Third Grade Science
Course Compendium

UNITS OF STUDY*

Unit 1- *Weather and Climate*

Unit 2- *Force and Motion*

Unit 3- *Electrical and Magnetic Forces*

Unit 4- *Life Cycles and Traits*

Unit 5 - *Organisms and Change in Environments*

INTERDISCIPLINARY CONNECTIONS

ELA Standards:

- RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.3.9.Compare and contrast the most important points and key details presented in two texts on the same topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Math Standards

- MP.4. Make sense of problems and persevere in solving them.
- MP.5. Use appropriate tools strategically.
- 3.MD.A.2Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
- 3. MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in bar graphs.
- 3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
- 3.NBT. Number and Operations in Base Ten
- 3. NF. Number and Operations—Fractions

See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments

21st Century Life and Careers

- **CRP2**. Apply appropriate academic and technical skills.
- **CRP4**. Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP11**. Use technology to enhance productivity.
- **9.2.4.A.3** Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- **9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Technology

- **8.2.2.B.4** Identify how the ways people live and work has changed because of technology.
- **8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	**Students Receiving Special Education Services**	**Advanced Learners**
- WIDA Can Do Descriptors for Kindergarten* - WIDA Essential Actions Handbook - FABRIC Paradigm - Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks - Small group/One to one - Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Preferential seating	- New Jersey Tiered System of Supports - National Center on Universal Design for Learning - About UDL - UDL Checklist - UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner. **Potential Accommodations for Special Education** **Presentation accommodations**: - Listen to audio recordings instead of reading text - Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge - Work with fewer items per page and/or materials in a	- Knowledge and Skill Standards in Gifted Education for All Teachers - Pre-K-Grade 12 Gifted Programming Standards - Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** - Use of high level academic vocabulary/texts - Problem-based learning - Pre-assess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities **Students with 504 Plans** Teachers are responsible for implementing designated services and strategies identified

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• Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback	larger print size • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues **Response accommodations**: • Give responses in a form (oral or written) that's easier for him/her • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker • Use a word processor to give responses in class • Use a calculator or table of "math facts" **Setting accommodations**: • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting **Timing accommodations**: • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task **Assignment modifications**: • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments	on a student's 504 Plan.

At Risk Learners / Differentiation Strategies

Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices

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	Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Stations/Centers Work Alone/Together

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