Draw a simple conclusion based on their observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Outcome 3-0-7b</i>	none	slight	moderate	extensive	
Explain why conclusions related to classroom experiments should be based on multiple trials or classroom data rather than on an individual result.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Outcome 3-0-7c</i>	none	slight	moderate	extensive	
Identify new problems that arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Outcome 3-0-7d</i>	none	slight	moderate	extensive	
Examine how new experiences, ideas, and information connect to prior knowledge and experiences, and record these connections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Outcome 3-0-7e</i>	none	slight	moderate	extensive	
Communicate results and conclusions in a variety of ways. <i>Examples: point-form lists, sentences, simple diagrams, charts, demonstrations...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Outcome 3-0-8a</i>	none	slight	moderate	extensive	
Recognize that valid experiments normally have reproducible results, which may vary slightly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Skills and Attitudes Outcomes

Grade 3

Cluster 0 (Continued)

Outcome 3-0-8b

none slight moderate extensive

Recognize that scientists develop explanations from observations and what they already know about the world, and that good explanations are based on evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-0-8c

none slight moderate extensive

Recognize that designing a solution to a simple problem may have constraints, such as cost, materials, time, and space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-0-9a

none slight moderate extensive

Listen to and consider differing opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-0-9b

none slight moderate extensive

Express enjoyment when sharing and discussing science-related experiences from daily life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Outcome 3-0-9c

none slight moderate extensive

Take the time to repeat a measurement or observation for greater precision or detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Cluster Rating

none slight moderate extensive

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments
