

Teacher Name: Blake Romeo
Content Area: Science

School: Tanque Verde Elementary

Grade/Date: Third

TIMEFRAME	CURRICULUM STANDARDS/CONCEPTS	SKILLS/ THINKING PROCESS	CLASSROOM ASSESSMENT
AUGUST	S1, C2, P01 Demonstrate safe behavior and appropriate procedures	Students will match scientific instruments and discuss use of each.	Teacher observation
	S1, C2, PO3 Conduct simple investigations	Students will categorize rocks	Teacher observation
SEPTEMBER	S1,C1, P01 Formulate relevant questions about the properties of objects, organisms, and events of the environment using observation.	Students will conduct simple experiments in the Science lab. Prereading T/F, Textbook ch. 1	Teacher observation Science journal T/F worksheet
	S4, C1, P01 Describe the function of roots, stems, leaves, and flowers.		
OCTOBER	S3, C2, PO3 Design and construct a technological solution to a common problem or need using common materials	Science Book-Unit A, Lesson 2, Grow lima beans in Science lab.	Teacher observation, science journal
	S6, C1, PO3 Classify rocks based on color and texture	Students will classify rocks by performing hardness and streak test in science lab	Teacher observation, science journal
NOVEMBER	S6, C1, PO1: Identify layers of the earth: crust, mantle, core	Science book Unit C, lesson 1.	Worksheet
	S6, C1, PO2 Describe the different types of rocks and how they are formed metamorphic, igneous, sedimentary.	Make a model rock in science lab.	Teacher observation, science journal.

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DECEMBER	S6, C1, PO2 Describe the different types of rocks and how they are formed metamorphic, igneous, sedimentary. S6, C2, PO2 Describe the different types of rocks and how they are formed	Science book Unit C, Lesson 2, science lab. “Fizzy rock” experiment Rock cycle activity.	Worksheet, teacher observation, science journal Worksheet on rock cycle
JANUARY	S6, C3, PO6 Describe ways humans use earth materials S5C3 Investigate different forms of energy	Compare and contrast with a Venn diagram “Getting Warmer” experiment in science lab. Guest Speaker	Worksheet Teacher observation, Science journal
FEBRUARY	S5, C3, PO1 S5, C3, PO1 Demonstrate that light can be absorbed by dark surfaces. Reflected with mirrors, refracted with prisms, and absorbed by dark surfaces.	“Where’s the Light” experiment in science lab “Making Rainbows” experiment in Science lab.	Teacher observation, Science journal. Teacher observation, Science journal. Investigate further worksheet.
MARCH	S5, C3, PO3 Demonstrate that vibrating objects produce sound. S5, C3, PO4. Demonstrate that the pitch of sound depends on the rate of the vibration	“Make a Maraca” activity, Science book Unit B, Lesson 4. Science Book pages 134-136	Teacher observation. Investigate further worksheet. Reading Review page 137

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APRIL	S4, C1, PO2: Describe the functions of flowers: attract pollinators, produce seeds for reproduction S4, C2, PO2: Explain how growth, death, and decay are a part of a plant lifecycle.	“Sprouting Seeds” experiment in science lab Science book pages 48-54	Teacher observation, Science journal Reading Review page 55
MAY	S6, C3, PO4 Describe fossils as a record of past life forms S6, C3, PO5 Describe how fossils are formed	“Make a fossil” experiment in science lab Science book pages 174-180	Teacher observation, Science journal Reading Review page 181