FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2011

Subject Content: SCIENCE **Grade: 3rd**

FCS **Indicates the Curriculum Map**

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic Life Science Unity and Diversity (Biological Science)	**Unit/Topic** Life Science Unity and Diversity (Biological Science)
CORE CONTENT 4.1 **SC-EP-3.4.1** Students will explain the basic needs of organisms. Organisms have basic needs. For example, animals need air, water and food; plants need air, water, nutrients and light. Organisms can survive only in environments in which their needs can be met. DOK 2 **SC-EP-3.4.2** Students will understand that things in the environment are classified as living, nonliving and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics (e.g., body coverings, body structures).	**CORE CONTENT 4.1** **SC-EP-3.4.3** Students will describe the basic structures and related functions of plants and animals that contribute to growth, reproduction and survival. Each plant or animal has observable structures that serve different functions in growth, survival and reproduction. For example, humans have distinct body structures for walking, holding, seeing and talking. These observable structures should be explored to sort, classify, compare and describe organisms. DOK 2 **SC-EP-3.4.4** Students will describe a variety of plant and animal life cycles to understand patterns of the growth, development, reproduction and death of an organism. Plants and animals have life cycles that include the beginning of life, growth and development, reproduction and death. The details of a life cycle are different for different organisms. Observations of different life cycles should be made in order to identify patterns and recognize similarities and differences. DOK 2

CURRICULUM			CURRICULUM		
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Identify Sub-Topics What plants/Animals need	**Identify Sub-Topics** Mammals, Birds, and Reptiles	**Identify Sub-Topics** Life Cycles	**Identify Sub-Topics** Life Cycles Growth & Development	**Identify Sub-Topics** Life Cycles Growth & Development	**Identify Sub-Topics** Life Cycles Growth & Development
I CAN STATEMENTS: I can identify and explain the basic needs of all organisms. I can describe how different organisms survive in their environment.	**I CAN STATEMENTS:** I can identify and explain the basic needs of all organisms. I can describe how different organisms survive in their environment. I can explain similarities and differences in characteristics of living, non-living and once living organisms. I can classify organisms as living, non-living and once living.	**I CAN STATEMENTS:** I can explain similarities and differences in characteristics of living, non-living and once living organisms. I can classify organisms as living, non-living and on ce living.	**I CAN STATEMENTS:** I can describe the life cycle of a plant. I can describe different animal life cycles. I can explain the similarities and differences of plants. I can explain the similarities and differences of animal life cycles. I can examine patterns of growth, development, reproduction, and death of organisms.	**I CAN STATEMENTS:** →→ **same**	**I CAN STATEMENTS:** →→ **same**
Critical Vocabulary Living Non-living Organism Describe Survival	**Critical Vocabulary** Living Non-living Organism Describe Survival	**Critical Vocabulary** Living Non-living Organism Describe Survival	**Critical Vocabulary** Life cycle Development Similarities Differences Patterns	**Critical Vocabulary** Life cycle Development Similarities Differences Patterns	**Critical Vocabulary** Life cycle Development Similarities Differences Patterns

Environment Basic needs Characteristics Explain Similarities Differences	Environment Basic needs Characteristics Explain Similarities Differences	Environment Basic needs Characteristics Explain Similarities Differences	Metamorphosis Growth Sprout Germination Reproduction Death	Metamorphosis Growth Sprout Germination Reproduction Death	Metamorphosis Growth Sprout Germination Reproduction Death
Suggested Strategies/Activities Vocabulary Cards Leveled Readers Guided learning Use e-books Classify living/non-living things. Plant seeds, place in different locations.	**Suggested Strategies/Activities** Vocabulary Cards Leveled Readers Guided learning Use e-books Classify living/non-living things.	**Suggested Strategies/Activities** Vocabulary Cards Leveled Readers Guided learning Use e-books Go outside make a list to classify living/non-living things	**Suggested Strategies/Activities** Vocabulary Power Worksheet Vocabulary on the Document camera Repeat vocab. Orally eBooks Leveled Readers Plant seeds observe them as they grow	**Suggested Strategies/Activities** Vocabulary Power Worksheet Vocabulary on the Document camera Repeat vocab. Orally eBooks Leveled Readers Plant seeds observe them as they grow	**Suggested Strategies/Activities** Vocabulary Power Worksheet Vocabulary on the Document camera Repeat vocab. Orally eBooks Leveled Readers Plant seeds observe them as they grow
Balanced Assessment: Formative Oral Checks Reflective writing piece Open-Response Exit Slips Observation **Summative** Multiple Choice On-Demand Projects	**Balanced Assessment: Formative** Oral Checks Reflective writing piece Open-Response Exit Slips Observation **Summative** Multiple Choice On-Demand Projects	**Balanced Assessment: Formative** Oral Checks Reflective writing piece Open-Response Exit Slips Observation **Summative** Multiple Choice On-Demand Projects	**Balanced Assessment: Formative** **ChapterTests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** Multiple Choice On-Demand Projects	**Balanced Assessment: Formative** **ChapterTests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** Multiple Choice On-Demand Projects	**Balanced Assessment: Formative** **ChapterTests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** Multiple Choice On-Demand Projects

Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**
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Weeks 7-9	Weeks 10-12
Unit/Topic Life Science Unity and Diversity (Biological Science)	**Unit/Topic** Life Science Unity and Diversity (Biological Science)
CORE CONTENT 4.1 **SC-EP-4.6.1** Students will describe basic relationships of plants and animals in an ecosystem (food chains).	**CORE CONTENT 4.1** **SC-EP-4.7.1** Students will describe the cause and effect relationships existing between organisms and their environments.

Plants make their own food. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants. Basic relationships and connections between organisms in food chains can be used to discover patterns within ecosystems. DOK 2 **SC-EP-4.6.2** Students will describe evidence of the sun providing light and heat to the Earth. Simple observations and investigations begin to reveal that the Sun provides the light and heat necessary to maintain the temperature of Earth. Based on those experiences, the conclusion can be drawn that the Sun's light and heat are necessary to sustain life on Earth. DOK 2	The world has many different environments. Organisms require an environment in which their needs can be met. When the environment changes some plants and animals survive and reproduce while others die or move to new locations. DOK 2 **SC-EP-3.5.1** Students will describe fossils as evidence of organisms that lived long ago, some of which may be similar to others that are alive today. Fossils found in Earth materials provide evidence about organisms that lived long ago and the nature of the environment at that time. Representations of fossils provide the basis for describing and drawing conclusions about the organisms and basic environments represented by them. DOK 3

CURRICULUM			CURRICULUM		
Week 7	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**
Identify Sub-Topics Ecosystems	**Identify Sub-Topics** Ecosystems	**Identify Sub-Topics** Ecosystems	**Identify Sub-Topics** Fossils	**Identify Sub-Topics** Fossils	**Identify Sub-Topics** Fossils
I CAN STATEMENTS: I can describe basic relationships of plants and animals in an ecosystem (food chain) and how they depend on each other. I can describe evidence of the sun providing heat and light to the earth. I can explain why light	**I CAN STATEMENTS:** I can describe basic relationships of plants and animals in an ecosystem (food chain) and how they depend on each other. I can describe evidence of the sun providing heat and light to the earth. I can explain why light	**I CAN STATEMENTS:** I can describe basic relationships of plants and animals in an ecosystem (food chain) and how they depend on each other. I can describe evidence of the sun providing heat and light to the earth. I can explain why light and heat are necessary	**I CAN STATEMENTS:** I can describe fossils of organisms that lived long ago and compare them to organisms of today. I can explain how some fossils are made. I can explain how scientists collect and reconstruct fossils. I can make inferences	**I CAN STATEMENTS:** I can describe fossils of organisms that lived long ago and compare them to organisms of today. I can explain how some fossils are made. I can explain how scientists collect and reconstruct fossils. I can make inferences	**I CAN STATEMENTS:** I can describe fossils of organisms that lived long ago and compare them to organisms of today. I can explain how some fossils are made. I can explain how scientists collect and reconstruct fossils. I can make inferences

