# Third Grade Science Curriculum Map

| Time frame | Unit | Standards | Evidence of understanding | Instructional Strategies | Assessment |
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| **UNIT A/ Chapter 1** | **Plants** | **LS 1-3** | • **Identify air, water, soil and light as four needs of plants.**<br>• **Analyze how roots, stems and leaves help plants survive.**<br>• **Observe that leaf size and structure differ among plants.**<br>• **Observe and identify the parts of a simple plant.**<br>• **Recognize that seeds need certain conditions to sprout.**<br>• **Conclude that seeds pass traits from mature seeds to new plants.**<br>• **List ways plants reproduce without using seeds.**<br>• **Identify four ways in which seeds are dispersed.**<br>• **Identify photosynthesis as an activity of plants that allow them to survive.**<br>• **Describe the role of chlorophyll in photosynthesis.** | **Instruction will be provided using the following:** *Smart Board Lessons, Power Point Presentations, Textbook Resources, Supplemental Resources/Materials, Hands-On Experiments, etc.* | **Informal Assessments, Projects, teacher-made quizzes, formative assessments** |
| **UNIT A/Chapter 2** | **Animals** | **LS 1-3** | • **Observe and describe the habitats of organisms.**<br>• **Recognize that animals have similar needs.**<br>• **Identify some inherited traits of animals.**<br>• **Observe and identify characteristics among mammals and birds that allow each to survive.**<br>• **Analyze how adaptive characteristics help members of a species survive.**<br>• **Observe and identify characteristics among amphibians, fish, and reptiles that allow each to survive.**<br>• **Recognize that some animal behavior is instinctive and some is learned.**<br>• **Conclude that migration and hibernation are instinctive behaviors that allow some animals to escape from harsh winters.**<br>• **Observe how camouflage and mimicry can help animals avoid danger.** | **Instruction will be provided using the following:** *Smart Board Lessons, Power Point Presentations, Textbook Resources, Supplemental Resources/Materials, Hands-On Experiments, Animal group poster/project, etc.* | **Informal Assessments, Projects, teacher-made quizzes, formative assessments.** |
| **UNIT B/Chapter 1** | **Ecosystems** | **LS1-3** | • **Observe and describe the habitats of organisms within an ecosystem.**<br>• **Recognize that organisms with similar needs compete with each other for resources.**<br>• **Identify some living things that make their homes in forest ecosystems.**<br>• **Recognize that living things have characteristics for surviving in different forest environments.**<br>• **Identify some living things that make their homes in desert ecosystems.**<br>• **Recognize that living things have characteristics for surviving in deserts.**<br>• **Identify some living things that make their homes in grassland ecosystems**<br>• **Recognize how living things are adapted for surviving in grasslands.**<br>• **Identify two types of water ecosystems.**<br>• **Give examples of living things that live in each type of water ecosystem.**<br>• **Conclude that living things in water ecosystems meet their needs in different ways.** | **Instruction will be provided using the following:** *Smart Board Lessons, Power Point Presentations, Textbook Resources, Supplemental Resources/Materials, Hands-On Experiments, Ecosystem Diorama, etc.* | **Informal Assessments, Projects, teacher-made quizzes, formative assessments** |

