

Grade Level:	3rd
Class Title:	Science
Subject:	Science
Class Description:	<p>This class will encourage the student’s natural curiosity to become a better questioner, observer, and thinker. The Student will develop the ability to use simple tools and to solve problems in creative ways.</p> <p>This course will introduce the student to the fundamentals of the following Science topics:</p> <p>Physical Science- Force, Properties of Materials and Forms of Energy Earth and Space- Sun’s Daily Motion, Water and Weather Life Science- Life Cycles, Ecosystems and Inherited Characteristics</p> <p>This class will work toward one or more EALRs. This will be a year-long class, spanning the 2018-2019 school year.</p> <p>The estimated instructional hours for this class are ____per week.</p>
Learning Materials:	List all materials.
Learning Goals/ Performance Objectives:	<ol style="list-style-type: none"> 1. Observe and describe using senses 2. Compare and Contrast important points and key details-CCS 3. Ask questions about key details in text-CCS 4. Use information from illustrations or text to demonstrate understanding of key details in a text-CCS 5. Recall information-CCS 6. Sort and Classify 7. Explore Cause and Effect 8. Examine ideas with in topic of study 9. Find examples in nature 10. Summarize topics 11. Identify main idea-CCS 12. Describe connections between scientific ideas or concepts 13. Recognize ideas and vocabulary with in topic of study 14. Measure and order by weight, capacity, height, length, and temperature 15. Investigate questions with in topic of study 16. Record and graph data 17. Label and explain diagrams 18. Define terms related to study 19. Conduct short research and writing projects and with adult support and use digital tools to produce and publish project and/or writing-CCS 20. Use drawing, dictating, and/or writing to explain about a topic-CCS <p>Physical</p> <ol style="list-style-type: none"> 1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 2. Make observations and/or measurements of an object’s motion to provide evidence that that a pattern can be used to predict future motion. 3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. 4. Define a simple design problem that can be solved by applying scientific ideas

	<p>about magnets.</p> <p>Life</p> <ol style="list-style-type: none"> 1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. 2. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. 3. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. 4. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. 5. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. 6. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. <p>Earth</p> <ol style="list-style-type: none"> 1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 2. Obtain and combine information to describe climates in different regions of the world. 3. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. <p>A team of certificated teachers who are highly qualified in this subject matter has reviewed this WSLP.</p>
Learning Activities:	<p>(Student Name) Read for 30 minutes for information on a topic each week (Student Name) will participate in conducting one experiment each week (Student Name) will participate in a shared research project each month (Student Name) will complete ___pages per week/month in Science workbook (Student Name) will compare and contrast two objects (using a Venn diagram) each month (Student Name) will draw or label a diagram each month (Student Name) will keep a list of vocabulary words for the topic of study each month</p>
Progress Criteria/ Methods of Evaluation:	<p>[Student's name] will keep a portfolio of weekly work samples and any written assessments to present to consultant at face-to-face meetings each month. Monthly assessments will be completed by the consultant/certified teacher. Monthly Progress will be marked satisfactory or unsatisfactory based on the professional judgment of the certified teacher using parent input, work samples, and monthly assessments.</p>