

Grade 3 Science Curriculum Alignment with State Standards 2009

District: PMSD

Textbook: Scott Foresman Science New Mexico

I = Introduce R = Review/Extend Green = Mastery

Strand: SCIENTIFIC THINKING AND PRACTICE

Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting and validating to think critically.

K-4 Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.

Essential Question: Why is it important to learn, practice, and apply science?

Grade 3 Performance Standards <i>1st Nine Weeks</i>	Scott Foresman Science New Mexico Textbook Concepts/Skills (<i>This concept/skill may be developed from the inquiries on these pages</i>)	Suggested Student Activities/Assessments	Resources/Materials
1. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon to improve accuracy.	Pages listed below are full hands-on inquiries involving the scientific method: 4, 26–27, 36, 58–59, 68, 90–91, 100, 128–129, 140–143, 148, 162–163, 210–211, 234–235, 258–259, 268–271, 276, 290–291, 300, 314–315, 324, 344–345, 378–379, 388, 402–403, 412–415, 420, 440–441, 452, 466–467, 498–499, 508–511 Predicting, Compare/Contrast, Investigate	Choose two objects to investigate. Predict differences and similarities, then compare and contrast using a Venn Diagram. <i>Assessment:</i> Completed Venn Diagram and teacher observation	Materials will vary depending on experiment chosen
2. Recognize the difference between data and opinion.	Pages listed below are full hands-on inquiries involving the scientific method: 68, 276, 290–291, 300, 314–315, 324, 344–345, 378–379, 402–403, 412–415, 420, 428–429, 440–441, 452, 466–467, 476, 498–499, 508–511 Explore, Investigate, Compare/Contrast	Students make a prediction and share opinions about a chosen topic. Students then create and conduct a simple survey to identify the difference between their prediction and the data. <i>Assessment:</i> Creation and completion of student-chosen survey.	Materials will vary depending on experiment chosen
3. Use numerical data in describing and comparing objects, events, and measurements.	Pages listed below are full hands-on inquiries involving the scientific method: 26–27, 68, 128–129, 162–163, 210–211, 234–235, 258–259, 290–291, 344–345, 378–379, 412–415, 466–467, 498–499, 508–511 Describe, Compare/Contrast, Explore, Investigate	Create a chart or table to record data over time. <i>Assessment:</i> Completed table/chart to include data observation.	Materials will vary depending on experiment chosen
4. Collect data in an investigation and analyze those data.	Pages listed below are full hands-on inquiries involving the scientific method: UA4, 4, 26–27, 36, 58–59, 68, 90–91, 128–129, 140–143, UB4, 148, 162–163, 172, 184–185, 196, 210–211, 220, 244, 258–259, 268–271, UC4, 276, 290–291, 300, 314–315, 344–345, 378–379, 388, 402–403, 412–415, 420, 440–441, 466–467, 476, 508–511 Analyze, Explore, Investigate, Collect	Create a chart or table to record data over time. <i>Assessment:</i> Completed table/chart to include data observation.	Materials will vary depending on experiment chosen.
5. Know that the same scientific laws govern investigations in different times and places (e.g., gravity, growing plants).	Pages listed below are full hands-on inquiries involving the scientific method: 4, 26–27, 68, 90–91, 128–129, 162–163, 184–185, 234–235, 268–271, 284–285, 324, 344–345, 356, 388, 402–403, 412–415, 420, 466–467, 508–511 Compare/Contrast, Observe, Evaluate	Conduct two or more experiments on the same scientific concept and compare results to know that results will remain constant. Facilitate a discussion on how/why the results remain constant. <i>Assessment:</i> Teacher observation. Two sentence written explanation.	Materials will vary depending on experiment chosen

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Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting and validating to think critically.

K-4 Benchmark II: Use scientific thinking and knowledge and communicate findings.

Essential Question: How do we develop an experiment using the scientific method?

