

## Curriculum Map

Subject: Science	Grade: 3
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Time Frame	Topic	Content	Resources	Standard	Assessments
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September and October	Life Cycle of Living Organisms Identify ways people, animals, and nature interacts	<ul style="list-style-type: none"> <li>-Identify the characteristics of living and non-living organisms -</li> <li>Investigate different life cycles: frog, butterfly, penguin, plants, sunflower, spiders, and people -</li> <li>Observing live caterpillars going through the life stages -Compare and contrast different life cycles</li> <li>-Illustrate own life cycle with photos</li> <li>-Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death</li> <li>-Identify traits that are inherited from parents and the diversity of traits that organisms have and how these traits help them in the environment</li> <li>-Name what living organisms need to survive and how they adapt to the environment</li> </ul>	<ul style="list-style-type: none"> <li>-Lore Insect Company for the live caterpillars -Book - "Charlotte's Web"</li> <li>-Reading Street Story book -Science Text , "McGraw - Hill Science grade 3 - Scholastic Life Cycle Book Kit -BrainPop videos showing life cycles -Magnifying glasses and microscopes -Very Hungry Caterpillar" book -Trade books and videos showing different life cycles - Teacher-made worksheets and booklet</li> <li>-Science Journals - KWL Chart and Venn Diagram graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>3-LS1-1</li> <li>3-LS1-2</li> <li>3-LS1-3</li> </ul>	<ul style="list-style-type: none"> <li>-Compare and contrast different life cycles on Venn Diagrams -</li> <li>Make a development poster showing your development</li> <li>-Observe and record observations of live caterpillars in a Science Journal -</li> <li>Complete the Life Cycle of Butterflies booklet with facts and reflections</li> <li>-Make own Very Hungry Caterpillar fold book</li> <li>-Identify the</li> </ul>
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					body parts and functions of the caterpillar and the butterfly - Teacher-made test on the life cycle of butterflies -Tell how people, animals, and nature interact
September and October	Fire and Halloween Safety	Identify and outline different kinds of fires and safety rules for each kind of fire -Talking About Touching (TAT) curriculum - Personal Safety rules: ex. Never play with fire and fire safety rules for using grills and lightening fluids at a cookout -Halloween Safety Rules	-Talking About Safety Cards (TAT) - Gail Gibbons Fire Safety Book -Sparky Video from Scholastic -Sparky worksheets, booklets, for fire safety and a graphic organizer for fire escape plans for homes -Scholastic News and		-Students write fire safety and Halloween safety rules and share rules with other students verbally and visually

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			discussions about Halloween safety		
November and December	-Life Cycle of Plants, Flowers, and Nature	<ul style="list-style-type: none"> <li>-Identify where plants grow and what they need to grow</li> <li>-Identify 2 major groups of plants (plants with and without leaves, roots, and stems)</li> <li>-Identify that plants and seeds come in different shapes, sizes, and colors</li> <li>-Illustrate and label different parts of a plant and flower and tell each part's function</li> <li>-Identify ways plants and flowers are important to us</li> <li>-Seed classification by different characteristics</li> <li>-Identify how plants create seeds -</li> <li>-Illustrate the cycle of nature and identify how nature, people and animals are interconnected -Plant bean seeds in plastic containers with a water reservoir and students observe and record growth in Science Journal -Describe what pollination is and ways plants and flowers pollinate -Plant different kinds of bulbs (paper whites,</li> </ul>	<ul style="list-style-type: none"> <li>-Trade book "The Wonders of Plants and Flowers</li> <li>-Bottle Biology for growing seeds (plastic soda bottle. beans seeds, soil, water, cotton cloth) -</li> <li>Chart board for seeds the students bring into class for seed observations and classification -</li> <li>Science Experiments: celery stalk and food coloring and varying the conditions for growing plants and make observations for the different conditions in Science Journals -BrainPop videos about Photosynthesis, cycle of nature, and pollination -</li> </ul>	<ul style="list-style-type: none"> <li>3-LS3-1</li> <li>3-LS1-1</li> <li>3-LS3-2</li> <li>3-LS4-2</li> </ul>	<ul style="list-style-type: none"> <li>-Follow the directions to make the Bottle Biology containers to plant bean seeds -Record observations and take measurements of bean plants growth in Science Journals (compare and contrast)</li> <li>-Make a seed chart with seed classifications and record findings on chart in Science Journals</li> </ul>

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		amaryllis ) and observe growth	Amaryllis and paper white bulbs to plant in soil in classroom -Science Journal - Science text “McGraw-Hill		-Read trade book, “The Wonders of Plants and Flowers and make an outline of the important information to use as a study guide for teacher-made tests on the important information on
January	-Identify the Solar System (the location of the planets from the sun) -Reasons for Day and night and a year -Identify the phases of the moon	-Solar system with 8 planets, sun, moon, and stars -Identify different Star constellations -The earth’s movement: rotates, revolves, orbits around the sun - Investigate day and night with experiment using flashlight, globe, and post-its -Investigate what causes a year - Identify and illustrate the Phases of the moon -Identify astroids, meteorites,	-YouTube videos - Brain Pop videos - Science text, “McGraw- Hill” Science grade 3 - Student’s Dictionary reference pages -Reading Street Text grade 3 -Scholastic News and videos -telescope, binoculars, and	3-RI.1 3-RI.3 3.RI.7 3.SL.4 3.L.6	-Make a paper model of the planets in order from the sun -Take teacher- made tests -Writing captions to explain things in the sky after viewing graphic