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| **UNIT B/Chapter 2** | **Producers, consumers, energy pyramids , food chains and food webs** | **LS1-3** | • **Recognize that the energy most living things get from food originated with the sun.**<br>• **Conclude that all living things get energy from food.**<br>• **Identify characteristics of living things that help them get food.**<br>• **Recognize that animals depend on plants and other animals for energy.**<br>• **Identify a food chain as a model that shows the movement of food and energy through a community.**<br>• **Observe that some organisms in an ecosystem compete with each other for food.**<br>• **Recognize that more than one food chain exists in a community.**<br>• **Conclude that the individual organisms in a food web can be eaten by many other organisms.** | **Instruction will be provided using the following:** *Smart Board Lessons, Power Point Presentations, Textbook Resources, Supplemental Resources/Materials, Hands-On Experiments/ projects, etc.* | **Informal Assessments, Projects, teacher-made quizzes, formative assessments** |
| **UNIT C/Chapter 3** | **Soil** | **ER 1-3** | • **Identify where soil comes from and how it forms.**<br>• **Describe the importance of soil.**<br>• **Describe how soils are different.**<br>• **Identify kinds of soil that are good for plants.**<br>• **Identify ways that soil can be harmed.**<br>• **Describe methods of conserving soil.** | **Instruction will be provided using the following:** *Smart Board Lessons, Power Point Presentations, Textbook Resources, Supplemental Resources/Materials, Hands-On Experiments, Speaker, etc.* | **Informal Assessments, Projects, teacher-made quizzes, formative assessments** |
| **UNIT C/Chapter 4** | **Resources** | **ER 1-3** | • **Describe what resources are.**<br>• **Identify common resources.**<br>• **Give examples of how people use resources.**<br>• **Identify the resources that will never run out.**<br>• **Identify the resources that can be used up.**<br>• **Describe recycling, and identify the way recycling saves resources.**<br>• **Give examples of other ways to conserve resources.** | **Instruction will be provided using the following:** *Smart Board Lessons, Power Point Presentations, Textbook Resources, Supplemental Resources/Materials, Hands-On Experiments, etc.* | **Informal Assessments, Projects, teacher-made quizzes, formative assessments** |
| **UNIT E/Chapter 1** | **Properties of matter** | **PS1-3** | • **Observe physical properties of matter.**<br>• **Identify matter as a solid, liquid, or gas.**<br>• **Describe evaporation.**<br>• **Demonstrate how to gather information about mass and volume by using appropriate tools to identify physical properties of matter.** | **Instruction will be provided using the following:** *Smart Board Lessons, Power Point Presentations, Textbook Resources, Supplemental Resources/Materials, Hands-On Experiments,* | **Informal Assessments, Projects, teacher-made quizzes, formative assessments** |

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| | | | | *Matter Book, etc.* | |
| **UNIT E/Chapter 2** | **Changes in Matter** | **PS1-3** | • **Recognize that matter has multiple forms and can be changed from one form to another.**<br>• **Describe a chemical change.**<br>• **Recognize that when two or more substances combine, a new substance may form that has properties different from the original substances.** | **Instruction will be provided using the following:** *Smart Board Lessons, Power Point Presentations, Textbook Resources, Supplemental Resources/Materials, Hands-On Experiments, etc.* | **Informal Assessments, Projects, teacher-made quizzes, formative assessments** |
| **UNIT F/Chapter 1** | **Energy** | **PS1-3** | • **Demonstrate one way energy can be used to move objects.**<br>• **Identify sources of energy and the different forms of energy can take.**<br>• **Compare various kinds of stored energy.**<br>• **Observe that energy can travel as a wave.**<br>• **Recognize that energy moves out of a battery and into other objects.**<br>• **Describe how thermal energy moves as heat.**<br>• **Observe that energy can change from one form to another.**<br>• **Describe how machines and living things can convert stored energy into motion and heat.**<br>• **Recognize that heat is sometimes produced as a waste product of motion.** | **Instruction will be provided using the following:** *Smart Board Lessons, Power Point Presentations, Textbook Resources, Supplemental Resources/Materials, Hands-On Experiments, etc.* | **Informal Assessments, Projects, teacher-made quizzes, formative assessments** |
| **UNIT F/Chapter 2** | **Heat** | **PS1-3** | • **Relate heat and thermal energy.**<br>• **Explain how thermal energy affects matter.**<br>• **Describe three ways in which thermal energy moves from place to place.**<br>• **Compare tools for measuring temperature.**<br>• **Explore ways to control thermal energy.** | **Instruction will be provided using the following:** *Smart Board Lessons, Power Point Presentations, Textbook Resources, Supplemental Resources/Materials, Hands-On Experiments, etc.* | **Informal Assessments, Projects, teacher-made quizzes, formative assessments.** |
| **UNIT F/Chapter 3** | **Forces and Motion** | **PS1-3** | • **Explain how forces are measured.**<br>• **Relate forces and motion.**<br>• **Explain what work is.**<br>• **Describe the relationship between work and force.**<br>• **Recognize that simple machines make work easier.**<br>• **Classify different types of simple machines.** | **Instruction will be provided using the following:** *Smart Board Lessons, Power Point Presentations, Textbook Resources, Supplemental Resources/Materials, Hands-On Experiments, etc.* | |