Grade 3 Performance Standards 1st Nine Weeks	Scott Foresman Science New Mexico Textbook Concepts/Skills. <i>(This concept/skill may be developed from the inquiries on these pages)</i>	Suggested Student Activities/Assessments	Resources/Materials
1. Use a variety of methods to display data and present findings.	Pages listed below are full hands-on inquiries involving the scientific method: 1E, 26–27, 36, 90–91, 128–129, 140–143, 144, 162–163, 184–185, 210–211, 234–235, 258–259, 268–271, 272, 276, 290–291, 316–317, 344–345, 378–379, 388, 412–415, 416, 420, 440–441, 452, 466–467, 498–499, 500–501, 508–512 Sketch, Diagram, Model, Create, Display, Present	Conduct various teacher and/or student chosen experiments and present findings through data and oral presentations <i>Assessment:</i> Presentations of data	Materials will vary depending on experiment chosen.
2. Understand that predictions are based on observations, measurements, and cause-and-effect relationships.	xxiv-xxvii, Pages listed below are full hands-on inquiries involving the scientific method: 26–27, 33E, 58–59, 90–91, 100, 101, 128–129, 140–143, 162–163, 184–185, 196, 210–211, 268–271, UC1, 276, 314–315, 344–345, 378–379, 412–415, 420, 476, 498–499, 508–511 Inquire, Observe, Measure, Cause and Effect	Make predictions, and conduct experiments, stopping, pausing, and reflecting after initial experiment to evaluate and/or change predictions <i>Assessment:</i> Teacher Observation	Materials will vary depending on experiment chosen.

Strand: SCIENTIFIC THINKING AND PRACTICE

Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting and validating to think critically.

K-4 Benchmark III: Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.

Essential Question: How can we use mathematics in science?

Grade 3 Performance Standards 1st Nine Weeks	Scott Foresman Science New Mexico Textbook Concepts/Skills <i>(This concept/skill may be developed from the inquiries on these pages)</i>	Suggested Student Activities/Assessments	Resources/Materials
1. Use numerical data in describing and comparing objects, events, and measurements.	Pages listed below are full hands-on inquiries involving the scientific method: 26–27, 33E, 128–129, 130–131, 172, 184–185, 210–211, 236–237, 260–261, 290–291, 292–293, 344–345, 346–347, 361, 378–379, 380–381, 404–405, 412–415, 420, 426, 442–443, 452, 466–467, 468–469, 498–499, 500–501, 508–511 Describe, Compare, Measure	Create a chart or table to record data over time. <i>Assessment:</i> Completed table/chart to include data observation.	Materials will vary depending on experiment chosen.
2. Pose a question of interest and present observations and measurements with accuracy.	Pages listed below are full hands-on inquiries involving the scientific method: 26–27, 65E, 128–129, 172, 210–211, 231, 236–237, 260–261, 290–291, 344–345, 346–347, 361, 378–379, 412–415, UD1, 420, 426, 442–443, 452, 466–467, 498–499, 508–511, 512 Observe, Measure, Question, Analyze, Present	Conduct a Scientific Experiment <i>Assessment:</i> Data collection and presentation of Scientific Experiment	Materials will vary depending on experiment chosen.
3. Use various methods to display data and present findings and communicate results in accurate mathematical language.	Pages listed below are full hands-on inquiries involving the scientific method: 26–27, 128–129, 210–211, 236–237, 290–291, 344–345, 378–379, 412–415, 426, 442–443, 452, 466–467, 498–499, 508–511 Display, Present, Communicate	Conduct various teacher and/or student chosen experiments and present findings through data and oral presentations using mathematical language <i>Assessment:</i> Presentations of data using accurate mathematical language	Materials will vary depending on experiment chosen.

Strand: CONTENT OF SCIENCE	Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.	K-4 Benchmark II: Know that energy is needed to get things done and that energy has different forms.
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Essential Question: How does energy help us get things done?

Grade 3 Performance Standards 1 st Nine Weeks	Scott Foresman Science New Mexico Textbook Concepts/Skills <i>(This concept/skill may be developed from the inquiries on these pages)</i>	Suggested Student Activities/Assessments	Resources/Materials
1. Understand that light is a form of energy and can travel through a vacuum.	353–359, 362–365, 370–373, 384, 488, 494–495 Observe, Collect Data	Create a concept web to organize ideas about forms of energy and how energy can change form. <i>Assessment:</i> Teacher Observation	Blackline Concept Web http://tinyurl.com/cqvtgl Light Energy resource
2. Know that light travels in a straight line until it strikes an object and then it is reflected, refracted, or absorbed	354–355, 370–373 Identify, Illustrate, Record	Using pictures, sketches, and other resources, create a poster illustrating light reflection, refraction, and absorption, to correctly identify the three changes of light <i>Assessment:</i> Correctly completed poster.	magazines, paper, glue, scissors http://tinyurl.com/d84lm3 Bending Light – Refraction resource
3. Measure energy and energy changes (e.g., temperature changes).	356, 362–369, 412–415 Measure, List, Recall	Measure indoor & outdoor temperature over a period of time (to be determined by teacher). Chart information. Compare/contrast information. <i>Assessment:</i> Completed chart with accurate information.	thermometers, chart
4. Construct charts or diagrams that relate variables associated with energy changes (e.g., melting of ice over time).	Pages listed below are full hands-on inquiries involving the scientific method: 300, 344–345, 356, 375, 378–379, 402–403, 412–415, 416 Investigate, Chart, Record	Investigate rate of melting ice in four different environments. Develop a chart or diagram to record results of experiment. <i>Assessment:</i> Completed chart or diagram with accurate results	ice, chart, cups

