KNOX COUNTY THIRD GRADE PERFORMANCE INDICATORS

	Knox County Instructional Goal	State Performance Indicator	Essential Questions
Unit A: Life Cycles **Primary Unifying Concept: Scale and Model**			
Essential Performance Indicators: 1. The student will observe a selection of plants and seeds for the purpose of describing the characteristics that enable them to survive and produce new plants.	2.2	3.5.3 4.4.2	Why do plants differ in the way seeds are produced, protected, and developed?
2. The student will illustrate the life cycle of flowering plants in order to make a hypothesis about how the petals help flowering plants attract insects, birds, and mammals.	2.2	3.3.3 3.4.3	How do flowering plants attract insects, birds, and other animals?
3. The student will differentiate between an animal that was hatched from an egg and an animal that was born alive.	4.1	3.4.1 4.4.1	
4. The student will compare the life cycle of a chicken to the life cycle of a butterfly.	1.4	3.4.2 3.4.3 4.4.3	What happens if an organism does not mature correctly?
Important Performance Indicators: 5. The student will collect data to compare and contrast how the care provided by parents to their young is different with each species.	4.1	4.4.2	
6. The student will identify and compare the stages of complete and incomplete metamorphosis.	1.4	3.4.3 4.4.3 5.4.3	
Compact Performance Indicators: 7. The student will classify and illustrate the features of a cone.	1.1	3.1.2	

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Unit B: Roles of Living Things in Their Environment **Primary Unifying Concept: Conservation and Change**			
Essential Performance Indicators: 1. The student will distinguish between a producer and a consumer.	4.1	5.2.2	How are organisms' needs impacted by changes in their environment?
2. The student will organize organisms into the categories of herbivores, carnivores, omnivores, and decomposers.	4.1	3.5.1 4.5.2	How do we classify and group organisms?
3. The student will identify the sequence of the feeding relationships in a food chain and how food chains form food webs.	1.2	4.2.2 4.3.2 5.2.2	How do organisms benefit from feeding relationships within a food web?
4. The student will observe plants and animals for the purpose of explaining that living things must get what they need to live from their environment.	1.4	3.2.2 3.3.1 4.2.2 5.2.1	Why are adaptations of species important to their survival?
5. The student will give examples of how living things are affected by changes in their environment.	3.3 4.3	3.2.4 4.2.3	
Important Performance Indicators: 6. The student will identify adaptations that organisms have made in order to survive in their specific environment.	1.4	3.5.3 4.2.2 5.5.3	

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Unit C: Exploring Water **Primary Unifying Concept: Form and Function**			
Essential Performance Indicators: 1. The student will diagram the movement of water through the water cycle.	1.1	5.8.2	How do we identify, conserve, and protect our natural water resources? How does water progress through the water cycle? How do we classify the three states of matter relating to water?
2. The student will compare and contrast three states of water as solid, liquid, and gas.	1.1	3.12.2	
3. The student will describe water pollution and its causes.	3.3	3.2.4	
4. The student will investigate methods of how families and communities can practice water conservation.	4.4 5.3	3.10.3	
5. The student will identify places where water is found and give examples of its importance.	4.2	3.9.1 4.8.3	
Important Performance Indicators: 6. The student will demonstrate, observe, and describe the effects of gravity on water.	2.2	5.7.3	

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Unit D: Exploring Energy **Primary Unifying Concept: Interactions**			
Essential Performance Indicators: 1. The student will describe the effects of energy on temperature and explain two ways to make matter warm.	1.1	5.12.3	How does energy affect temperature?
2. The student will experiment to discover which materials conduct heat best and explain conduction, convection, and radiation.	1.2	3.14.3 5.14.2	Why do some materials transfer heat better than others?
3. The student will describe how energy can change from one form of energy to another form of energy.	1.2	4.14.1 5.14.4	
4. The student will investigate and describe light energy.	2.1	3.14.1 4.14.1	How does energy change form one form to another?
5. The student will investigate sound energy and describe volume and pitch.	2.1	3.14.2 4.14.2	
6. The student will investigate energy of motion and describe how various surfaces affect the motion of an object.	2.1	3.11.4 4.14.1	How do we identify various forms of energy?
Important Performance Indicators: 7. The student will hypothesize the affects on an object's ability to balance when adding or removing weight.	2.1	3.11.3	
Compact Performance Indicators: 8. The student will explore and explain the relationship between energy and the uses of it in his or her everyday life.	5.3		
9. The student will describe the best uses of energy and how it affects the environment.	3.3 5.3	3.2.4	

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Unit E: Investigating the Sun, Moon, and Earth **Primary Unifying Concept: Scale and Model**			
Essential Performance Indicators: 1. The student will identify the objects in our solar system and explain that they vary in size and in distance from the Sun	1.5 1.1	3.7.1 3.7.3 3.7.5 4.7.1 5.7.2	Where are objects in the solar system located in relation to the sun?
2. The student will identify and build models of some of the geological features found on the Moon and compare them to geological features found on Earth.	2.1	3.9.3	Why does the moon appear to change?
3. The student will model and explain the phases of the Moon.	1.1	3.7.4 4.7.2 5.7.1	How do the Moon's geological features compare and differ from the Earth's?
4. The student will model and explain the terms revolution, rotation, and orbit as they relate to the Earth, Moon, and the Sun.	1.1	3.7.4 5.7.4	How do rotation, revolution, and orbit relate to the Earth, Moon, and Sun?
Important Performance Indicators: 5. The student will recognize how the length and position of a shadow is related to the position of the sun.	2.2	3.7.4 4.7.3	
Compact Performance Indicators: 6. The student will model and explain the relationship between the Earth's tilt and revolution, which cause seasons.	2.2		