



Course Name: Elementary Science 3rd Grade
School Year: 2021-2022

Course Purpose and Relevance:

Course Purpose and Relevance: §112.14. Science, Grade 3, Adopted 2017

(1) In Grade 3, students learn that the study of science uses appropriate tools and safe practices in planning and implementing investigations, asking and answering questions, collecting data by observing and measuring, and by using models to support scientific inquiry about the natural world.

(A) Within the physical environment, students recognize that patterns, relationships, and cycles exist in matter. Students will investigate the physical properties of matter and will learn that changes occur. They explore mixtures and investigate light, sound and heat/thermal energy in everyday life. Students manipulate objects by pushing and pulling to demonstrate changes in motion and position.

(B) Within the physical environment, students investigate how the surface of Earth changes and provides resources that humans use. As students explore objects in the sky, they describe how relationships affect patterns and cycles on Earth. Students will construct models to demonstrate Sun, Earth, and Moon system relationships.

(C) Within the living environment, students explore patterns, systems, and cycles within environments by investigating characteristics of organisms, life cycles, and interactions among all components of the natural environment. Students examine how the environment plays a key role in survival. Students know that when changes in the environment occur organisms may thrive, become ill, or perish.

(2) Science, as defined by the National Academy of Sciences, is the “use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process.”

(3) Recurring themes are pervasive in science, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and changes and constancy.

(4) The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific methods, analyzing information, making informed decisions, and using tools to collect and record information while addressing the context and vocabulary in physical, earth, and life science. Districts are encouraged to facilitate classroom and outdoor investigations for at least 60% of instructional time.

Science Support Tips for Busy Parents from the National Science Teachers Association

Do you panic when your child comes home from school asking for help with his or her science fair project? Do you ever wonder how you can help your child learn science? You are not alone. Many parents—especially those who didn't pursue careers in science—may be apprehensive, sometimes even fearful, about this endeavor.

We commend you for your desire to help guide and support your children in their education, specifically in the field of science. Science is a way of understanding the world, a perspective, and a pattern of thinking that begins in the very early years. That is why parent involvement is so important in a child's science education.

Families who explore together nurture great young scientists! Studies show that the family experiences that students bring to school are some of the biggest predictors of success (Hazen and Trefil 1991). With this in mind, the National Science Teachers Association has created the following set of resources for parents:

- **See science everywhere.** Parents can take opportunities to ask, "What would happen if...?" questions or present brainteasers to encourage children to be inquisitive and seek out answers. Children need to know that science isn't just a subject, but it is a way of understanding the world around us.
- **Lead family discussions on science-related topics.** Dinnertime might be an ideal time for your family to have discussions about news stories that are science based, like space shuttle missions, severe weather conditions, or new medical breakthroughs. Over time, children will develop a better understanding of science and how it affects many facets of our lives. Movies and TV shows with science-related storylines are also great topics for discussion. For example: After watching Jurassic Park, you might want to discuss with your children the significance of the name of the movie or how human involvement in natural processes can cause drastic consequences.
- **Encourage girls and boys equally.** Many fathers might be inclined to fix a problem for a daughter without challenging her to find the solution on her own. Many girls are left out of challenging activities simply because of their gender. Be aware that both girls and boys need to be encouraged and exposed to a variety of subjects at a very early age.
- **Do science together.** Children, especially elementary-age children, learn better by investigating and experimenting. Simple investigations done together in the home can bolster what your child is learning in the classroom. Check with your child's teacher on what your child is currently learning in class and what activities you can explore at home. There are also many books on the market and numerous websites that present ideas for investigations. For example: Using a penny and a water dropper, ask your child to guess how many drops of water will fit on top of it. Ask your child to count the drops as he or she drops them on the penny. Why doesn't the water spill off after a few drops? Water molecules across the surface are attracted to each other. The attraction is strong enough to allow the water to rise above the penny without spilling. At some point, the molecules of water can no longer hold together and spill off the penny.
- **Obtain science resources.** Follow up science discussions, home experiments, or classroom lessons with books, magazines, CDs, and other resources. Science themes will be reinforced through further exploration, and over time your family will have plenty of resources on which to draw.

- **Explore nonformal education sites.** In an informal learning situation—the kind of learning that happens outside the traditional confines of the classroom, at science centers, museums, zoos, and aquariums—children are encouraged to experiment on their own and ask questions about what they are experiencing.
- **Connect science with a family vacation.** Family vacations are a great way to explore science. It could be a hiking trip where you explore nature or a discussion on tides during a beach vacation.
- **Become active in your children's formal education by getting to know the teacher and the curriculum.** Participate in your child's school science program by locating scientists and others to be guest speakers or accompany your child on a field trip to a science-related place.
- **Show excitement for science.**

How to Assist Your Learner at Home:

<https://www.nsta.org/science-resources-parents>

Link to Course TEKS on State website:

<http://ritter.tea.state.tx.us/rules/tac/chapter112/ch112a.html>

Third Grade Science Year At-A-Glance 2021-22

Date	Building Blocks	Unit	Notes
Aug. 17-20	BB #1	Unit 1: Science As Inquiry (2.5 weeks)	1 st 9 weeks
Aug. 23-27	BB #2		
Aug. 30-Sept. 3	BB #1	Unit 2: Force, Motion, & Energy (4.5 weeks)	Sept 6 th - Holiday
Sept. 7-10	BB #1		
Sept. 13-17	BB #1/2		
Sept. 20-24	BB #2		
Sept. 27-Oct.1	BB #2		
Oct. 4-8	BB #1	Unit 3: Science Fair/Exp. Design (2 weeks)	Oct. 11 th - Campus PL
Oct. 12-15	BB #1		
Oct. 18-22	BB #1	Unit 4: Matter (5 weeks)	
Oct. 25-29	BB #1		
Nov. 1-5	BB #1/2		
Nov. 8-12	BB #2		
Nov. 15-19	BB #3		
Nov. 22-26		Thanksgiving	
Nov. 29-Dec. 3		LP Re-teach/Extend	
Dec. 6-10	BB #1	Unit 5: Objects in the Sky (5 weeks)	Dec. 17 th Early Release
Dec. 13-17	BB #2		
Dec. 20-24		Winter Break	
Dec. 27 - 31		Break	
Jan. 5-7	BB #2	Unit 5: Objects in the Sky	3 rd 9 weeks /Jan.3-4 PL
Jan. 10-14	BB #2		
Jan. 18-21	BB #2		Jan. 17 th - Holiday
Jan. 24-28	BB #1	Unit 6: Changes in the Earth & Sky (6 weeks)	
Jan. 30-Feb. 4	BB #2		
Feb.7-11	BB #2		
Feb. 14-18	BB #3		
Feb. 22-25	BB #3/4		Feb. 21 st - District PL
Feb. 28-Mar. 4	BB #4		
Mar. 7-11	BB#1	Unit 7: Organisms & Their Environments	
Mar. 14-18			Spring Break
Mar. 21-25	BB #1	Unit 8: Life Cycles (2 weeks)	
Mar. 28-Apr.1	BB #1		
Apr. 4-8	BB #1		(5 weeks)
Apr. 11-14	BB #1		April 15 th -Holiday
Apr. 18-22	BB #1		
April 25-29	BB #1	Unit 9: Characteristics of Organisms (3 weeks)	
May 2-6	BB#1		
May 9-13	BB#1		STAAR Testing
May 16-20	BB#1		
May 23-26		LP Re-teach/Extend	May 26 Early Release