Strand: CONTENT OF SCIENCE	Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.	K-4 Benchmark I: Know that living things have diverse forms, structures, functions, and habitats.
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Essential Question: How do living things adapt for survival?

Grade 3 Performance Standards 1 st Nine Weeks	Scott Foresman Science New Mexico Textbook Concepts/Skills <i>(This concept/skill may be developed from the inquiries on these pages)</i>	Suggested Student Activities/Assessments	Resources/Materials
2. Know that some kinds of organisms that once lived on Earth have become extinct (e.g., dinosaurs) and that others resemble those that are alive today (e.g., alligators, sharks).	22–25, 54–57, 58–59 Compare/Contrast, Explain, Observe, Classify	Compare photos of extinct animals to photos of modern animals. Discuss similarities & differences. <i>Assessment:</i> One paragraph explanation of how one extinct animal is like one modern animal.	Photographs of extinct & modern animals. paper/pencil

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Strand: CONTENT OF SCIENCE	Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.	K-4 Benchmark I: Know the structure of the solar system and the objects in the universe.
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Essential Question: What are the objects in our universe, and how do they interact?

Grade 3 Performance Standards <i>1st Nine Weeks</i>	Scott Foresman Science New Mexico Textbook Concepts/Skills (<i>This concept/skill may be developed from the inquiries on these pages</i>)	Suggested Student Activities/Assessments	Resources/Materials
1. Describe the objects in the solar system (e.g., sun, Earth and other planets, moon) and their features (e.g., size, temperature).	UD2, 418–419, 422–427, 428–431, 432–435, 442–443, 448, 450–451, 452, 453, 454–457, 458–465, 466–467, 494–495, 508–511, 512 Describe, Label, Illustrate, Classify	Students choose & research a planet. Present results <i>Assessment:</i> Research project & presentation.	Computer & internet access Presentation materials: Poster board/paper/markers/crayons www.solarsystem.nasa.gov/kids/index.cfm NASA solar system site for kids
2. Describe the relationships among the objects in the solar system (e.g., relative distances, orbital motions).	417E, 418–419, 421, 422–427, 428–431, 432–435, 442–443, 449, 450–451, 452, 453, 454–457, 458–465, 466–467, 468–469, 512 Identify, Measure, Label, Sort	Students identify & label planets as inner & outer planets with accurate distant placement to scale. <i>Assessment:</i> Accurate labeling of planet placement.	Ruler/pencil/paper/glue Photos of planets www.kidsastronomy.com/solar_system.htm Solar system facts and activities
3. Observe that the pattern of stars stays the same, as they appear to move across the sky nightly.	436–439, 440–441 Observe, Model, Infer, Investigate	Sketch, diagram, & model star patterns to explore their position in relation to one another in the night sky. (ex. – big dipper) <i>Assessment:</i> Student forms an "If..., then..." statement to discuss what happens if you look at stars from different angles.	Activity on page 440-441 of text http://tinyurl.com/c34dx7 Online book about constellations
4. Observe that different constellations can be seen in different seasons.	428-429, 438–439, 440–441 Summarize, Illustrate, Explain, Infer	Students research different constellations. Choose one to draw with white gel pens or crayons on black construction paper – showing the constellation as it would appear in summer vs. how it would appear in winter. <i>Assessment:</i> Summarize how model appeared in each season.	Scott Foresman Quick study guide page 100-101
5. Know that telescopes enhance the appearance of some distant objects in the sky (e.g., the moon, planets).	436–437, 446–447, 448, 496–497, 504	Use a telescope &/or binoculars to describe why telescopes are used to look into space. <i>Assessment:</i> Teacher observation	telescope/binoculars

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Strand: CONTENT OF SCIENCE	Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.	K-4 Benchmark II: Know the structure and formation of Earth and its atmosphere and the processes that shape them.
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Essential Question: How do weathering and erosion shape the earth?

