



Access Science Grade Third (#7720040)

February 2021

Access Science Grade 3 (#7720040)

Course Number: 7720040

Course Status: Course Approved

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary >
Subject: Academics - Subject Areas >

Abbreviated Title: ACCESS SCI GRADE 3

Course Attributes:

- Class Size Core Required

GENERAL NOTES

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [Click Here](#).

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

[SC.3.E.5.1:](#) Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.E.5.In.1:	Recognize that stars in the sky look different from each other.			
SC.3.E.5.Su.1:	Recognize that all stars except the Sun appear very small.			
SC.3.E.5.Pa.1:	Recognize stars in the sky.			
Resources:				

[SC.3.E.5.2:](#) Identify the Sun as a star that emits energy; some of it in the form of light.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.E.5.In.2:	Recognize that the Sun is a star that gives off its own light.			
SC.3.E.5.Su.2:	Recognize that the Sun gives off light.			
SC.3.E.5.Pa.2:	Recognize that the Sun is bright.			
Resources:				

[SC.3.E.5.3:](#) Recognize that the Sun appears large and bright because it is the closest star to Earth.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.E.5.In.3:	Recognize that the Sun is the closest star to Earth.			
SC.3.E.5.Su.3:	Recognize that the Sun is a star.			
SC.3.E.5.Pa.2:	Recognize that the Sun is bright.			
Resources:	Science Lesson Plan: Can We Live On Mars Click Here			

[SC.3.E.5.4:](#) Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.E.5.In.4:	Observe and describe ways to keep an object from falling due to gravity.			
SC.3.E.5.Su.4:	Observe and recognize ways to stop a falling object, such as catching a ball.			
SC.3.E.5.Pa.3:	Recognize that an object can be stopped from falling.			
Resources:	Science Lesson Plan: Defying Gravity Click Here			

[SC.3.E.5.5:](#) Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.

Remarks/Examples:

** Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.E.5.In.5:	Recognize that stars appear larger and closer when seen through a telescope.			
SC.3.E.5.Su.5:	Recognize a telescope as a tool to view stars in space.			
SC.3.E.5.Pa.4:	Match a familiar object enlarged by magnification.			
Resources:				

[SC.3.E.6.1:](#) Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.E.6.In.1:	Identify that energy from the Sun heats objects.			
SC.3.E.6.Su.1:	Recognize that many things will get hot when left in the Sun.			
SC.3.E.6.Pa.1:	Distinguish between hot and cold objects.			
Resources: Science Lesson Plan: Earth-Forming Minerals Click Here				

[SC.3.L.14.1:](#) Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.14.2 and SC.4.L.16.1. Integrate for compare/contrast HE.3.C.1.5. Recognize that body parts and organs work together to form human body systems.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.L.14.In.1:	Identify the major parts of a plant, including seed, root, stem, leaf, and flower, and their functions.			
SC.3.L.14.Su.1:	Identify the major parts of a plant, such as the root, stem, leaf, and flower.			
SC.3.L.14.Pa.1:	Recognize the leaf and flower of a plant.			
Resources: Science Lesson Plan: Plant Parts and Reproduction Click Here				

[SC.3.L.14.2:](#) Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.L.14.In.2:	Identify behaviors of plants that show they are growing.			
SC.3.L.14.Su.2:	Recognize that plants grow toward light and roots grow down in the soil.			
SC.3.L.14.Pa.2:	Recognize that plants grow.			
Resources: Science Lesson Plan: Plant and the Florida Heat Click Here				

[SC.3.L.15.1:](#) Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.L.15.In.1:	Classify animals by a similar physical characteristic, such as fur, feathers, and number of legs.			
SC.3.L.15.Su.1:	Sort common animals by observable characteristics.			
SC.3.L.15.Pa.1:	Match animals that are the same.			
Resources: Science Lesson Plan: Spines or Stems Click Here				

[SC.3.L.15.2:](#) Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.L.15.In.2:	Classify parts of plants into groups based on physical characteristics, such as classifying leaves by shape.			
SC.3.L.15.Su.2:	Sort common plants by observable characteristics.			
SC.3.L.15.Pa.2:	Match plants that are the same.			
Resources:				

[SC.3.L.17.1:](#) Describe how animals and plants respond to changing seasons.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.L.17.In.1:	Identify changes in the appearance of animals and plants throughout the year.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.L.17.Su.1:	Recognize that the appearance of some plants in the environment changes throughout the year.			
SC.3.L.17.Pa.1:	Recognize clothing worn by humans in different weather (seasons).			
Resources:				

[SC.3.L.17.2:](#) Recognize that plants use energy from the Sun, air, and water to make their own food.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.L.17.In.2:	Recognize that most plants make their own food.			
SC.3.L.17.Su.2:	Recognize that plants need light to grow.			
SC.3.L.17.Pa.2:	Recognize that plants need water..			
Resources:				

[SC.3.N.1.1:](#) Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

Remarks/Examples:

* Florida Standards Connections: LAFS.3.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

** Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.N.1.In.1:	Ask questions, explore, observe, and identify outcomes.			
SC.3.N.1.Su.1:	Ask literal questions, explore, observe, and share information.			
SC.3.N.1.Pa.1:	Explore, observe, and recognize common objects in the natural world.			
Resources:	Science Lesson Plan: Erosion Click Here Science Lesson Plan: Plant and the Florida Heat Click Here Science Lesson Plan: Physical Weathering Click Here			

[SC.3.N.1.2:](#) Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.

