

Curriculum Map

Subject: Science	Grade Level: 3rd	Sixth Week: 3rd	Week: 1
Instructional Focus Summary	<p>The student will learn that volume is the amount of space that something takes up or holds.</p> <p>The student will learn about the way that objects are alike.</p> <p>The student will learn how to measure some properties of matter.</p>		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p><u>3.2 Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations.</u></p> <p><u>(A) plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology</u></p> <p><u>(B) collect information by observing and measuring</u></p> <p>3.7 Science concepts. The student knows that matter has physical properties.</p> <p>(A) gather information including temperature, magnetism, hardness, and mass using appropriate tools to identify physical properties of matter</p> <p>(B) identify matter as liquids, solids, and gases</p>		
<u>Concepts/ Vocabulary</u>	<p>matter property volume mass liter milliliter</p>		
Resources	<p>Scott Foresman Science Book: pp. B6-B15 Instructional Resource p. 40 Lesson Assessment p. 55 Activity Rubric T6 www.unitedstreaming.com www.sfscience.com</p>		
Instructional Activities	<p>The teacher will activate prior knowledge by displaying common objects that are solids or contain liquid and describe how they are alike and different.</p> <p>Students will measure volume of different containers and the volume of popcorn before and after popping.</p> <p>Guide the students as they read pp. B6-B15 and find out about matter and the properties of matter.</p> <p>Use of United Streaming videos on properties of matter.</p>		
Assessment	<p>Group discussion and participation Activity Rubric p. T6 Lesson Assessment p. 55</p>		
Integration	<p>Math: measure volume of different containers and measure volume of popcorn before</p>		

	and after being popped.
Intervention	Small group teaching as needed.
Extension	www.unitedstreaming.com

Subject: Science	Grade Level: 3rd	Sixth Week: 3rd	Week: 2
Instructional Focus Summary	<p>The student will learn about the types of physical changes. The student will learn about the three states of matter. The student will discover how matter can change from one form to another.</p>		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p><u>3.2 Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations.</u> <u>(A) plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology</u> <u>(B) collect information by observing and measuring</u> <u>(C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence</u></p> <p>3.7 Science concepts. The student knows that matter has physical properties. (A) gather information including temperature, magnetism, hardness, and mass using appropriate tools to identify physical properties of matter (B) identify matter as liquids, solids, and gases</p>		
<p><u>Concepts/ Vocabulary</u></p>	<p>physical change mixture states of matter solid liquid gas water vapor evaporates condenses</p>		
Resources	<p>Scott Foresman Science Book: pp. B16-B21 Lab Manual pp. 25-26 Assessment p. 56 www.unitedstreaming.com www.sfscience.com</p>		
Instructional Activities	<p>The teacher will guide the students as they read pp. B16-21 and learn about physical changes and the different states of matter. The students will match vocabulary cards and definitions to learn meanings of key vocabulary. Students will view SF website and United Streaming videos related to states of matter.</p>		
Assessment	<p>Group discussion and participation; Chapter Assessment p. 56.</p>		
Integration	<p>Technology: students will use the SF website to learn how water changes state in the atmosphere to form precipitation. Math: measure length (B17)</p>		

Intervention	Small group teaching as needed
Extension	www.unitedstreaming.com Scott Foresman Science website

Subject: Science	Grade Level: 3rd	Sixth Week: 3rd	Week: 3
Instructional Focus Summary	The student will learn how one kind of matter can change into a different kind. The student will learn about ways that chemical changes are useful.		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u> (TEKS below 80% passing on the last TAKS test)	<u>3.2 Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations.</u> <u>(A) plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology</u> <u>(B) collect information by observing and measuring</u> <u>(C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence</u> 3.7 Science concepts. The student knows that matter has physical properties. (A) gather information including temperature, magnetism, hardness, and mass using appropriate tools to identify physical properties of matter (B) identify matter as liquids, solids, and gases		
<u>Concepts/ Vocabulary</u>	Chemical change		
Resources	Scott Foresman Science Book: pp. B25-B27 Lesson 3 Assessment Transparency #5 Instructional Video www.unitedstreaming.com www.sfscience.com		
Instructional Activities	The teacher will guide the students as they read about Chemical Changes (B22-24) and conduct experiment (B25-27) on Experimenting with Chemical Changes after watching the Scott Foresman Instructional video.		
Assessment	Group discussion and participation Lesson 3 Assessment Lab activity rubric Chapter Assessment pp. B28-B29		
Integration	Math: Students will organize and graph data in experiment. Technology: Students will learn how heat can cause a chemical change in matter by visiting www.sfscience.com		
Intervention	Small group teaching as needed		