Grade 3 Performance Standards <i>1st Nine Weeks</i>	Scott Foresman Science New Mexico Textbook Concepts/Skills <i>(This concept/skill may be developed from the inquiries on these pages)</i>	Suggested Student Activities/Assessments	Resources/Materials
1. Know that Earth's features are constantly changed by a combination of slow and rapid processes that include the action of volcanoes, earthquakes, mountain building, biological changes, erosion, and weathering.	112–113, 114–119, UB2, 180–183, 194–195, 196, 198–201, 206–209, 216, 217, 218–219, 220, 221, 222–225, 226–229, 230–233, 234–235, 236–237, 240, 250–253, 272 Create, Model, Predict, Observe, Document, Collect Data	Create a model of a mountain using Plaster of Paris or similar in a small plastic tub. Use water & a fan to create wind & rain. Observe & document changes over time. <i>Assessment:</i> Chart of data collected and presentation of data.	Plaster of Paris or Modeling Clay Plastic Tub Water Paper/pencil http://tinyurl.com/dh7fkv Volcano WebQuest
2. Know that fossils are evidence of earlier life and provide data about plants and animals that lived long ago.	22–25, 54–57, 58–59, 64, 196, UC3 Collect Data, Compare, Describe	Compare photos of fossils (plant & animal) to live specimens. Describe similarities & differences they see. <i>Assessment:</i> Venn Diagram of comparisons of fossils to live specimens.	Photos or examples of plant and animal fossils Paper/pencil

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Strand: CONTENT OF SCIENCE	Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.	K-4 Benchmark III: Identify forces and describe the motion of objects.
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Essential Question: What forces cause motion?

Grade 3 Performance Standards <i>2nd Nine Weeks</i>	Scott Foresman Science New Mexico Textbook Concepts/Skills <i>(This concept/skill may be developed from the inquiries on these pages)</i>	Suggested Student Activities/Assessments	Resources/Materials
1. Recognize that magnets can produce motion by attracting some materials (e.g., steel) and have no effect on others (e.g., plastics).	202, 337 Hypothesis, Analyze, Describe	Provide a selection of magnets and various magnetic and non-magnetic materials for exploration. <i>Assessment:</i> Write a one-paragraph description explaining findings from the exploration activity. Students should correctly identify magnetic and non-magnetic materials.	magnets, iron filings
2. Describe how magnets have poles (N and S) and that like poles repel each other while unlike poles attract.	This objective is covered in Grade 2 202, 337	Review North and South Poles, repel and attract. <i>Assessment:</i> Teacher observation	magnets
3. Observe that some forces produce motion without objects touching (e.g., magnetic force on nails).	322–323, 330–331, 336–337, 350–351, 412–415, 416 Describe, Synthesis, Analogy	Create an analogy to compare how magnetism and gravity are similar. <i>Assessment:</i> Write one or more correct analogies.	magnets http://tinyurl.com/dnmnuo Experiments with Magnets
4. Describe motion on different time scales (e.g., the slow motion of a plant toward light, the fast motion of a tuning fork).	322–323, 324, 326–327, 330–335, 346–347, 350–351, 412–415 508–511 Participate, Apply, Compare, Distinguish	Create a game (charades) to distinguish slow vs. fast motion. <i>Assessment:</i> Teaching the game to peers.	Props or materials depending on student needs

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Strand: CONTENT OF SCIENCE

Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.

K-4 Benchmark I: Know that living things have diverse forms, structures, functions, and habitats.

Essential Question: How do plants and animals interact with non-living things to form an ecosystem?