Remarks/Examples:

* Florida Standards Connections: LAFS.3.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

** Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.N.1.In.2:	Work with a group to make observations and identify results.			
SC.3.N.1.Su.2:	Work with a partner to make observations.			
SC.3.N.1.Pa.2:	Assist with investigations with a partner.			
Resources:	Science Lesson Plan: Motion Click Here Science Lesson Plan: I'm Melting Click Here Science Lesson Plan: Defying Gravity Click Here			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Science Lesson Plan: Sound and Vibration Click Here				

[SC.3.N.1.3:](#) Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.

Remarks/Examples:

** Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.N.1.In.3:	Record observations to describe findings using written or visual formats, such as picture stories.			
SC.3.N.1.Su.3:	Record observations to describe findings using dictated words and phrases and pictures.			
SC.3.N.1.Pa.1:	Explore, observe, and recognize common objects in the natural world.			
Resources:	Science Lesson Plan: Motion Click Here Science Lesson Plan: Defying Gravity Click Here Science Lesson Plan: Plant and the Florida Heat Click Here			

[SC.3.N.1.4:](#) Recognize the importance of communication among scientists.

Remarks/Examples:

* Florida Standards Connections: LAFS.3.RI.1.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.N.1.In.4:	Recognize that scientists share their knowledge and results with each other.			
SC.3.N.1.Su.4:	Recognize that people work in different kinds of jobs related to science.			
SC.3.N.1.Pa.3:	Recognize that people share information.			
Resources:				

[SC.3.N.1.5:](#) Recognize that scientists question, discuss, and check each other's evidence and explanations.

Remarks/Examples:

** Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.N.1.In.4:	Recognize that scientists share their knowledge and results with each other.			
SC.3.N.1.Su.4:	Recognize that people work in different kinds of jobs related to science.			
SC.3.N.1.Pa.3:	Recognize that people share information.			
Resources:				

[SC.3.N.1.6:](#) Infer based on observation.

Remarks/Examples:

** Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.N.1.In.1:	Ask questions, explore, observe, and identify outcomes.			
SC.3.N.1.Su.1:	Ask literal questions, explore, observe, and share information.			
SC.3.N.1.Pa.1:	Explore, observe, and recognize common objects in the natural world.			
Resources:	Science Lesson Plan: I'm Melting Click Here Science Lesson Plan: Heat Conduction Click Here Science Lesson Plan: Erosion Click Here Science Lesson Plan: Sound and Vibration Click Here			

[SC.3.N.1.7:](#) Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.

Remarks/Examples:

** Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.N.1.In.1:	Ask questions, explore, observe, and identify outcomes.			
SC.3.N.1.Su.1:	Ask literal questions, explore, observe, and share information.			
SC.3.N.1.Pa.1:	Explore, observe, and recognize common objects in the natural world.			
Resources:				

[SC.3.N.3.1:](#) Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.

Remarks/Examples:

* Florida Standards Connections: LAFS.3.RI.2.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.N.3.In.1:	Recognize meanings of words used in science, such as energy, temperature, and gravity.			
SC.3.N.3.Su.1:	Recognize meanings of words used in science, such as telescope, environment, and solid.			
SC.3.N.3.Pa.1:	Recognize common objects related to science by name, such as ice, animal, and plant.			
Resources:				

[SC.3.N.3.2:](#) Recognize that scientists use models to help understand and explain how things work.

Remarks/Examples:

** Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.N.3.In.2:	Use models to identify how things work.			
SC.3.N.3.Su.2:	Recognize that models represent real things			
SC.3.N.3.Pa.2:	Recognize a model of a real object.			
Resources:				

[SC.3.N.3.3:](#) Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.

Remarks/Examples:

** Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.N.3.In.3:	Identify that models are representations of things found in the real world.			
SC.3.N.3.Su.2:	Recognize that models represent real things.			
SC.3.N.3.Pa.2:	Recognize a model of a real object.			
Resources:				

[SC.3.P.8.1:](#) Measure and compare temperatures taken every day at the same time.