and heat are necessary to sustain life.	and heat are necessary to sustain life.	to sustain life.	about environments of long ago based on fossils found today.	about environments of long ago based on fossils found today.	about environments of long ago based on fossils found today.
Critical Vocabulary Ecosystem Food chain Food web Photosynthesis Producers Consumers Decomposer Herbivore Omnivore Carnivore Scavenger Predator Prey Life Evidence Sustain	**Critical Vocabulary** Ecosystem Food chain Food web Photosynthesis Producers Consumers Decomposer Herbivore Omnivore Carnivore Scavenger Predator Prey Life Evidence Sustain	**Critical Vocabulary** Ecosystem Food chain Food web Photosynthesis Producers Consumers Decomposer Herbivore Omnivore Carnivore Scavenger Predator Prey Life Evidence Sustain	**Critical Vocabulary** Fossils Earth Reconstruct Paleontologist Geologist Extinct	**Critical Vocabulary** Fossils Earth Reconstruct Paleontologist Geologist Extinct	**Critical Vocabulary** Fossils Earth Reconstruct Paleontologist Geologist Extinct
Suggested Strategies/Activities Integrate in other areas Art Food Chain Paper Food Chain Science eBooks Vocabulary Cards Transparencies Video Podcasts Leveled Readers Experiments	**Suggested Strategies/Activities** Integrate in other areas Art Food Chain Paper Food Chain Science eBooks Vocabulary Cards Transparencies Video Podcasts Leveled Readers Experiments	**Suggested Strategies/Activities** Integrate in other areas Art Food Chain Paper Food Chain Science eBooks Vocabulary Cards Transparencies Video Podcasts Leveled Readers Experiments	**Suggested Strategies/Activities** Curriculum Integration Writing Science Journals Leveled Readers Electronic Transparencies Make fossils using plaster of paris Observe fossils eBooks Experiments	**Suggested Strategies/Activities** Curriculum Integration Writing Science Journals Leveled Readers Electronic Transparencies Make fossils using plaster of paris Observe fossils eBooks Experiments	**Suggested Strategies/Activities** Curriculum Integration Writing Science Journals Leveled Readers Electronic Transparencies Make fossils using plaster of paris Observe fossils eBooks Experiments

Balanced Assessment: **Formative** **ChapterTests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** Multiple Choice On-Demand Projects **Summative** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment:** **Formative** **ChapterTests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** Multiple Choice On-Demand Projects **Summative** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment:** **Formative** **ChapterTests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** Multiple Choice On-Demand Projects **Summative** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment:** **Formative** **ChapterTests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** Multiple Choice On-Demand Projects **Summative** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment:** **Formative** **ChapterTests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** Multiple Choice On-Demand Projects **Summative** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment:** **Formative** **ChapterTests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** Multiple Choice On-Demand Projects **Summative** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**
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Weeks 13-15	Weeks 16-18
Unit/Topic Earth/Space Science Earth and the Universe	**Unit/Topic** Earth/Space Science Earth and the Universe
CORE CONTENT 4.1 **SC-EP-2.3.1** Students will describe earth materials (solid rocks, soils, water and gases of the atmosphere) using their properties. Earth materials include solid rocks and soils, water and the gases of the atmosphere. Minerals that make up rocks have properties of color, luster and hardness. Soils have properties of color, texture, the capacity to retain water and the ability to support plant growth. Water on Earth and in the atmosphere can be a solid, liquid or gas. DOK 2	**CORE CONTENT 4.1** **SC-EP-2.3.2** Students will describe patterns in weather and weather data in order to make simple predictions based on those patterns discovered. Weather changes from day to day and over seasons. Weather can be described using observations and measurable quantities such as temperature, wind direction, wind speed and precipitation. Simple predictions can be made by analyzing collected data for patterns. DOK 2 **SC-EP-2.3.3** Students will describe the properties, locations and real or apparent movements of objects in the sky (Sun, moon). Objects in the sky have properties, locations and real or apparent movements that can be observed and described. Observational data, patterns, and models should be used to describe real or apparent movements. DOK 2
CURRICULUM	**CURRICULUM**

Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics Earth's Materials	**Identify Sub-Topics** Earth's Materials	**Identify Sub-Topics** Earth's Materials	**Identify Sub-Topics** Weather Movement in the sky	**Identify Sub-Topics** Weather Movement in the sky	**Identify Sub-Topics** Weather Movement in the sky
I CAN STATEMENTS: I can describe earth materials such as rocks, soil, water and gas using their properties. I can examine and describe the properties of soil including color, texture and the capacity to retain water. I can explain how minerals that make up rocks have properties of color, luster and hardness.	**I CAN STATEMENTS:** **same** →	**I CAN STATEMENTS:** **same** →	**I CAN STATEMENTS:** I can explain how weather changes from day to day over seasons. I can make simple predictions based on weather patterns in weather data. I can measure and record data about the weather. I can describe the properties, location and movements of objects in the sky. I can describe the interaction of the sun with the earth. I can describe how changes and movement of objects in the sky have patterns. I can predict the location of the sun based upon a	**I CAN STATEMENTS:** **same** →	**I CAN STATEMENTS:** **same** →

			shadow. I can describe the phases of the moon and its cycle.		
Critical Vocabulary **Mineral** **Rock** **Igneous rock** **Sedimentary rock** **Metamorphic rock** **Fossil** **Hardness** **Properties of Minerals**	**Critical Vocabulary** **Mineral** **Rock** **Igneous rock** **Sedimentary rock** **Metamorphic rock** **Fossil** **Hardness** **Properties of Minerals**	**Critical Vocabulary** **Mineral** **Rock** **Igneous rock** **Sedimentary rock** **Metamorphic rock** **Fossil** **Hardness** **Properties of Minerals**	**Critical Vocabulary** **Atmosphere** **Oxygen** **Weather** **Temperature** **Anemometer** **climate**	**Critical Vocabulary** **Atmosphere** **Oxygen** **Weather** **Temperature** **Anemometer** **Climate**	**Critical Vocabulary** **Atmosphere** **Oxygen** **Weather** **Temperature** **Anemometer** **Climate**
Strategies/Activities Lab Manual Leveled Readers Make a model Rock with glue, sand, gravel. Test Minerals for hardness Identify minerals by their properties	**Strategies/Activities** Lab Manual Leveled Readers Make a model Rock with glue, sand, gravel. Test Minerals for hardness Identify minerals by their properties	**Strategies/Activities** Lab Manual Leveled Readers Make a model Rock with glue, sand, gravel. Test Minerals for hardness Identify minerals by their properties	**Strategies/Activities** Lab Manuals Transparencies Audio/video United Streaming Science Book leveled readers	**Strategies/Activities** Lab Manuals Transparencies Audio/video United Streaming Science Book leveled reader	**Strategies/Activities** Lab Manuals Transparencies Audio/video United Streaming Science Book leveled readers
Balanced Assessment: Formative **ChapterTests**	**Balanced Assessment: Formative** **ChapterTests**	**Balanced Assessment: Formative** **ChapterTests**	**Balanced Assessment: Formative** **ChapterTests**	**Balanced Assessment: Formative** **ChapterTests**	**Balanced Assessment: Formative** **ChapterTests**

Open Response **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**
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Weeks 19-21			Weeks 22-24		
Unit/Topic Earth/Space Science Earth and the Universe			**Unit/Topic** Earth/Space Science Earth and the Universe		
CORE CONTENT 4.1 **SC-EP-1.1.1** Students will classify material objects by their properties providing evidence to support their classifications. Objects are made of one or more materials such as paper, wood, and metal. Objects can be described by the properties of the materials from which they are made. Those properties and measurements of the objects can be used to separate or classify objects or materials. DOK 3 **SC-EP-2.3.4** Students will describe the movement of the sun in the sky using evidence of interactions of the sun with the earth (e.g., shadows, position of sun relative to horizon) to identify patterns of movement. Changes in movement of objects in the sky have patterns that can be observed and described. The Sun appears to move across the sky in the same way every day, but the Sun's apparent path changes slowly over seasons. Recognizing relationships between movements of objects and resulting phenomena, such as shadows, provides information that can be used to make predictions and draw conclusions about those movements. DOK 2			**CORE CONTENT 4.1** **SC-EP-2.3.5** Students will understand that the moon moves across the sky on a daily basis much like the Sun. The observable shape of the moon can be described as it changes from day to day in a cycle that lasts about a month. **SC-EP-4.6.4** Students will describe light as traveling in a straight line until it strikes an object. Light can be observed and described as it travels in a straight line until it strikes an object. DOK 2		
CURRICULUM			**CURRICULUM**		
Week 19	**Week 20**	**Week 21**	**Week 22**	**Week 23**	**Week 24**

