

Course Name: Elementary Science 3rd Grade

School Year: 2025-26

Course Purpose and Relevance:

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(1). In Kindergarten through Grade 5 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In Grade 3, the following concepts will be addressed in each strand.

(A) Scientific and engineering practices. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, correlative, comparative, or experimental. The method chosen should be appropriate to the grade level and question being asked. Student learning for different types of investigations includes descriptive investigations, which have no hypothesis that tentatively answers the research question and involve collecting data and recording observations without making comparisons; correlative and comparative investigations, which have a hypothesis that predicts a relationship and involve collecting data, measuring variables relevant to the hypothesis that are manipulated, and comparing results; and experimental investigations, which involve processes similar to comparative investigations but in which a hypothesis can be tested by comparing a treatment with a control.

(B) Matter and energy. Students build upon the knowledge learned in Kindergarten-Grade 2 by investigating the physical properties of matter. Students explore states of matter and observe that changes can occur to matter through heating and cooling. The students explore using substances by combining them to create or modify objects based on their physical properties.

(C) Force, motion, and energy. Students manipulate objects by pushing and pulling to demonstrate changes in motion and position. Students also identify forces such as magnetism and gravity. Students understand energy exists in many forms, including mechanical, thermal, light, and sound. The students identify forms of energy in everyday life.

(D) Earth and space. Students learn that there are recognizable processes that change the Earth over time. Students compare day-to-day changes in weather. They also investigate how soil is formed through the processes of weathering and decomposition. Students model rapid changes to Earth's surface as well as explore ways to conserve Earth's resources. Students recognize that there are identifiable objects and patterns in Earth's solar system. Students model the orbits of the Sun, Earth, and Moon as well as describe their relationship to each other. This will set the foundation for Grade 4 when they look at changes in the appearance of the Moon. Students also identify the sequence of the planets in Earth's solar system.

(E) Organisms and environments. 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 and the structures and functions of animals play a key role in survival. Students know that when changes occur in the environment, organisms may thrive, become ill, or perish. Students also examine fossils as evidence of past living organisms.

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:
https://teksguide.org/

Days of Instruction	Date	3rd Science/Social Studies
3	Aug 11-15	SEL Development
5	Aug 18-22	SS Unit 1 - Citizenship & Government BB1: Characteristics & Roles of Citizens (3.9ABCD - 4 days) BB2: The Structure & Function of Government (3.7ABC, 3.8AB - 5 days)
5	Aug 25-29	
4	Sept 1-5	Sci Unit 1 - Scientific Practices, Themes, and Routines BB1: Onward We Go (3.1B, 3.2C, 3.4A, 3.4B - 5 days)
5	Sept 8-12	Sci Unit 2 - Matter and Energy BB1: Physical Properties of Matter (3.6A, 3.6B, 3.6C, 3.6D - 19 days)
5	Sept 15-19	
5	Sept 22-26	
4	Sept 29 - Oct 3	
4	Oct 6-10	Tier 2 Instruction
3	Oct 13-17	SS Unit 2 - Communities & Culture BB1: Characteristics of Communities (3.2AB - 3 days) BB2: Heroes of Our Community (3.1ABC, 3.11AB, 3.12A - 5 days)
5	Oct 20-24	
5	Oct 27-31	Sci Unit 3- Force, Motion, and Energy BB1: Forces (3.7A, 3.7B - 14 days) BB2: Everyday Energy (3.8A - 5 days) BB3: Mechanical Energy and Speed (3.8A, 3.8B - 5 days)
4	Nov 3-7	
5	Nov 10-14	
5	Nov 17-21	
5	Dec 1-5	
5	Dec 8-12	Tier 2 Instruction/ MOY Prep
5	Dec 15-19	SS Unit 2 - Communities & Culture (cont'd) BB3: Cultural Celebrations (3.10AB - 5 days)
4	Jan 5-9	SS Unit 3 - Geography BB1: Map Elements (3.4ABC - 3 days) BB2: Describing Physical Environments (3.3A - 3 days) BB3: Humans Interact with Environment (3.3BC - 3 days)
5	Jan 12-16	
4	Jan 19-23	Sci Unit 4 - Earth and Space BB1: Earth's Surface and Resources (3.10B, 3.10C, 3.11A, 3.11B, 3.11C - 14 days) BB2: Weather and Space (3.9A, 3.9B, 3.10A - 14 days)
5	Jan 26-30	
5	Feb 2-6	
5	Feb 9-13	
4	Feb 16-20	
5	Feb 23-27	
5	Mar 2-6	Tier 2 Instruction
4	Mar 16-20	SS - Unit 4 Economics and Technological Innovations BB1: Understanding the US Free Enterprise System (3.5AB, 3.6ABC - 4 days) BB2: The Impacts of Scientists and their Inventions (3.6D, 3.13AB - 5 days)
5	Mar 23-27	
4	Mar 30 - Apr 3	Sci Unit 5 - Organisms and Environments BB1: Growth and Behavior (3.12A - 4 days) BB2: Energy Flow and Ecosystems (3.12B, 3.12C, 3.12D - 14 days) BB3: Structures, Functions, and Life Cycles (3.13A, 3.13B - 9 days)
5	Apr 6-10	
4	Apr 13-17	
5	Apr 20-24	
4	Apr 27 - May 1	
5	May 4-8	
5	May 11-15	Tier 2 Instruction/EOY Prep
4	May 18-21	

**Science and Social Studies alternate instructional units.*