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		craters, earth's gravity, axis, comet, and eclipses	planet models -Table charts -Experiment materials: flashlight, sphere, globe, post-its  -facts and study sheets about planets -A fin sentence to remember the order of the planets from the sun		sources of things in the sky -Make an oral report about a planet with a small group - Role-play being the sun, planets, and moon to show movement - Use chalk to draw the solar system on the ground in the schoolyard -- Draw and label the names of the different phases of the moon
February	Water Cycle Weather conditions -Climate Clouds	-Water cycle vocabulary: temperature, precipitation, evaporation, condensation, water vapor, rain, sun air pressure, air masses, thermometers	-YouTube videos - BrainPop videos - Science text: "McGraw- Hill Science" grade 3 -	3-ESS2-1 3-ESS2-2 3.RI.1 3.RI.3	-Students construct a 3-D paper form (Read Around Report)

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		<ul style="list-style-type: none"> <li>-Types of clouds: cirrus, cumulus, cumulonimbus, stratus</li> <li>-Experiment showing how clouds are made</li> <li>-Role of the meteorologist</li> <li>-Kinds of precipitation: rain, snow, sleet, hail</li> <li>-Ways weather affects us</li> <li>-Climate trends in our region</li> </ul>	<p>Reading Street Text Grade 3</p> <ul style="list-style-type: none"> <li>-Trade books -</li> <li>Worksheets -</li> <li>Experiment materials: plastic containers with clear plastic lids, warm water, ice cubes, record sheet</li> <li>-Song about the water cycle</li> <li>-Bill Nye video -How Clouds Form - Thermometers</li> <li>-Read Around Water Cycle Report graphic organizer</li> <li>-Study sheets with facts in outline form and diagrams to study for test</li> </ul>	<p>3.RI.7 3.SL.4 3.OA.7c 3.L.4 3.L.6</p>	<p>showing the stages of the water cycle with pictures to use for an oral presentation - Cloud experiment - students record what they observe in the container at the start after 3min., 9 min., and 15 min. on their record sheet and reflections - Teacher tests -Record weather for a week and make weather predications for seasons</p>
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March	Magnetism Compass	<ul style="list-style-type: none"> <li>-Use magnets to explore which objects they attract</li> <li>-use different size magnets and discuss their properties</li> <li>-Lodestone - a rock that contains iron oxide which is naturally magnetic</li> <li>-List ways magnets are helpful and how we use them everyday</li> <li>-List things in our lives that uses magnet to help us</li> <li>-Construct an original device with magnets that can be helpful in our daily lives</li> </ul>	<ul style="list-style-type: none"> <li>-YouTube video on magnets</li> <li>-Trade books on magnets</li> <li>-Magnets</li> <li>-compasses</li> <li>-Objects to test magnets -Directions to make a compass</li> </ul>	3-PS2-3 3-PS2-4 3.RI.3.1 3.RI.3.3 3.RI.3.8 3.SL.3.3	<ul style="list-style-type: none"> <li>-Students follow the directions to make a compass - Make hypothesis about which objects a magnet attracts, do experiments, and record findings in Science Journals - Construct an original device with magnets that is helpful in our lives</li> </ul>
April	-How things move -Simple machines	<ul style="list-style-type: none"> <li>-Identify different kinds of movement -Vocabulary: position, motion, speed, gravity, push/pull, friction</li> <li>-Use inclined plane, different surfaces, and toy cars to</li> </ul>	<ul style="list-style-type: none"> <li>The book, “How Things Move”</li> <li>-Materials for experiment with toy cars to show motion,</li> </ul>	3-PS2-1 3-PS2-2	<ul style="list-style-type: none"> <li>-Students do different experiments to explore what conditions</li> </ul>

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		<p>demonstrate speed, friction, motion</p> <ul style="list-style-type: none"> <li>-Identify the simple machines: lever, wheel and axle, pulley, inclined plane, wedge, screw</li> <li>-Give examples of simple machines in our lives and how they help us</li> </ul>	<p>speed, friction - Models of the simple machines and how they are used to help us YouTube video on simple machines</p> <ul style="list-style-type: none"> <li>-Trade books on simple machines</li> </ul>		<p>affect motion</p> <ul style="list-style-type: none"> <li>-List examples of a simple machine in our lives and how it helps us in a small group report to class</li> </ul>
May and June	Invention Convention	<ul style="list-style-type: none"> <li>-Students think of a problem they have and construct an invention to solve the problem</li> <li>-Identify different inventors in history and tell how their inventions help us</li> <li>-Brainstorm idea for new inventions that might be helpful in the future</li> <li>-Long term project culminating with an oral report and demonstration of the new invention to an audience</li> <li>-Make a commercial to advertise the new invention</li> </ul>	<ul style="list-style-type: none"> <li>Trade books on inventors and inventions</li> <li>-Student resources to make original inventions</li> <li>- Watch TV commercials for examples of advertising techniques</li> </ul>	3-5-ETS1-1	<p>Students work on a long term project at home designing an invention to solve a problem they have</p> <ul style="list-style-type: none"> <li>-Oral presentation, commercial, and demonstration of invention</li> </ul>