Identify Sub-Topics Movements in the sky Classification of materials	**Identify Sub-Topics** Movements in the sky Classification of materials	**Identify Sub-Topics** Movements in the sky Classification of materials	**Identify Sub-Topics** Movement of Moon Light	**Identify Sub-Topics** Movement of Moon Light	**Identify Sub-Topics** Movement of Moon Light
I CAN STATEMENTS: I can describe the properties, location and movements of objects in the sky. I can predict the location of the sun based upon a shadow. I can describe the phases of the moon and its cycle. I can describe and classify objects by their properties and give reasons to support their classification. I can examine and describe how properties change.	**I CAN STATEMENTS:** **same** →	**I CAN STATEMENTS:** **same** →	**I CAN STATEMENTS:** I can describe the properties, location and movements of objects in the sky. I can describe and explain how light travels in a straight line until it strikes an object.	**I CAN STATEMENTS:** **same** →	**I CAN STATEMENTS:** **same** →
Critical Vocabulary **Axis** **Rotation** **Revolutions** **Seasons** **Moon phases** **Lunar eclipse**	**Critical Vocabulary** **Axis** **Rotation** **Revolutions** **Seasons** **Moon phases**	**Critical Vocabulary** **Axis** **Rotation** **Revolutions** **Seasons** **Moon phases**	**Critical Vocabulary** **Axis** **Rotation** **Revolutions** **Seasons** **Moon phases**	**Critical Vocabulary** **Axis** **Rotation** **Revolutions** **Seasons** **Moon phases**	**Critical Vocabulary** **Axis** **Rotation** **Revolutions** **Seasons** **Moon phases**

Solar eclipse Planets Orbit Solar system Star Constellation	**Lunar eclipse Solar eclipse Planets Orbit Solar system Star Constellation**	**Lunar eclipse Solar eclipse Planets Orbit Solar system Star Constellation**	**Lunar eclipse Solar eclipse Planets Orbit Solar system Star Constellation**	**Lunar eclipse Solar eclipse Planets Orbit Solar system Star Constellation**	**Lunar eclipse Solar eclipse Planets Orbit Solar system Star Constellation**
Suggested Strategies/Activities Lab Manuals Transparencies Audio/video United Streaming Science Book leveled readers Moon charts Model of the Solar System Flashlights to show how sunlight strikes the earth.	**Suggested Strategies/Activities** Lab Manuals Transparencies Audio/video United Streaming Science Book leveled readers Moon charts Model of the Solar System Flashlights to show how sunlight strikes the earth.	**Suggested Strategies/Activities** Lab Manuals Transparencies Audio/video United Streaming Science Book leveled readers Moon charts Model of the Solar System Flashlights to show how sunlight strikes the earth.	**Suggested Strategies/Activities** Lab Manuals Transparencies Audio/video United Streaming Science Book leveled readers Moon charts Model of the Solar System Flashlights to show how sunlight strikes the earth.	**Suggested Strategies/Activities** Lab Manuals Transparencies Audio/video United Streaming Science Book leveled readers Moon charts Model of the Solar System Flashlights to show how sunlight strikes the earth.	**Suggested Strategies/Activities** Lab Manuals Transparencies Audio/video United Streaming Science Book leveled readers Moon charts Model of the Solar System Flashlights to show how sunlight strikes the earth.
Balanced Assessment: Formative Chapter Tests Open Response Teacher Questions Self Assessment Exit slips Summative	**Balanced Assessment: Formative Chapter Tests Open Response Teacher Questions Self Assessment Exit slips**	**Balanced Assessment: Formative Chapter Tests Open Response Teacher Questions Self Assessment Exit slips**	**Balanced Assessment: Formative Chapter Tests Open Response Teacher Questions Self Assessment Exit slips**	**Balanced Assessment: Formative Chapter Tests Open Response Teacher Questions Self Assessment Exit slips**	**Balanced Assessment: Formative Chapter Tests Open Response Teacher Questions Self Assessment Exit slips**

Summative Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**
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Weeks 25-27	Weeks 28-30
Unit/Topic PHYSICAL SCIENCE Structure and Transformation of Matter and Motion and Forces	**Unit/Topic** PHYSICAL SCIENCE Structure and Transformation of Matter and Motion and Forces

