**Learning Outcomes**

**Grade 3 Science**

**Subunit One: Minerals**

* Students will define the characteristics of minerals. (Knowledge)
* Students will classify minerals based on the characteristics they observe. (Application and Analysis)
* Students will identify minerals after observing their hardness, color, and streak. (Knowledge).
* Students will contrast a mineral to a rock. (Analysis and Evaluation)
* Students will administer a scratch and streak test to classify different minerals. (Application)

**Subunit Two: Rocks**

* Students will define the three types of rocks. (Knowledge)
* Students will create a sedimentary rock by forming layers. (Synthesis)
* Students will explain how a melted chocolate chip is similar to an igneous rock. (Evaluation)
* Students will create a metamorphic rock by using heat and pressure. (Synthesis)
* Students will summarize how the three types of rocks are different from each other. (Evaluation)
* Students will identify ways that rocks can change the environment due to weathering and erosion. (Knowledge)
* Students will list four ways that rocks can be weathered. (Knowledge)

**Subunit Three: Rock Formation**

* Students will contrast the ways the three types of rocks form. (Comprehension and Analysis)
* Students will infer why there are more sedimentary rocks on the Earth’s surface than any other kind. (Analysis)
* Students will examine how one kind of rock can become any other kind. (Knowledge)
* Students will illustrate how the rock cycle is a never-ending cycle that keeps turning rocks into different kinds of rocks. (Application and Analysis)

**Subunit Four: Uses of Rocks and Minerals**

* Students will list the different uses of minerals in everyday life. (Knowledge)
* Students will describe the different uses of rocks in everyday life. (Knowledge)
* Students will illustrate different rocks and minerals they see being used in the classroom. (Application and Analysis)
* Students will report their findings of the uses of rocks and minerals to the rest of the class. (Application)
* Students will explain how life would be different if there were no rocks and minerals on Earth. (Analysis)