

CURRICULUM MAP

Subject: Science

Grade: 3rd

Quarter: 1st

Teacher(s): Mrs. Anderson, Ms. Canar, Ms. Fajardo, Mrs. Lim, Ms. Maka, & Mr. Washington

Month August -- October	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
GDOE Standards	3.1.2 Answer questions by safely collecting and analyzing data. 3.1.3 Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one's own conclusions about findings.	3.2.2 Observe and describe how offspring are very much but not exactly, like their parents and like one another.	3.2.1 Demonstrate that living things can be sorted into groups in many ways using various features. Example(s); Group plants and animals of Guam according to various features, such as how they look, where they live, and how they act.	3.2.3 Describe that almost all kinds of animal food can be traced to plants.	3.2.3 Describe that almost all kinds of animal food can be traced to plants.
Skills/Key Vocabulary	Big Idea 2, Quarter 1 The student will be able to use the scientific method to conduct an experiment. Essential Question(s): What is inside a seed? What are the needs of plants? What are the parts of a plant? What are the signs that a plant is growing? What is germination? How are plants beneficial to animals including people? Vocabulary: seed, root, stem, leaf, germinate, seedling	Big Idea 1, Quarter 1 The student will be able to compare and contrast living things based on their traits, ecosystems, and the effects of their environment. Essential Question(s): How do the traits of plants and animals affect the way they live? What characteristics do offspring have that are the same as their parent? What differences exist between parents and offspring? Vocabulary: Living things and non-living things, names of baby animals, habitat, ecosystem, population, community	Big Idea 1, Quarter 1 The student will be able to compare and contrast living things based on their traits, ecosystems, and the effects of their environment. Essential Question(s): How do animals get food?? How do plants and animals interact in a food chain? What is an energy pyramid? Who are the predators and prey in a food web? Vocabulary: Producer, consumer, herbivore, carnivore, omnivore, decomposer, food chain, energy pyramid, food web, predator, prey	Big Idea 1, Quarter 1 The student will be able to compare and contrast living things based on their traits, ecosystems, and the effects of their environment. Essential Question(s): What is photosynthesis? How do animals get food? How do plants and animals interact in a food chain? What is an energy pyramid? In what ways do plants and animals differ? Vocabulary: Producer, consumer, herbivore, carnivore, omnivore, decomposer, food chain, food web, energy pyramid, plant and animal cells	Big Idea 1, Quarter 1 The student will be able to compare and contrast living things based on their traits, ecosystems, and the effects of their environment. Essential Question(s): How do animals get food? How do plants and animals interact in a food web? Who are the predators and prey in a food web? What happens if there so many predators of a certain species? Vocabulary: Food web, predator, prey, species, endangered, extinct
Assessment	Q & A (Oral & Writing), Quiz/Test, Projects, Experiments, Independent worksheets, Group work	Q & A (Oral & Writing), Quiz/Test, Projects, Experiments, Independent worksheets, Group work	Q & A (Oral & Writing), Quiz/Test, Projects, Experiments, Independent worksheets, Group work	Q & A (Oral & Writing, Quiz/Test, Projects, Experiments, Independent worksheets, Group work	Q & A (Oral & Writing), Quiz/Test, Projects, Experiments, Independent worksheets, Group work
Resources/Materials	Harcourt Science Textbook & workbook, Online Resources & worksheets, PowerPoint	Harcourt Science Textbook & workbook, Online Resources & worksheets, PowerPoint	Harcourt Science Textbook & workbook, Online Resources & worksheets, PowerPoint	Harcourt Science Textbook & workbook, Online Resources & worksheets, PowerPoint	Harcourt Science Textbook & workbook, Online Resources & worksheets, PowerPoint

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Month August -- October	WEEK 6	WEEK 7	WEEK 8	WEEK 9
GDOE Standards	3.2.1 Demonstrate that living things can be sorted into groups in many ways using various features. Example(s); Group plants and animals of Guam according to various features, such as how they look, where they live, and how they act.	3.1.3. Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one's own conclusions about findings.	3.2.4. Give examples of some kinds of organisms that have completely disappeared and explain how these organisms were similar to some organisms living today.	3.2.4 Give examples of some kinds of organisms that have completely disappeared and explain how these organisms were similar to some organisms living today. Example(s): Describe how some of our local birds were endangered when the brown tree snake was accidentally introduced onto Guam.
Skills/Key Vocabulary	<p>Big Idea 1, Quarter 1 The student will be able to compare and contrast living things based on their traits, ecosystems, and the effects of their environment.</p> <p>Big Idea 2 Quarter 1 Students will be able to use scientific method to conduct an experiment.</p> <p>Essential Question(s): What are the needs of animals and how do they satisfy them? Why are animals home different? What are the characteristics of each class of animals? How do animals protect themselves from predators and challenging environments?</p> <p>Vocabulary: Mammal, bird, reptile, amphibian, fish, hibernate, migrate, camouflage, mimicry</p>	<p>Big Idea 1, Quarter 1 The student will be able to compare and contrast living things based on their traits, ecosystems, and the effects of their environment.</p> <p>Essential Question(s): What is a cell? What does the plant cell have that the animal cell does not have? What do they have in common?</p> <p>Vocabulary: Cell, nucleus, cell membrane, vacuole, chloroplasts, cytoplasm, cell wall, mitochondrion, golgi apparatus</p>	<p>Big Idea 1, Quarter 1 The student will be able to compare and contrast living things based on their traits, ecosystems, and the effects of their environment.</p> <p>Essential Question(s): What are animals' ways of escaping from bad weather and predators? What are the animals that migrate, hibernate, and mimic surrounding? Do you think Koko bird will soon disappear on earth?</p> <p>Vocabulary: Living things and non-living things, mammals, reptiles, amphibians, birds, fish, vertebrates, invertebrates, arachnids, threatened, endangered, extinct,</p>	<p>Big Idea 1, Quarter 1 The student will be able to compare and contrast living things based on their traits, ecosystems, and the effects of their environment.</p> <p>Essential Question(s): Why are many of our local birds endangered or extinct? How do the traits of plants and animals affect the way they live? What characteristic do offspring have that are the same as their parents? What differences exist between parents and their offspring?</p> <p>Vocabulary: Living things and non-living things, mammals, reptiles, amphibians, birds, fish, vertebrates, invertebrates, arachnids, threatened, endangered, extinct,</p>
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