

CURRICULUM MAP

Subject: Science Grade: 3rd Quarter: 3rd SY16-17

Month Jan. to Mar.	WEEK 1 _____	WEEK 2 _____	WEEK 3 _____	WEEK 4 _____	WEEK 5 _____
GDOE Standards	<p>3.4.1 Give examples of how change is a repeated process occurring on Earth.</p> <p>3.4.6 Observe and describe the Moon phases. EXAMPLE(S): Use models to demonstrate the movement of the Moon around the Earth and the Earth around the Sun.</p>	<p>3.4.1 Give examples of how change is a repeated process occurring on Earth.</p> <p>3.4.6 Observe and describe the Moon phases. EXAMPLE(S): Use models to demonstrate the movement of the Moon around the Earth and the Earth around the Sun.</p>	<p>3.4.1 Give examples of how change is a repeated process occurring on Earth.</p> <p>3.4.6 Observe and describe the Moon phases. EXAMPLE(S): Use models to demonstrate the movement of the Moon around the Earth and the Earth around the Sun.</p>	<p>3.4.7 Observe and describe the motion of the Sun and Moon over a time span of 1 day.</p> <p>3.4.8 Describe the Earth’s relationship to the Moon, stars, and other planets. EXAMPLE(S): Build a model of the solar system.</p>	<p>3.4.7 Observe and describe the motion of the Sun and Moon over a time span of 1 day.</p> <p>3.4.8 Describe the Earth’s relationship to the Moon, stars, and other planets. EXAMPLE(S): Build a model of the solar system.</p>
Concept (CCSS Standards)	<p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.W.2 a-d Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. B) Develop the topic with facts, definitions, and details; C) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information; D) Provide a concluding statement or section related to the information or explanation presented.</p>	<p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.W.2 a-d Write informative/explanatory texts to examine a topic and convey ideas and information clearly: A) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. B) Develop the topic with facts, definitions, and details; C) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information; D) Provide a concluding statement or section related to the information or explanation presented.</p>
Skills/Key Vocabulary	<p>Big Idea 1, Quarter 3: Students will be able to illustrate the phases of the moon to include the changes that occurs on Earth (seasons).</p> <p>Essential Question(s): Why do we have different seasons? Why does the moon seem to change shape? What changes happen on Earth when the moon shapes change?</p> <p>Vocabulary: patterns of our solar system, rotation, revolution, revolve, new moon, full moon, first quarter, and last quarter</p>	<p>Big Idea 1, Quarter 3: Students will be able to illustrate the phases of the moon to include the changes that occurs on Earth (seasons).</p> <p>Essential Question(s): Why do we have different seasons? Why does the moon seem to change shape? What changes happen on Earth when the moon shapes change?</p> <p>Vocabulary: patterns of our solar system, rotation, revolution, revolve, new moon, full moon, first quarter, and last quarter</p>	<p>Big Idea 1, Quarter 3: Students will be able to illustrate the phases of the moon to include the changes that occurs on Earth (seasons).</p> <p>Essential Question(s): Why do we have different seasons? Why does the moon seem to change shape? What changes happen on Earth when the moon shapes change?</p> <p>Vocabulary: patterns of our solar system, rotation, revolution, revolve, new moon, full moon, first quarter, and last quarter</p>	<p>Big Idea 2, Quarter 3 Students will build a model of the solar system to demonstrate the motion of the sun and moon.</p> <p>Essential Question(s): How do the sun and moon appear to travel in the sky? What is the relationship between Earth and the moon, stars, and other planets?</p> <p>Vocabulary: processes, patterns, phases, seasons, tide, sunrise, sunset</p>	<p>Big Idea 2, Quarter 3 Students will build a model of the solar system to demonstrate the motion of the sun and moon.</p> <p>Essential Question(s): How do the sun and moon appear to travel in the sky? What is the relationship between Earth and the moon, stars, and other planets?</p> <p>Vocabulary: processes, patterns, phases, seasons, tide, sunrise, sunset</p>

