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| <b>Grade Level:</b>                            | <b>3rd</b>  |
| <b>Class Title:</b>                            | <b>Science</b>  |
| <b>Subject:</b>                                | <b>Science</b>  |
| <b>Class Description:</b>                      | <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<br/> Earth and Space- Sun’s Daily Motion, Water and Weather<br/> 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 2017-2018 school year.</p> <p>The estimated instructional hours for this class are ____per week.</p>   |
| <b>Learning Materials:</b>                     | List all materials.   |
| <b>Learning Goals/ Performance Objectives:</b> | <ol style="list-style-type: none"> <li>1. Observe and describe using senses</li> <li>2. Compare and Contrast important points and key details-CCS</li> <li>3. Ask questions about key details in text-CCS</li> <li>4. Use information from illustrations or text to demonstrate understanding of key details in a text-CCS</li> <li>5. Recall information-CCS</li> <li>6. Sort and Classify</li> <li>7. Explore Cause and Effect</li> <li>8. Examine ideas with in topic of study</li> <li>9. Find examples in nature</li> <li>10. Summarize topics</li> <li>11. Identify main idea-CCS</li> <li>12. Describe connections between scientific ideas or concepts</li> <li>13. Recognize ideas and vocabulary with in topic of study</li> <li>14. Measure and order by weight, capacity, height, length, and temperature</li> <li>15. Investigate questions with in topic of study</li> <li>16. Record and graph data</li> <li>17. Label and explain diagrams</li> <li>18. Define terms related to study</li> <li>19. Conduct short research and writing projects and with adult support and use digital tools to produce and publish project and/or writing-CCS</li> <li>20. Use drawing, dictating, and/or writing to explain about a topic-CCS</li> </ol> <p>Physical</p> <ol style="list-style-type: none"> <li>1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</li> <li>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.</li> <li>3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</li> <li>4. Define a simple design problem that can be solved by applying scientific ideas</li> </ol> |

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|   | <p>about magnets.</p> <p>Life</p> <ol style="list-style-type: none"> <li>1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</li> <li>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.</li> <li>3. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p>Earth</p> <ol style="list-style-type: none"> <li>1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</li> <li>2. Obtain and combine information to describe climates in different regions of the world.</li> <li>3. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</li> </ol> <p>A team of certificated teachers who are highly qualified in this subject matter has reviewed this WSLP.</p> |
| <p><b>Learning Activities:</b></p>                      | <p>(Student Name) Read for 30 minutes for information on a topic each week<br/>         (Student Name) will participate in conducting one experiment each week<br/>         (Student Name) will participate in a shared research project each month<br/>         (Student Name) will complete ___pages per week/month in Science workbook<br/>         (Student Name) will compare and contrast two objects (using a Venn diagram) each month<br/>         (Student Name) will draw or label a diagram each month<br/>         (Student Name) will keep a list of vocabulary words for the topic of study each month</p>   |
| <p><b>Progress Criteria/ Methods of Evaluation:</b></p> | <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>  |