



Scope and Sequence

Grade: 3rd Month: September

Content Area: Science

Sub Content/Unit: Intro to Scientific process

<i>What our students will know and be able to do</i>	<i>Learning Activities</i>	<i>Materials</i>	<i>Assessment tools</i>	<i>Notes</i>
<ul style="list-style-type: none">• Know the steps of the scientific process• Look at different ways to answer questions/find solutions	<ul style="list-style-type: none">• How to walk on air experiment• Sorting science words vocabulary	<ul style="list-style-type: none">• Balloons• Tape• Vocabulary words and definitions	<ul style="list-style-type: none">• Correctly matching vocabulary words• Writing out scientific process for experiment	<p>TPT packet</p> <p>This is just intro into science, not part of curriculum</p>



Scope and Sequence

Grade: 3rd Month: October/November

Content Area: Science

Sub Content/Unit: Force and Motion

<i>What our students will know and be able to do</i>	<i>Learning Activities</i>	<i>Materials</i>	<i>Assessment tools</i>	<i>Notes</i>
<ul style="list-style-type: none"> • Patterns in motion • What happens when forces are put on items in motion • Relationship between force and motion • Show electricity and magnets can push and pull objects • Show how static electricity affects objects • Show how magnets affects an object's motion 	<ul style="list-style-type: none"> • Marble run with a turn • Marble run on different heights of ramps • Toy cars moving on different surfaces • Measure distances toy cars travel over time • Build skate park for marble to travel • Read and discuss in science books • Test what clings to a balloon with a static charge 	<ul style="list-style-type: none"> • Carboard • Paper • Tape • Marbles • Toy cars • Sand paper • Yard sticks • Timers • Cotton cloth • Paper towel rolls • Science books • Balloons • Paper confetti • Gelatin • Dryer sheet • Wool cloth • Polyester cloth • Spray bottles 	<ul style="list-style-type: none"> • Filling in charts for experiments • Review pages in science books • Marble run skate park: getting marble from one end to the other end • Making self-closing gate • Classroom discussions 	

	<ul style="list-style-type: none">• Test how to get rid of static charge on objects• Test what items of magnetic• Test what a magnetic force can move objects through• Make an electromagnet• Design a self-closing gate	<ul style="list-style-type: none">• Aluminum foil• Bar magnets• Metal spoons• Paper clips• Pennies• Plastic spoons• D batteries• Batter holders• Insulated wire• Iron nails• Craft sticks• Glue		
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Scope and Sequence

Grade: 3rd Month: December/January

Content Area: Science

Sub Content/Unit: Weather

<i>What our students will know and be able to do</i>	<i>Learning Activities</i>	<i>Materials</i>	<i>Assessment tools</i>	<i>Notes</i>
<ul style="list-style-type: none"> ● Identify what meteorologists do ● Identify the difference between climate and weather ● Identify types of precipitation ● Identify weather patterns within seasons ● Identify why weather changes and what affect natural hazards have on weather ● Compare weather we have to other places in the world ● Explain how different natural hazards affect environments ● Identify ways to reduce damage from 	<ul style="list-style-type: none"> ● Read and discuss from science book ● Answer questions in science books ● Class discussions ● Research and predict weather for a specific place ● Research and act like a meteorologist for a day ● Compare weather patterns with a place east of our location ● Take temperatures of different colors/types of soil ● Flooding plants ● Simulate a landslide ● Research natural 	<ul style="list-style-type: none"> ● Weather maps ● Internet access for weather reports of different places ● Thermometers ● Clay soil ● Potting soil ● Sandy soil ● Pansy plants ● Graduated cylinder ● Rulers ● Gram cubes ● Paint Trays ● Sand ● Sugar cubes ● Resealable plastic baggies ● Mini marshmallows ● Toothpicks ● Modeling plays 	<ul style="list-style-type: none"> ● Filling in experiment charts ● Answering book questions ● Classroom discussions ● Meteorologist weather speech 	

<p>natural hazards</p> <ul style="list-style-type: none">• List ways we can prepare for natural hazards	<p>hazards</p> <ul style="list-style-type: none">• Build sugar cube structures with wind and rain• Make sandbags and look at the effects from flooding• Build weatherproof toothpick and marshmallow structures	<ul style="list-style-type: none">• Craft sticks• Gelatin• Fan• Watering can		
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Scope and Sequence