Grade 3 Performance Standards 2nd Nine Weeks	Scott Foresman Science New Mexico Textbook Concepts/Skills (<i>This concept/skill may be developed from the inquiries on these pages</i>)	Suggested Student Activities/Assessments	Resources/Materials
1. Know that an adaptation in physical structure or behavior can improve an organism's chance for survival (e.g., horned toads, chameleons, cacti, mushrooms).	48–53, 68, 69, 70–89, 100, 102–105, 107 Classify, Compare, Observe, Explain	Conduct an experiment in which a chosen item (ie: seeds) exist in a variety of environments. Compare survival rates in each environment on a chart. <i>Assessment:</i> Student demonstrates understanding of the experiment outcome through a written project.	materials will vary depending on experiment chosen
2. Observe that plants and animals have structures that serve different functions (e.g., shape of animals' teeth).	6–21, 38–53 Observe, Label, Define	Using teacher provided illustrations; students will label main parts of a plant and essential structures of an animal. <i>Assessment:</i> Correctly labeled illustrations	Assorted plant and animal illustrations/photos Blackline master of main plant arts Blackline master of essential animal structures
3. Classify common animals according to their observable characteristics (e.g., body coverings, structure).	34–53, 56–57, 69 Classify, Observe, Model	Create a Venn Diagram to compare Invertebrates to Vertebrates <i>Assessment:</i> Correct Venn Diagram	Blackline Venn diagram Photos of invertebrates/vertebrates
4. Classify plants according to their characteristics (e.g., tree leaves, flowers, seeds).	2- 4, 6–7, 12–21, 24–29, 70–71 Classify, Observe, Model	Create a Venn Diagram to compare flowering to non-flowering plants <i>Assessment:</i> Correct Venn Diagram	Blackline Venn diagram Photos of flowering/nonflowering plants

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Strand: CONTENT OF SCIENCE	Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.	K-4 Benchmark II: Know that living things have similarities and differences and that living things change over time.
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Essential Question: How do we compare living things?

Grade 3 Performance Standards <i>2nd Nine Weeks</i>	Scott Foresman Science New Mexico Textbook Concepts/Skills (<i>This concept/skill may be developed from the inquiries on these pages</i>)	Suggested Student Activities/Assessments	Resources/Materials
1. Identify how living things cause changes to the environments in which they live, and that some of these changes are detrimental to the organism and some are beneficial.	70–75, 78–79, 114–119, 120–121, 206–209, 230, 245, 247–249, 250–253, 254–257, 258–259, 302–303, 478–481, 490–495 Identify, Construct, Discuss	Students construct a dam in a plastic tub to demonstrate the effects of dams, both man-made and animal made, on the environment. Discuss what happens to water behind a dam. <i>Assessment:</i> Illustrate & label the changes in an area before & after the dam was built.	plastic tub, assorted twigs, leaves, rocks, sand, water paper/pencil/crayons/markers

Strand: CONTENT OF SCIENCE	Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.	K-4 Benchmark III: Know the parts of the human body and their functions.
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Essential Question: How do we stay healthy?

Grade 3 Performance Standards <i>2nd Nine Weeks</i>	Scott Foresman Science New Mexico Textbook Concepts/Skills (<i>This concept/skill may be developed from the inquiries on these pages</i>)	Suggested Student Activities/Assessments	Resources/Materials
1. Know that bacteria and viruses are germs that affect the human body.	126–127 Speculate, Observe, Describe, Participate	Using a potato cut into 4 slices, students rub each slice on 4 different surfaces & place the slices into sealed, labeled plastic bag. Observe over time & document changes. <i>Assessment:</i> Completed observation document with a one paragraph written explanation of the experiment and results.	Potatoes, plastic baggies, markers, labeling tape, data recording chart
2. Describe the nutrients needed by the human body.	122–123, 130–131, 151–153, 204–205 Describe, Identify, Select, Explain	Participate in a Web Quest to investigate why nutrition is an important health issue. <i>Assessment:</i> After completing the web quest, write a newsletter to share with family members.	Computer & internet access http://teach.fcps.net/trt10/webquests/nutrition.htm Paper and supplies to prepare newsletter

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Strand: SCIENCE AND SOCIETY	Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by, individuals and societies.	K-4 Benchmark I: Describe how science influences decisions made by individuals and societies.
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Essential Question: How does science influence decisions made by people?

