

**Grade 3 Science - FIRST SIX WEEKS
2008 - 2009**

TAKS Obj	Curriculum Sequence TEKS/SE and Alignment Objectives		Inst. Level	TAKS	AlignDesign Depth & Complexity with TAKS	Approved District Campus Resources
Strand: Science/Scientific Processes						
TEKS Strand: Investigations						
1	3.1A	Demonstrate safe practices during field and laboratory investigations. Same SE as 4.1A and 5.1A	D	T5	<i>Demonstrate</i> safe practices during field and laboratory investigations.	
	3.1B	Make wise choices in the use and conservation of resources and the disposal or recycling of materials.	D			
TEKS Strand: Scientific Inquiry						
	3.2A	Plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.	ID			
	3.2B	Collect information by observing and measuring.	ID			
	3.2C	Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.	ID			
	3.2D	Communicate valid conclusions.	ID			
	3.2E	Construct simple graphs, tables, maps, and charts to organize, examine and evaluate information.	ID			
TEKS Strand: Tools and Models						
	3.4A	Collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses.	ID			
	3.4B	Demonstrate that repeated investigations may increase the reliability of results.	ID			
Strand: Science/Concepts						
TEKS Strand: Systems						
	3.5A	Observe and identify simple systems such as a sprouted seed and a wooden toy car.	DM			
	3.5B	Observe a simple system and describe the role of various parts such as a yo-yo and string.	DM			
2-4	5.5A	Describe some cycles, structures, and processes that are found in a simple system.	I	T5	<i>Describe:</i> 1. <u>cycles found in a simple system.</u> 2. <u>structures found in a simple system.</u> 3. <u>processes found in a simple system</u>	
TEKS Strand: Change						

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TAKS Obj	Curriculum Sequence TEKS/SE and Alignment Objectives		Inst. Level	TAKS	AlignDesign Depth & Complexity with TAKS	Approved District Campus Resources
3	3.6A	Measure and record changes in the position and direction of the motion of an object to which a force such as a push or pull has been applied.	ID	T5	<i>Measure and record <u>changes in the position and direction of the motion of an object to which a force has been applied.</u></i> Such as: 1. push 2. pull	

**Grade 3 Science - SECOND SIX WEEKS
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TAKS Obj	Curriculum Sequence TEKS/SE and Alignment Objectives		Inst. Level	TAKS	AlignDesign Depth & Complexity with TAKS	Approved District Campus Resources
Strand: Science/Scientific Processes						
TEKS Strand: Investigations						
1	3.1A	Demonstrate safe practices during field and laboratory investigations. Same SE as 4.1A and 5.1A	D	T5	<i>Demonstrate safe practices</i> during field and laboratory investigations.	
	3.1B	Make wise choices in the use and conservation of resources and the disposal or recycling of materials.	D			
TEKS Strand: Scientific Inquiry						
	3.2A	Plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.	ID			
	3.2B	Collect information by observing and measuring.	ID			
	3.2C	Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.	ID			
	3.2D	Communicate valid conclusions.	ID			
	3.2E	Construct simple graphs, tables, maps, and charts to organize, examine and evaluate information.	ID			
TEKS Strand: Tools and Models						
	3.4A	Collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses.	ID			
	3.4B	Demonstrate that repeated investigations may increase the reliability of results.	ID			
Strand: Science/Concepts						
TEKS Strand: Systems						
	3.5A	Observe and identify simple systems such as a sprouted seed and a wooden toy car.	DM			
	3.5B	Observe a simple system and describe the role of various parts such as a yo-yo and string.	DM			
2-4	5.5A	Describe some cycles, structures, and processes that are found in a simple system.	I	T5	<i>Describe:</i> 1. <u>cycles found in a simple system.</u> 2. <u>structures found in a simple system.</u> 3. <u>processes found in a simple system</u>	
TEKS Strand: Living Organisms						

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TAKS Obj	Curriculum Sequence TEKS/SE and Alignment Objectives		Inst. Level	TAKS	AlignDesign Depth & Complexity with TAKS	Approved District Campus Resources
2	5.9A	Compare the adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem.	I	T5	<i>Compare</i> the <u>adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem.</u>	
2	5.9B	Analyze and describe adaptive characteristics that result in an organism's unique niche in an ecosystem.	I	T5	<i>Analyze and describe</i> <u>adaptive characteristics that result in an organism's unique niche in an ecosystem.</u>	
2	5.9C	Predict some adaptive characteristics required for survival and reproduction by an organism in an ecosystem.	I	T5	<i>Predict</i> some <u>adaptive characteristics required for survival and reproduction</u> by an organism in an ecosystem.	
TEKS Strand: Likenesses						
	3.10A	Identify some inherited traits of plants.	ID			
	3.10B	Identify some inherited traits of animals.	ID			
2	5.10A	Identify traits that are inherited from parent to offspring in plants and animals.	I	T5	<i>Identify</i> <u>traits that are inherited from parent to offspring in plants and animals.</u>	
2	5.10B	Give examples of learned characteristics that result from the influence of the environment.	I	T5	<i>Give</i> <u>examples of learned characteristics that result from the influence of the environment.</u>	