Extension

www.unitedstreaming.com
Scott Foresman Science website

Subject: Science	Grade Level: 3rd	Sixth Week: 3rd	Week: 4
Instructional Focus Summary	<p>The student will explore the forces needed to move a ball. The student will learn how force makes an object move. The student will learn how friction affects a moving object.</p>		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p><u>3.2 Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations.</u> <u>(A) plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology</u> <u>(B) collect information by observing and measuring</u> <u>(C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence</u></p> <p><u>3.6 Science concepts. The student knows that forces cause change.</u> <u>(A) measure and record changes in the position and direction of the motion of an object to which a force such as a push or pull has been applied</u></p>		
<p><u>Concepts/ Vocabulary</u></p>	<p>cause effect force friction</p>		
Resources	<p>Scott Foresman Science Book: pp. B34-37 Vocabulary Preview p. 47 Lab Instructional Resource p. 47</p>		
Instructional Activities	<p>The students will explore the force need to move a ball by estimating distance that it will travel and amount of force needed. (B32) The teacher will guide students as they read and find out What Makes Things Move? (B34-37) and How Friction Affects Objects. Oral review and discussion of Quick Quiz questions on B39.</p>		
Assessment	<p>Group discussion and participation Quick Quiz review question on B39 Activity Rubric p. T8</p>		
Integration	<p>Reading: Cause/Effect (B33) Students will determine cause/effect of forces. Math: estimating and measuring (p. B32) Students will estimate and measure force needed to get the ball to get to the measured location.</p>		
Intervention	<p>Small group teaching as needed</p>		

Extension	Reading: Cause and effect activity on p. B33
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Subject: Science	Grade Level: 3rd	Sixth Week: 3rd	Week: 5
Instructional Focus Summary	The student will explore how the force of gravity affects objects. The student will learn about magnetism.		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u> (TEKS below 80% passing on the last TAKS test)	<u>3.2 Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations.</u> <u>(A) plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology</u> <u>(B) collect information by observing and measuring</u> 3.6 Science concepts. The student knows that forces cause change. <u>(A) measure and record changes in the position and direction of the motion of an object to which a force such as a push or pull has been applied</u> 3.7 Science concepts. The student knows that matter has physical properties. <u>(A) gather information including temperature, magnetism, hardness, and mass using appropriate tools to identify physical properties of matter</u>		
<u>Concepts/ Vocabulary</u>	gravity magnetism pole		
Resources	Scott Foresman Science Book: pp. B38-41 Lesson Assessment p. 68 Lab Manual pp. 31-32		
Instructional Activities	The teacher will guide students as they read and learn about Gravity and Magnetism (B38-41). Students will investigate magnetic forces through the use of magnets and materials such as paper clips, clay, paper, aluminum foil, spoon, etc.		
Assessment	Group discussion and participation Lesson Assessment p. 68 Lab Manual pp. 31-32		
Integration	Writing: Students will write a paragraph describing how a typical school day would be different if gravity did not exist.		
Intervention	Small group teaching as needed; peer teaching		
Extension	www.unitedstreaming.com		

Subject: Science	Grade Level: 3rd	Sixth Week: 3rd	Week: 6
Instructional Focus Summary	<p>The student will learn how work is done. The student will learn about levers, inclined planes, and screws. The student will find out about a wedge, a pulley, and a wheel and axle. The student will discover how some animals use body parts as simple machines.</p>		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p><u>3.2 Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations.</u> <u>(A) plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology</u> <u>(B) collect information by observing and measuring</u></p> <p>3.6 Science concepts. The student knows that forces cause change. <u>(A) measure and record changes in the position and direction of the motion of an object to which a force such as a push or pull has been applied</u></p> <p>3.5 Science concepts. The student knows that systems exist in the world. (A) observe and identify simple systems such as a sprouted seed and a wooden toy car</p>		
<p><u>Concepts/ Vocabulary</u></p>	<p>work simple machine lever fulcrum inclined plane screw wedge pulley gear wheel and axle</p>		
Resources	<p>Scott Foresman Science Book: pp. B45-55 Vocabulary/picture cards Lesson Assessment p. 69 Quick Quiz pp. B 45, 47, 49 Chapter 2 Review pp. B 54-55 www.unitedstreaming.com</p>		
Instructional Activities	<p>The teacher will guide students as they read and discover how simple machines help you work and the different ways that simple machines are used in everyday life. Students will view United Streaming clip on simple machines. The students will make their own vocabulary cards and illustrate the various simple machines.</p>		
Assessment	<p>Quick Quiz review questions pp. B45, 47, 49 Lesson Assessment p. B69</p>		

Integration	Writing/Art: Students will make drawings of simple machines and write about the ways that they make life easier for us.
Intervention	Small group teaching as needed; peer teaching
Extension	www.unitedstreaming.com