CORE CONTENT 4.1 **SC-EP-1.2.3** Students will describe the position and motion of objects and predict changes in position and motion as related to the strength of pushes and pulls. The position and motion of objects can be changed by pushing or pulling, and can be explored in a variety of ways (such as rolling different objects down different ramps). The amount of change in position and motion is related to the strength of the push or pull (force). The force with which a ball is hit illustrates this principle. By examining cause and effect relationships related to forces and motions, consequences of change can be predicted. DOK 2 **SC-EP-1.2.1** Students will describe and make inferences about the interactions of magnets with other magnets and other matter (e.g., magnets can make some things move without touching them). Magnets have observable properties that allow them to attract and repel each other and attract certain kinds of other materials (e.g., iron). Based on the knowledge of the basic properties of magnets, predictions can be made and conclusions drawn about their interactions with other common objects. DOK 3	**CORE CONTENT 4.1** **SC-EP-1.2.2** Students will describe the change in position over time (motion) of an object. An object's motion can be observed, described, compared and graphed by measuring its change in position over time. DOK 2 **SC-EP-4.6.3** Students will analyze models of basic electrical circuits using batteries, bulbs and wires, in order to determine whether a simple circuit is open or closed. Electricity in circuits can produce light. Describing and comparing models demonstrates basic understanding of circuits. DOK 2

CURRICULUM			**CURRICULUM**		
Week 25	**Week 26**	**Week 27**	**Week 28**	**Week 29**	**Week 30**
Identify Sub-Topics Motion Force Magnets	**Identify Sub-Topics** Motion Force Magnets	**Identify Sub-Topics** Motion Force Magnets	**Identify Sub-Topics** Motion of objects Circuits Electricity	**Identify Sub-Topics** Motion of objects Circuits Electricity	**Identify Sub-Topics** Motion of objects Circuits Electricity
I CAN STATEMENTS: I can describe and infer how magnets interact	**I CAN STATEMENTS:** **same** →	**I CAN STATEMENTS:** **same** →	**I CAN STATEMENTS:** I can explain how objects move in many different	**I CAN STATEMENTS:** **same** →	**I CAN STATEMENTS:** **same** →

with other magnets and other matter. I can describe an objects location. I can identify simple machines.			ways (fast, slow, back and forth, straight, etc). I can describe and compare objects motion using graphs. I can describe a variety of ways an object can be changed. I can demonstrate whether a circuit is open or closed. I can demonstrate basic understanding of electricity in circuits using models.		
Critical Vocabulary **Motion** **Distance** **Speed** **Force** **Gravity** **Weight** **Wave** **Crest** **Trough** **wavelength**	**Critical Vocabulary** **Work** **Simple machines** **Lever** **Fulcrum** **Wheel and axle** **Pulley** **Inclined plane** **Wedge** **screw**	**Critical Vocabulary** **Motion** **Distance** **Speed** **Force** **Gravity** **Weight** **Wave** **Crest** **Trough** **wavelength**	**Critical Vocabulary** **Static electricity** **Current** **Electricity** **Circuit** **Magnetic** **Generator**	**Critical Vocabulary** **Static electricity** **Current** **Electricity** **Circuit** **Magnetic** **Generator**	**Critical Vocabulary** **Static electricity** **Current** **Electricity** **Circuit** **Magnetic** **Generator**
Suggested Strategies/Activities Investigate different kinds of motion Make graphs to compare speeds of objects	**Suggested Strategies/Activities** Investigate different kinds of motion Make graphs to compare speeds of objects	**Suggested Strategies/Activities** Investigate different kinds of motion Make graphs to compare speeds of objects	**Suggested Strategies/Activities** Make a complete circuit Using D-batteries and light bulbs and wire Use magnets to the properties	**Suggested Strategies/Activities** Make a complete circuit Using D-batteries and light bulbs and wire Use magnets to the properties	**Suggested Strategies/Activities** Make a complete circuit Using D-batteries and light bulbs and wire Use magnets to the properties