**Grade 3 Science - THIRD SIX WEEKS
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TAKS Obj	Curriculum Sequence TEKS/SE and Alignment Objectives		Inst. Level	TAKS	AlignDesign Depth & Complexity with TAKS	Approved District Campus Resources
Strand: Science/Scientific Processes						
TEKS Strand: Investigations						
1	3.1A	Demonstrate safe practices during field and laboratory investigations. Same SE as 4.1A and 5.1A	D	T5	<i>Demonstrate <u>safe practices</u> during field and laboratory investigations.</i>	
	3.1B	Make wise choices in the use and conservation of resources and the disposal or recycling of materials.	D			
TEKS Strand: Scientific Inquiry						
	3.2C	Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.	ID			
	3.2D	Communicate valid conclusions.	ID			
	3.2E	Construct simple graphs, tables, maps, and charts to organize, examine and evaluate information.	ID			
TEKS Strand: Critical Thinking						
1	3.3A	Analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information. Same SE as 4.3A and 5.3A	ID	T5	<i>Analyze and review <u>scientific explanations</u> as to their <u>strengths and weaknesses</u> using <u>scientific evidence and information</u>.</i> Explanations include: 1. hypotheses 2. theories	
1	3.3B	Draw inferences based on information related to promotional materials for products and services. Same SE as 4.3B and 5.3B	ID	T5	<i>Draw <u>inferences</u> based on information for <u>products and services</u>.</i>	
1	3.3C	Represent the natural world using models and identify their limitations. Same SE as 4.3C and 5.3C	ID	T5	<i>Represent the <u>natural world using models</u> and <u>identify their limitations</u>.</i>	
TEKS Strand: Tools and Models						
	3.4A	Collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses.	ID			
	3.4B	Demonstrate that repeated investigations may increase the reliability of results.	ID			
Strand: Science/Concepts						
TEKS Strand: Living Organisms						
2	3.8A	Observe and describe the habitats of organisms within an ecosystem.	ID	T5	<i>Observe and describe the <u>habitats of organisms</u> within an ecosystem.</i>	

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TAKS Obj	Curriculum Sequence TEKS/SE and Alignment Objectives		Inst. Level	TAKS	AlignDesign Depth & Complexity with TAKS	Approved District Campus Resources
2	3.8B	Observe and identify organisms with similar needs that compete with one another for resources such as oxygen, water, food, or space.	ID	T5	Observe and identify <u>organisms with similar needs that compete with one another for resources</u> Such as: 1. oxygen 2. water 3. food 4. space	
2	3.8C	Describe environmental changes in which some organisms would thrive, become ill, or perish.	ID	T5	Describe <u>environmental changes in which some organisms</u> would: 1. thrive 2. become ill 3. perish	
2	3.8D	Describe how living organisms modify their physical environment to meet their needs such as beavers building a dam or humans building a home.	ID	T5	Describe how <u>living organisms modify their physical environment to meet their needs</u> Such as: 1. beavers building a dam or 2. humans building a home	
2	5.9A	Compare the adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem.	I	T5	Compare the <u>adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem.</u>	
2	5.9B	Analyze and describe adaptive characteristics that result in an organism's unique niche in an ecosystem.	I	T5	Analyze and describe <u>adaptive characteristics that result in an organism's unique niche in an ecosystem.</u>	
2	5.9C	Predict some adaptive characteristics required for survival and reproduction by an organism in an ecosystem.	I	T5	Predict some <u>adaptive characteristics required for survival and reproduction by an organism in an ecosystem.</u>	
TEKS Strand: Adaptations						
	3.9A	Observe and identify characteristics among species that allow each to survive and reproduce.	ID			
	3.9B	Analyze how adaptive characteristics help individuals within a species to survive and reproduce.	ID			
TEKS Strand: Likenesses						
	3.10A	Identify some inherited traits of plants.	ID			
	3.10B	Identify some inherited traits of animals.	ID			
2	5.10A	Identify traits that are inherited from parent to offspring in plants and animals.	I	T5	Identify <u>traits that are inherited</u> from parent to offspring in plants and animals.	
2	5.10B	Give examples of learned characteristics that result from the influence of the environment.	I	T5	Give <u>examples of learned characteristics</u> that result from the influence of the environment.	

