

Physical Properties of Matter

Catholic Identity Standards (Ways to Grow)		Notes	Check Up		
Living our Faith	<input type="checkbox"/> I can connect what I learn to my faith.*				
	<input type="checkbox"/> I can apply what I learn in my daily life.*				

Learning Process Standards (Tools to Know)		Notes	Check Up		
Planning/ Performing Investigations	<input type="checkbox"/> I can plan and carry out an investigation. 3.2A				
Using Scientific Tools	<input type="checkbox"/> I can collect information using scientific tools. 3.2B				

Content		Notes	Check Up		
Properties of Matter	<input type="checkbox"/> I can measure, test, and record physical properties of matter. 3.3A <input type="checkbox"/> temperature <input type="checkbox"/> mass <input type="checkbox"/> magnetism <input type="checkbox"/> ability to sink or float				
	<input type="checkbox"/> I can describe and group samples of matter. 3.3A.1 <input type="checkbox"/> solids <input type="checkbox"/> liquids <input type="checkbox"/> gases				
	<input type="checkbox"/> I can show and describe that: 3.3A.1 <input type="checkbox"/> solids have a definite shape <input type="checkbox"/> liquids and gases take the shape of their container				
	<input type="checkbox"/> I can describe how a change in state of matter might happen with heating or cooling. 3.3A.2 <input type="checkbox"/> ice becoming liquid <input type="checkbox"/> condensation on a glass of ice water <input type="checkbox"/> liquid water heated to water vapor				
	<input type="checkbox"/> I can define a mixture as a combination of two materials. 3.3A.3 <input type="checkbox"/> gravel and sand <input type="checkbox"/> metal and plastic paper clips				

Learning Process Standards (Ways to Show)		Notes	Check Up		
Observing and Measuring	<input type="checkbox"/> I can collect and record information by observing and measuring. 3.2C				
Interpreting Information	<input type="checkbox"/> I can analyze and interpret information from an investigation and give a reasonable explanation based on the evidence. 3.2D				
Constructing Models	<input type="checkbox"/> I can represent the natural world using models. 3.2E				

Force, Motion, and Energy

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Learning Process Standards (Tools to Know)		Notes	Check Up		
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Content		Notes	Check Up		
Forms of Energy	<input type="checkbox"/> I can describe examples of different forms of energy in everyday life. 3.4A <input type="checkbox"/> mechanical <input type="checkbox"/> light <input type="checkbox"/> sound <input type="checkbox"/> thermal				
Force and Motion	<input type="checkbox"/> I can show and describe how position and motion can be changed by pushing and pulling objects. 3.4B <input type="checkbox"/> swings <input type="checkbox"/> balls <input type="checkbox"/> wagons				
	<input type="checkbox"/> I can describe forces acting on objects. 3.4B.1 <input type="checkbox"/> magnetism <input type="checkbox"/> gravity				

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Natural Resources and Changes to Earth's Surface

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Learning Process Standards (Tools to Know)		Notes	Check Up		
Planning/ Performing Investigations	<input type="checkbox"/> I can plan and carry out an investigation. 3.2A				
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Content		Notes	Check Up		
Soil Formation	<input type="checkbox"/> I can describe how soils are made. 3.5A <input type="checkbox"/> weathering of rock <input type="checkbox"/> breaking down of dead plants and animals				
Changes to Earth's Surface	<input type="checkbox"/> I can describe examples of how the Earth's surface can change quickly. 3.5B <input type="checkbox"/> volcanic eruptions <input type="checkbox"/> earthquakes <input type="checkbox"/> landslides				

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Space and Weather

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Learning Process Standards (Tools to Know)		Notes	Check Up		
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Content		Notes	Check Up		
Objects in the Sky	<input type="checkbox"/> I can make models that show the positions and orbits of the Sun, Earth, and Moon around each other. 3.5C				
	<input type="checkbox"/> I can describe the Sun as a star made of gases that are turned into thermal energy and released as heat and light. 3.5C.1				
	<input type="checkbox"/> I can identify the planets in Earth’s solar system and their position from the Sun. 3.5C.2 <input type="checkbox"/> Mercury <input type="checkbox"/> Venus <input type="checkbox"/> Earth <input type="checkbox"/> Mars <input type="checkbox"/> Jupiter <input type="checkbox"/> Saturn <input type="checkbox"/> Uranus <input type="checkbox"/> Neptune				
Weather	<input type="checkbox"/> I can measure, record, and describe what is the same or different about day-to-day weather changes in different locations at the same time. 3.5D <input type="checkbox"/> air temperature <input type="checkbox"/> wind direction <input type="checkbox"/> precipitation				

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Relationships Within Environments

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Environments and Ecosystems	<input type="checkbox"/> I can describe the physical characteristics of environments. 3.6A				
	<input type="checkbox"/> I can describe how the environment supports plants and animals within an ecosystem. 3.6A				
	<input type="checkbox"/> I can describe environmental changes such as floods and droughts where some organisms live well and others die or move to new areas. 3.6A.1				
Food Chains	<input type="checkbox"/> I can describe the flow of energy in a food chain. 3.6B				
	<input type="checkbox"/> I can explain how changes in a food chain might affect the ecosystem. 3.6B <input type="checkbox"/> removal of frogs from a pond <input type="checkbox"/> removal of bees from a field				

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Survival of Plants and Animals

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Learning Process Standards (Tools to Know)		Notes	Check Up		
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Content		Notes	Check Up		
Adaptations	<input type="checkbox"/> I can describe how plant structures and their functions allow them to survive in a specific environment. 3.6C				
	<input type="checkbox"/> I can describe how animal structures and their functions allow them to survive in a specific environment. 3.6C				
Life Cycles	<input type="checkbox"/> I can describe how animals and plants are the same and how they are different as they go through changes in their lifetime. 3.6D <input type="checkbox"/> tomato plants <input type="checkbox"/> frogs <input type="checkbox"/> lady beetles				

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