

This document outlines the academic goals, the activities and materials used in the Third Grade class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Weeks 1 to 36	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following school and home safety procedures and environmentally appropriate practices. The student is expected to:		
Week 1	(A) demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including observing a schoolyard habitat; and	Teach throughout the year. Page xvi in Harcourt.	PowerPoint
Week 1	(B) make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics.	Teach at the beginning of the year and set up your classroom to facilitate the implementation throughout the year.	BrainPopJr.com
Weeks 1 to 36	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:		
	(A) plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world;	Teach the scientific method and throughout the school in all of the Harcourt units. Science Fair Spring of each year.	PowerPoint BrainPopJr.com
	(B) collect data by observing and measuring using the metric system and recognize differences between observed and measured data;		
[Type text]	(C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and		

	evaluate measured data;		
	(D) analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations;		
	(E) demonstrate that repeated investigations may increase the reliability of results; and		
	(F) communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.		
Weeks 1 to 36	(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:		
	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;	Teach throughout the school in all of the Harcourt units. Science Fair Spring of each year.	
	(B) draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food;		
	(C) represent the natural world using models such as volcanoes or Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials; and		Sun, Earth and Moon Models
	(D) connect grade-level appropriate science concepts		

	with the history of science, science careers, and contributions of scientists.		
Weeks 1 to 36	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:		
	(A) collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth, and Moon system models; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums; and	Teach throughout the school in all of the Harcourt units. Science Fair Spring of each year.	
	(B) use safety equipment as appropriate, including safety goggles and gloves.	Teach throughout the school in all of the Harcourt units. Page xvi in Harcourt. Preparation for Science Fair Spring of each year.	PowerPoint
Weeks 5 to 8	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:		
	(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float;	Sc_3rdGr_1st_9Wks_Matter_Energy_Portf_1112.pdf Pages E2-E56 in Harcourt.	BrainPopJr.com
	(B) describe and classify samples of matter as solids, liquids, and gases and	Sc_3rdGr_1st_9Wks_Matter_Energy_Portf_1112.pdf	BrainPopJr.com

	demonstrate that solids have a definite shape and that liquids and gases take the shape of their container;	Sc_3rdGr_1st_9wks_3.5B_L1_1112_StatesofMatter Pages E2-E56 in Harcourt.	
	(C) predict, observe, and record changes in the state of matter caused by heating or cooling; and	Sc_3rdGr_1st_9Wks_Matter_Energy_Portf_1112.pdf Pages E2-E56 in Harcourt.	
	(D) explore and recognize that a mixture is created when two materials are combined such as gravel and sand and metal and plastic paper clips.	Sc_3rdGr_1st_9Wks_Matter_Energy_Portf_1112.pdf Pages E2-E56 in Harcourt.	
Weeks 9 to 12	(6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:		
	(A) explore different forms of energy, including mechanical, light, sound, and heat/thermal in everyday life;	Sc_3rdGr_1st_2nd_9Wks_ForceMotionEnergy_Portf_1112.pdf Pages F2-F80 in Harcourt.	BrainPopJr.com
	(B) demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons; and	Sc_3rdGr_1st_2nd_9Wks_ForceMotionEnergy_Portf_1112.pdf Pages F2-F80 in Harcourt.	YouTube Videos
	(C) observe forces such as magnetism and gravity acting on objects.	Sc_3rdGr_1st_2nd_9Wks_ForceMotionEnergy_Portf_1112.pdf Pages F2-F80 in Harcourt.	
Weeks 19 to 24	(7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:		
	(A) explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains;	Sc_3rdGr_3rd_9Wks_Dynamic_Earth_Portf_1112.pdf Pages C2-C112 in Harcourt.	BrainPopJr.com
	(B) investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides;	Sc_3rdGr_3rd_9Wks_Dynamic_Earth_Portf_1112.pdf Pages C2-C112 in Harcourt.	
	(C) identify and compare	Sc_3rdGr_3rd_9Wks_	

	different landforms, including mountains, hills, valleys, and plains; and	Dynamic_Earth_Portf_1112.pdf Pages C2-C112 in Harcourt.	
	(D) explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved.	Sc_3rdGr_3rd_9Wks_ Dynamic_Earth_Portf_1112.pdf Pages C2-C112 in Harcourt.	
Weeks 13 to 18	(8) Earth and space. The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:		
	(A) observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation;	Sc_3rdGr_2nd_9Wks_ Weather_and_Space_Sun_Earth_Moon_ Portf_1112.pdf Pages D2-D96 in Harcourt.	BrainPopJr.com
	(B) describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle;	Sc_3rdGr_2nd_9Wks_ Weather_and_Space_Sun_Earth_Moon_ Portf_1112.pdf Pages D2-D96 in Harcourt.	BrainPopJr.com
	(C) construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions; and	Sc_3rdGr_2nd_9Wks_ Weather_and_Space_Sun_Earth_Moon_ Portf_1112.pdf Pages D2-D96 in Harcourt.	BrainPopJr.com
	(D) identify the planets in Earth's solar system and their position in relation to the Sun.	Sc_3rdGr_2nd_9Wks_ Weather_and_Space_Sun_Earth_Moon_ Portf_1112.pdf Pages D2-D96 in Harcourt.	
Weeks 25 to 27	(9) Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:		
	(A) observe and describe the physical characteristics of environments and how they	S_3rdGr_3rd- 4th_9Wks_Life_portf.1112.pdf Pages B2-B64 in Harcourt.	BrainPopJr.com

	support populations and communities within an ecosystem;		
	(B) identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field; and	S_3rdGr_3rd-4th_9Wks_Life_portf.1112.pdf Pages B2-B64 in Harcourt.	BrainPopJr.com
	(C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.	S_3rdGr_3rd-4th_9Wks_Life_portf.1112.pdf Pages B2-B64 in Harcourt.	BrainPopJr.com
Weeks 28 to 30	(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:		
	(A) explore how structures and functions of plants and animals allow them to survive in a particular environment;	S_3rdGr_3rd-4th_9Wks_FOSS_StructuresofLife_1112.pdf S_3rdGr_3rd-4th_9Wks_Life_portf.1112.pdf Pages A2-A64 in Harcourt.	BrainPopJr.com
	(B) explore that some characteristics of organisms are inherited such as the number of limbs on an animal or flower color and recognize that some behaviors are learned in response to living in a certain environment such as animals using tools to get food; and	S_3rdGr_3rd-4th_9Wks_FOSS_StructuresofLife_1112.pdf S_3rdGr_3rd-4th_9Wks_Life_portf.1112.pdf Pages A2-A64 in Harcourt.	BrainPopJr.com
	(C) investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs.	S_3rdGr_3rd-4th_9Wks_FOSS_StructuresofLife_1112.pdf S_3rdGr_3rd-4th_9Wks_Life_portf.1112.pdf Pages A2-A64 in Harcourt.	BrainPopJr.com

Note to reader: Some of the units of study may take longer than the weeks assigned.

Week 31-34 will be working on their science fair projects. ScienceFairGuide12.pdf

[Type text]