Experiments with pushes and pulls Lab Manuals Science Books I-Pad Use ropes and slinky toy to show waves Use a speed ramp with toy cars to show speed Hands on activities	Experiments with pushes and pulls Lab Manuals Science Books I-Pad Use ropes and slinky toy to show waves Use a speed ramp with toy cars to show speed Hands on activities	Experiments with pushes and pulls Lab Manuals Science Books I-Pad Use ropes and slinky toy to show waves Use a speed ramp with toy cars to show speed Hands on activities	Use insulators and conductors to show how they work Use a balloon to rub on hair to show static electricity Or a comb Make observations of magnets using paperclips beads, screws, and plastic items	Use insulators and conductors to show how they work Use a balloon to rub on hair to show static electricity Or a comb Make observations of magnets using paperclips beads, screws, and plastic items	Use insulators and conductors to show how they work Use a balloon to rub on hair to show static electricity Or a comb Make observations of magnets using paperclips beads, screws, and plastic items
Balanced Assessment: Formative **Chapter Tests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Chapter Tests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Chapter Tests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Chapter Tests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Chapter Tests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Chapter Tests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**

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Weeks 31-33	Weeks 34-36
Unit/Topic PHYSICAL SCIENCE Structure and Transformation of Matter and Motion and Forces	**Unit/Topic** PHYSICAL SCIENCE Structure and Transformation of Matter and Motion and Forces Continued…
CORE CONTENT 4.1 **SC-EP-4.6.3** Students will analyze models of basic electrical circuits using batteries, bulbs and wires, in order to determine whether a simple circuit is open or closed. Electricity in circuits can produce light. Describing and comparing models demonstrates basic understanding of circuits. DOK 2	**CORE CONTENT 4.1** **SC-EP-4.6.3** Students will analyze models of basic electrical circuits using batteries, bulbs and wires, in order to determine whether a simple circuit is open or closed. Electricity in circuits can produce light. Describing and comparing models demonstrates basic understanding of circuits. DOK 2

CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify Sub-Topics Circuits Electricity	**Identify Sub-Topics** Circuits Electricity	**Identify Sub-Topics** Circuits Electricity	**Identify Sub-Topics** Circuits Electricity	**Identify Sub-Topics** Circuits Electricity	**Identify Sub-Topics** Circuits Electricity
I CAN STATEMENTS: I can demonstrate whether a circuit is open or closed. I can demonstrate basic understanding of electricity in circuits using models.	**I CAN STATEMENTS:** **same** →	**I CAN STATEMENTS:** **same** →	**I CAN STATEMENTS:** **same** →	**I CAN STATEMENTS:** **same** →	**I CAN STATEMENTS:** **same** →
Critical Vocabulary **Static electricity** **Current** **Electricity** **Circuit** **Magnetic** **Generator** **heat** **light** **absorbed** **opaque** **transparent** **translucent**	**Critical Vocabulary** **Static electricity** **Current** **Electricity** **Circuit** **Magnetic** **Generator** **heat** **light** **absorbed** **opaque** **transparent** **translucent**	**Critical Vocabulary** **Static electricity** **Current** **Electricity** **Circuit** **Magnetic** **Generator** **heat** **light** **absorbed** **opaque** **transparent** **translucent**	**Critical Vocabulary** **Static electricity** **Current** **Electricity** **Circuit** **Magnetic** **Generator** **heat** **light** **absorbed** **opaque** **transparent** **translucent**	**Critical Vocabulary** **Static electricity** **Current** **Electricity** **Circuit** **Magnetic** **Generator** **heat** **light** **absorbed** **opaque** **transparent** **translucent**	**Critical Vocabulary** **Static electricity** **Current** **Electricity** **Circuit** **Magnetic** **Generator** **heat** **light** **absorbed** **opaque** **transparent** **translucent**

Suggested Strategies/Activities Use an electromagnet to show current Make a data table United streaming	**Suggested Strategies/Activities** Use an electromagnet to show current Make a data table United streaming	**Suggested Strategies/Activities** Use an electromagnet to show current Make a data table United streaming	**Suggested Strategies/Activities** Make a complete circuit Using D-batteries and light bulbs and wire	**Suggested Strategies/Activities** Make a complete circuit Using D-batteries and light bulbs and wire	**Suggested Strategies/Activities** Make a complete circuit Using D-batteries and light bulbs and wire
Balanced Assessment: Formative **Chapter Tests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Chapter Tests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Chapter Tests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Chapter Tests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Chapter Tests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Chapter Tests** **Open Response** **Teacher Questions** **Self Assessment** **Exit slips** **Summative** **Summative** Multiple Choice On-Demand Projects Science Experiments **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**

Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
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