

| Institution | LMP/Children's Schoolhouse Nature Park | | | | | | | | | |
|---|--|---------------------------|-----------------------------|-----------------------------|-----------------|-----------------------------|---------------|--------|----------------|------------------------|
| Programs | A Big Splash | Fall Seasonal Discoveries | Winter Seasonal Discoveries | Spring Seasonal Discoveries | Cleveland SOILS | Weatherwise Weatherwatchers | Orbit Odyssey | D.S.I. | Alien Invaders | Map of the Stars Homes |
| GRADE 3 | | | | | | | | | | |
| Earth | | | | | | | | | | |
| 1. Compare distinct properties of rocks (e.g., color, layering, texture). | | | | | X | | | | | |
| 2. Observe and investigate that rocks are often found in layers. | | | | | X | | | | | |
| 3. Describe that smaller rocks come from the breakdown of larger rocks through the actions of plants and weather. | | | | | X | | | | | |
| 4. Observe and describe the composition of soil (e.g., small pieces of rock and decomposed pieces of plants and animals, and products of plants and animals). | | | | | X | | | X | | |
| 5. Investigate the properties of soil (e.g., color, texture, capacity to retain water, ability to support plant growth). | | | | | X | | | X | | |
| 6. Investigate that soils are often found in layers and can be different from place to place. | | | | | X | | | X | | |

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| Life | | | | | | | | | | |
| 1. Compare the life cycles of different animals including birth to adulthood, reproduction and death (e.g., egg-tadpole-frog, egg-caterpillar-chrysalis-butterfly). | | X | | X | | | | | | |
| 2. Relate animal structures to their specific survival functions (e.g., obtaining food, escaping or hiding from enemies). | | | | | | | | | | |
| 3. Classify animals according to their characteristics (e.g., body coverings and body structure). | | | | | | | | | | |
| 4. Use examples to explain that extinct organisms may resemble organisms that are alive today. | | | | | | | | | | |
| 5. Observe and explore how fossils provide evidence about animals that lived long ago and the nature of the environment at that time. | | | | | | | | | | |

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| Life | | | | | | | | | | |
| 6. Describe how changes in an organism's habitat are sometimes beneficial and sometimes harmful. | | | | | | | | | X | |

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| Physical | | | | | | | | | | |
| 1. Describe an objects position by locating it relative to another object or the background. | | | | | | | | X | | X |
| 2. Describe an objects motion by tracing and measuring its position over time. | | | | | | | | | | |
| 3. Identify contact/non-contact forces that affect motion of an object (e.g., gravity, magnetism, collision). | | | | | | | | | | |
| 4. Predict the changes when an object experiences a force (e.g., a push or pull, weight, friction). | | | | | | | | | | |

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| Science and Technology | | | | | | | | | | |
| 1. Describe how technology can extend human abilities (e.g., to move things, to extend senses). | | | | | | | | | | |
| 2. Describe ways that using technology can have helpful and/or harmful results. | | | | | | | | | | |
| 3. Investigate ways that the results of technology may affect the individual, family and community. | | | | | | | | | | |
| 4. Use a simple design process to solve a problem (e.g., identify a problem, identify possible solutions, design a solution). | X | | | | | | | | | |
| 5. Describe possible solutions to a design problem (e.g., how to hold down paper in the wind). | | | | | | | | | | |

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| Scientific Inquiry | | | | | | | | | | |
| 1. Select the appropriate tools and use relevant safety procedures to measure and record length and weight in metric and English units. | | | | | | | | X | | |
| 2. Discuss observations and measurements made by other people. | | | | | | X | | X | | |
| 3. Read and interpret simple tables and graphs produced by self/others. | X | | | | | | | X | X | X |
| 4. Identify and apply science safety procedures. | | | | | X | | | X | | |
| 5. Record and organize observations (e.g., journals, charts, tables). | X | X | X | X | X | X | X | X | | |
| 6. Communicate scientific findings to others through a variety of methods (e.g., pictures, written, oral and recorded observations). | | | | X | X | | | X | | |

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| Scientific Ways of Knowing | | | | | | | | | | |
| 1. Describe different kinds of investigations that scientists use depending on the questions they are trying to answer. | | | | | | | | X | | |
| 2. Keep records of investigations and observations and do not change the records that are different from someone else's. | | | X | X | X | | | X | | |
| 3. Explore through stories how men and women have contributed to the development of science. | | | | | | | | | | |
| 4. Identify various careers in science | | | | | | | | | | |
| 5. Discuss how both men and women find science rewarding as a career and in their everyday lives. | | | | | | | | | | |