Assessment	<input checked="" type="checkbox"/> Test <input type="checkbox"/> Product <input type="checkbox"/> Essay <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Project <input type="checkbox"/> Portfolio <input type="checkbox"/> Performance checklist <input type="checkbox"/> Quiz <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Q & A <input type="checkbox"/> Experiment <input type="checkbox"/> Investigation	<input checked="" type="checkbox"/> Test <input type="checkbox"/> Product <input type="checkbox"/> Essay <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Project <input type="checkbox"/> Portfolio <input type="checkbox"/> Performance checklist <input type="checkbox"/> Quiz <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Q & A <input type="checkbox"/> Experiment <input type="checkbox"/> Investigation	<input checked="" type="checkbox"/> Test <input type="checkbox"/> Product <input type="checkbox"/> Essay <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Project <input type="checkbox"/> Portfolio <input type="checkbox"/> Performance checklist <input type="checkbox"/> Quiz <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Q & A <input type="checkbox"/> Experiment <input type="checkbox"/> Investigation	<input checked="" type="checkbox"/> Test <input type="checkbox"/> Product <input type="checkbox"/> Essay <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Project <input type="checkbox"/> Portfolio <input type="checkbox"/> Performance checklist <input type="checkbox"/> Quiz <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Q & A <input type="checkbox"/> Experiment <input type="checkbox"/> Investigation	<input checked="" type="checkbox"/> Test <input type="checkbox"/> Product <input type="checkbox"/> Essay <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Project <input type="checkbox"/> Portfolio <input type="checkbox"/> Performance checklist <input type="checkbox"/> Quiz <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Q & A <input type="checkbox"/> Experiment <input type="checkbox"/> Investigation
Unit/ Chapter	Harcourt Science Grade 3: pp. D54–D86 The Moon: Tides	Harcourt Science Grade 3: pp. D54–D86 The Moon: Tides	Harcourt Science Grade 3: pp. D54–D86 The Moon: Tides	Harcourt Science Grade 3: pp. D54–D86 Solar System Scale Activity Solar System Size Scale Mode Demo	Harcourt Science Grade 3: pp. D54–D86 Solar System Scale Activity Solar System Size Scale Mode Demo
Resources/ Materials	Science Textbooks and Workbooks Online Resources & worksheets				

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Month Jan. to Mar.	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
GDOE Standards	<p>3.4.8 Describe the Earth’s relationship to the Moon, stars, and other planets.</p> <p>3.1.1 Generate a question that can be answered by science and develop a hypothesis.</p> <p>3.1.2 Answer questions by safely collecting and analyzing data.</p> <p>3.1.3 Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one’s own conclusions about findings.</p>	<p>3.4.8 Describe the Earth’s relationship to the Moon, stars, and other planets.</p> <p>3.1.1 Generate a question that can be answered by science and develop a hypothesis.</p> <p>3.1.2 Answer questions by safely collecting and analyzing data.</p> <p>3.1.3 Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one’s own conclusions about findings.</p>	<p>3.4.8 Describe the Earth’s relationship to the Moon, stars, and other planets.</p> <p>3.1.1 Generate a question that can be answered by science and develop a hypothesis.</p> <p>3.1.2 Answer questions by safely collecting and analyzing data.</p> <p>3.1.3 Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one’s own conclusions about findings.</p>	<p>3.4.8 Describe the Earth’s relationship to the Moon, stars, and other planets.</p> <p>3.1.1 Generate a question that can be answered by science and develop a hypothesis.</p> <p>3.1.2 Answer questions by safely collecting and analyzing data.</p> <p>3.1.3 Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one’s own conclusions about findings.</p>	<p>3.4.8 Describe the Earth’s relationship to the Moon, stars, and other planets.</p> <p>3.1.1 Generate a question that can be answered by science and develop a hypothesis.</p> <p>3.1.2 Answer questions by safely collecting and analyzing data.</p> <p>3.1.3 Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one’s own conclusions about findings.</p>
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