Remarks/Examples:

** Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.P.8.In.1:	Observe and identify the colder/hotter temperature measured on a thermometer.			
SC.3.P.8.Su.1:	Recognize that a thermometer measures temperature (cold and hot).			
SC.3.P.8.Pa.1:	Recognize the temperature of items, such as food, as cool or warm.			
Resources:				

[SC.3.P.8.2:](#) Measure and compare the volume of liquids using containers of various shapes and sizes.

Remarks/Examples:

Recognize the volume of a sample of liquid is independent of the size and shape of the container.

** Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.P.8.In.2:	Measure the weight of solids or liquids.			
SC.3.P.8.Su.2:	Sort solid objects by weight (heavy and light).			
SC.3.P.8.Pa.2:	Recognize the larger of two objects.			
Resources:				

[SC.3.P.8.3:](#) Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

Remarks/Examples:

** Florida Standards Connections: MAFS.3.MD.2.4; MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.P.8.In.3:	Group objects by two observable properties, such as size and shape or color and texture.			
SC.3.P.8.Su.3:	Sort objects by an observable property, such as size, shape, color, and texture.			
SC.3.P.8.Pa.3:	Match objects by an observable property, such as size, shape, and color.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:	Science Lesson Plan: Motion Click Here			

[SC.3.P.9.1:](#) Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.P.9.In.1:	Describe changes in the state of water as a result of freezing and melting.			
SC.3.P.9.Su.1:	Identify that water can change from solid to liquid state by heating.			
SC.3.P.9.Pa.1:	Recognize that ice can change to water.			
Resources:				

[SC.3.P.10.1:](#) Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.P.10.In.1:	Recognize forms of energy, such as light, heat, electrical, and energy of motion.			
SC.3.P.10.Su.1:	Recognize objects that use electricity (television) and the energy of motion (bowling ball).			
SC.3.P.10.Pa.1:	Recognize the change in the motion of an object.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:	Science Lesson Plan: I'm Melting Click Here Science Lesson Plan: Sound and Vibration Click Here			

[SC.3.P.10.2:](#) Recognize that energy has the ability to cause motion or create change.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.P.10.In.2:	Recognize examples of the use of energy, such as electrical (radio, freezer) and energy of motion (bowling, wind).			
SC.3.P.10.Su.1:	Recognize objects that use electricity (television) and the energy of motion (bowling ball).			
SC.3.P.10.Pa.1:	Recognize the change in the motion of an object.			
Resources:	Science Lesson Plan: I'm Melting Click Here			

[SC.3.P.10.3:](#) Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.P.10.In.3:	Identify that light may come from different sources, such as the Sun or electric lamp.			
SC.3.P.10.Su.2:	Recognize examples of sources of light, such as the Sun or a flashlight.			
SC.3.P.10.Pa.2:	Distinguish light and dark.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

[SC.3.P.10.4:](#) Demonstrate that light can be reflected, refracted, and absorbed.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.P.10.In.3:	Identify that light may come from different sources, such as the Sun or electric lamp.			
SC.3.P.10.Su.2:	Recognize examples of sources of light, such as the Sun or a flashlight.			
SC.3.P.10.Pa.2:	Distinguish light and dark.			
Resources:				

[SC.3.P.11.1:](#) Investigate, observe, and explain that things that give off light often also give off heat.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.P.11.In.1:	Identify that objects that give off light often give off heat.			
SC.3.P.11.Su.1:	Recognize objects that give off both heat and light, such as a light bulb.			
SC.3.P.11.Pa.1:	Recognize sources of light.			
Resources:				

[SC.3.P.11.2:](#) Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.3.P.11.In.2:	Observe and identify that heat is produced when objects are rubbed together.			
SC.3.P.11.Su.2:	Observe and recognize that rubbing objects together causes heat.			
SC.3.P.11.Pa.2:	Recognize sources of heat.			
Resources:	Science Lesson Plan: Heat Conduction Click Here			

[HE.3.C.1.4:](#) Recognize common childhood health conditions.

Remarks/Examples:

Asthma, diabetes, food allergies, dental cavities, and colds.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
HE.3.C.1.In.d:	Identify common childhood health conditions, such as asthma, diabetes, food allergies, and dental cavities.			
HE.3.C.1.Su.d:	Identify a common childhood health condition, such as asthma, diabetes, food allergies, and dental cavities.			
HE.3.C.1.Pa.d:	Recognize symptoms of common childhood illnesses, such as a runny nose or sore throat.			
Resources:				

[HE.3.C.1.5:](#) Recognize that body parts and organs work together to form human body systems.

Remarks/Examples:

Circulatory system, digestive system, nervous system, reproductive system, and other body systems.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
HE.3.C.1.In.e:	Recognize that human body parts work together (systems) to maintain physical health.			
HE.3.C.1.Su.e:	Recognize that selected body parts work together to maintain physical health.			
HE.3.C.1.Pa.e:	Recognize that there are parts inside of the body, such as the heart and stomach.			
Resources:				