Grade 3 Performance Standards 3rd Nine Weeks	Scott Foresman Science New Mexico Textbook Concepts/Skills (This concept/skill may be developed from the inquiries on these pages)	Suggested Student Activities/Assessments	Resources/Materials
1. Describe how food packaging (e.g., airtight containers, date) and preparation (heating, cooling, salting, smoking, drying) extend food life and the safety of foods (e.g., elimination of bacteria).	120–123 Describe, Explain, Discuss. Sort	Discuss use of refrigerators, why food is covered & packaged in certain ways. <i>Assessment:</i> Sort foods by refrigerated vs. non-refrigerated on a T-chart.	Assorted fresh, frozen, and packaged food items Examples of storage containers Photos of refrigerators/freezers
2. Know that science produces information for the manufacture and recycling of materials (e.g., materials that can be recycled [aluminum, paper, plastic] and others that cannot [gasoline]).	152–153, 242–243, 246–249, 252–253, 254–257, 260–261, 264, 272, 312–313, 360, 480–481, 490–493 Chart, Present, Explore	Explore and chart recycling rate of a variety of materials (glass, aluminum, paper, tin, etc.) <i>Assessment:</i> Presentation of chart to the class.	Selection of recycled materials Paper/pencil
3. Know that naturally occurring materials (e.g., wood, clay, cotton, animal skins) may be processed or combined with other materials to change their properties.	152–153, 250–251, 254–257, 306–307 Distinguish, Sort, Classify, Identify	Distinguish between natural & man-made materials determining which can be recycled and which cannot. <i>Assessment:</i> Correctly sorted group of items.	Assortment of natural and man-made materials

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Strand: CONTENT OF SCIENCE	Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.	K-4 Benchmark I: Recognize that matter has different forms and properties.
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Essential Question: How does matter change form?

Grade 3 Performance Standards 3rd Nine Weeks	Scott Foresman Science New Mexico Textbook Concepts/Skills <i>(This concept/skill may be developed from the inquiries on these pages)</i>	Suggested Student Activities/Assessments	Resources/Materials
1. Identify and compare properties of pure substances and mixtures (e.g., sugar, fruit juice).	6, 196, 208–209, 210–211, 212–213, 277, 296, 298–299, 300, 301, 302–305, 306–309, 310–313 Identify, Compare	Compare the same object in various states (example: hard-boiled vs. raw egg). <i>Assessment:</i> Use a graphic organizer to identify the difference between physical and chemical changes.	Materials will vary depending on experiment chosen.
2. Separate mixtures based on properties (e.g., by size or by substance; rocks and sand, iron filings and sand, salt and sand).	254–255, 268–271, 272, 306–309, 314–315, 316–317, 416 Classify, Examine, Compare, Explain	Combine iron filings, and marbles, sand. Students devise a way to separate the ingredients of the mixture in several ways. <i>Assessment: Teacher Observation</i>	iron filings, marbles, sand, plastic tub, colander, magnets
3. Know that air takes up space, is colorless, tasteless, and odorless, and exerts a force.	170–171, 172, 174–179, 180–183, 186–187, 190–191, 192, 232–233, 234–235, 281, 491, 495 Infer, Compare, Explore, List	List the properties of air. <i>Assessment:</i> List that is correct and complete.	Paper/pencils
4. Identify how water exists in the air in different forms (e.g., in clouds and fog as tiny droplets; in rain, snow, and hail) and changes from one form to another through various processes (e.g., freezing/condensation, precipitation, and evaporation).	70–75, 76–81, 82–85, 86–87, 92–93, 146–147, 148, 150–155, 156–161, 162–163, 164–165, 170–171, 173, 174–179, 180–183, 190–191, 234–235, 258–259, 304–305, 368–369, 460–461, 492–493 Label, Sequence, Define, Illustrate, Name, Recite	Draw & label a diagram of the water cycle. <i>Assessment:</i> Correct illustration and labeling of water cycle.	Water cycle song http://tinyurl.com/cn98zy

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Essential Question: Why does matter have different forms and properties?

Grade 3 Performance Standards 4th Nine Weeks	Scott Foresman Science New Mexico Textbook Science Fair Ideas	Suggested Student Activities/Assessments	Resources/Materials
Due to all N.M. Performance Standards being addressed prior to NMSBA testing; the 4 th nine weeks will be devoted to review of skills culminating in grade-level science fair participation.	144, 272, 416, 512 Question, Hypothesis, Identify, Test, Collect, Record, Interpret, Conclude	Science fair projects <i>Assessment:</i> Participation in science fair Earth's Birthday project and participation	As needed for individual/group science fair experiments www.all-science-fair-projects.com Resource site containing over 500 projects with instructions www.earthday.org Educating Children about the Earth