Grade: 3rd Month: February/March

Content Area: Science

Sub Content/Unit: Different Environments

<i>What our students will know and be able to do</i>	<i>Learning Activities</i>	<i>Materials</i>	<i>Assessment tools</i>	<i>Notes</i>
<ul style="list-style-type: none"> ● Identify what different organisms need to survive in different environments ● List what plants/animals need to survive ● List differences plants/animals have to help survive in different environments ● Tell what fossils can tell us about the environment ● Describe how an environment that changes affects organisms 	<ul style="list-style-type: none"> ● Read/answer questions in science books ● Class discussions ● Go on a plant hunt to identify different plants ● Look at bird beak shapes ● Sort similar looking beans to look at camouflage ● Design a bird ● Design an animal and it's adaptations ● Look at how a plant adapts to get it's needs ● Forming layers of fossils in sand ● Digging out and 	<ul style="list-style-type: none"> ● Magnifying glasses ● Meterstick ● Bean plants ● Bean seeds ● Cardboard ● Tape ● Shoeboxes ● Potting soil ● Plastic cups ● Dried macaroni ● Paper clips ● Rice ● Toothpicks ● Plastic spoons ● Tweezers ● Stopwatches ● Paper plates ● Black beans ● Black-eyed peas ● White beans ● Cotton balls 	<ul style="list-style-type: none"> ● Filling out charts from experiments ● Questions in science books ● Class discussions ● Bird designs ● Animal designs and adaptation explanations ● Forest poster 	

	<p>identifying age in layers of fossils in sand</p> <ul style="list-style-type: none">● Creating fossil mystery using codes for fossil types● Finding changes to environments made by humans● Researching to find invasive species of plants and animals● Create past/present/future poster of a forest that was affected by a forest fire	<ul style="list-style-type: none">● Glue● Straws● Paper● 3 different colors of sand● Paper cups● Liquid glue		
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Scope and Sequence

Grade: 3rd Month: April/May

Content Area: Science

Sub Content/Unit: Life Cycles and Traits

<i>What our students will know and be able to do</i>	<i>Learning Activities</i>	<i>Materials</i>	<i>Assessment tools</i>	<i>Notes</i>
<ul style="list-style-type: none"> ● Identify life cycles of plants ● List what seeds need to grow ● Identify plant families and similarities and differences in plant families ● Explain inherited traits in plants and how offspring plants get traits from parent plants ● Identify life cycles of animals ● Know what animals need to survive ● Explain inherited traits in animals 	<ul style="list-style-type: none"> ● Class discussions ● Read and answer questions in science books ● Seed growth in wet papertowels ● Draw plant lifecycle ● Comparing different fruits to look at plant families ● Grow caterpillars to butterflies ● Draw an animal life cycle ● Look at inherited traits from parents to offspring 	<ul style="list-style-type: none"> ● Baggies ● Papertowels ● Lima bean seeds ● Radish seeds ● Cherries ● Plums ● Grapes ● Plastic knives ● Paper ● Science books ● Caterpillars ● Magnifying glasses ● Craft sticks ● Stopwatch ● Clay ● Shoe boxes ● Paper 	<ul style="list-style-type: none"> ● Participation in class discussions ● Completed questions in science books ● Plant life cycle drawing ● Filled out charts from experiments ● Animal habitat 	

<ul style="list-style-type: none">● Identify inherited vs. learned traits● Know how an animal finds what it needs to survive in an environment	<ul style="list-style-type: none">● Build bridges with others to demonstrate ant colonies working together● Design habitat for animals	<ul style="list-style-type: none">● Tape		
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Scope and Sequence

Grade: 3rd Month: June

Content Area: Science

Sub Content/Unit: Garden

<i>What our students will know and be able to do</i>	<i>Learning Activities</i>	<i>Materials</i>	<i>Assessment tools</i>	<i>Notes</i>
<ul style="list-style-type: none"> • What makes a good planting soil • What are different types of soil • How can you make soil more healthy • What plants grow well together • How to read a seed packet • How to plant different seeds 	<ul style="list-style-type: none"> • Test levels of potassium, nitrogen, pH, and magnesium levels in soil • Research what different colors mean in soil • Testing permeation in different types of soil • Making compost • Planting different types of seeds 	<ul style="list-style-type: none"> • Soil tester • Planting soil, clay soil, sand soil • Sunflower stems and other plant materials • Different types of seeds 	<ul style="list-style-type: none"> • Class discussions • Designing gardens • Taking care of plants • Knowing how deep to plant seeds from seed packets 	<p>I do some garden lessons throughout the year, but more at the end of the year</p>