**Grade 3 Science - FOURTH SIX WEEKS
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TAKS Obj	Curriculum Sequence TEKS/SE and Alignment Objectives		Inst. Level	TAKS	AlignDesign Depth & Complexity with TAKS	Approved District Campus Resources
Strand: Science/Scientific Processes						
TEKS Strand: Investigations						
1	3.1A	Demonstrate safe practices during field and laboratory investigations. Same SE as 4.1A and 5.1A	D	T5	<i>Demonstrate <u>safe practices</u> during field and laboratory investigations.</i>	
	3.1B	Make wise choices in the use and conservation of resources and the disposal or recycling of materials.	D			
TEKS Strand: Scientific Inquiry						
	3.2A	Plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.	ID			
	3.2B	Collect information by observing and measuring.	ID			
	3.2C	Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.	ID			
	3.2D	Communicate valid conclusions.	ID			
	3.2E	Construct simple graphs, tables, maps, and charts to organize, examine and evaluate information.	ID			
TEKS Strand: Critical Thinking						
1	3.3A	Analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information. Same SE as 4.3A and 5.3A	ID	T5	<i>Analyze and review <u>scientific explanations</u> as to their <u>strengths and weaknesses</u> using <u>scientific evidence and information</u>.</i> Explanations include: 1. hypotheses 2. theories	
1	3.3B	Draw inferences based on information related to promotional materials for products and services. Same SE as 4.3B and 5.3B	ID	T5	<i>Draw <u>inferences</u> based on information for <u>products and services</u>.</i>	
1	3.3C	Represent the natural world using models and identify their limitations. Same SE as 4.3C and 5.3C	ID	T5	<i>Represent the <u>natural world</u> using <u>models</u> and <u>identify</u> their <u>limitations</u>.</i>	
TEKS Strand: Tools and Models						
	3.4A	Collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses.	ID			
	3.4B	Demonstrate that repeated investigations may increase the reliability of results.	ID			
Strand: Science/Concepts						

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TEKS Strand: Properties and Patterns					
	3.7A Gather information including temperature, magnetism, hardness, and mass using appropriate tools to identify physical properties of matter.	ID			
	3.7B Identify matter as liquids, solids, and gases.	IDM			
3	5.7C Identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving sugar in water.	I	T5	Identify <u>changes</u> that can occur in the physical properties of the ingredients of solutions Such as: dissolving sugar in water	
3	5.7D Observe and measure characteristic properties of substances that remain constant such as boiling points and melting points.	I	T5	Observe and <i>measure</i> <u>characteristic properties</u> of substances that remain constant Such as: 1. boiling points 2. melting points	
TEKS Strand: Likenesses					
	3.10A Identify some inherited traits of plants.	ID			
	3.10B Identify some inherited traits of animals.	ID			
2	5.10A Identify traits that are inherited from parent to offspring in plants and animals.	I	T5	Identify <u>traits that are inherited</u> from parent to offspring in plants and animals.	
2	5.10B Give examples of learned characteristics that result from the influence of the environment.	I	T5	Give <u>examples of learned characteristics</u> that result from the influence of the environment.	

**Grade 3 Science - FIFTH SIX WEEKS
2008 - 2009**

TAKS Obj	Curriculum Sequence TEKS/SE and Alignment Objectives		Inst. Level	TAKS	AlignDesign Depth & Complexity with TAKS	Approved District Campus Resources
Strand: Science/Scientific Processes						
TEKS Strand: Investigations						
1	3.1A	Demonstrate safe practices during field and laboratory investigations. Same SE as 4.1A and 5.1A	D	T5	<i>Demonstrate safe practices during field and laboratory investigations.</i>	
	3.1B	Make wise choices in the use and conservation of resources and the disposal or recycling of materials.	D			
TEKS Strand: Scientific Inquiry						
	3.2A	Plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.	ID			
	3.2B	Collect information by observing and measuring.	ID			
	3.2C	Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.	ID			
	3.2D	Communicate valid conclusions.	ID			
	3.2E	Construct simple graphs, tables, maps, and charts to organize, examine and evaluate information.	ID			
TEKS Strand: Critical Thinking						
1	3.3A	Analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information. Same SE as 4.3A and 5.3A	ID	T5	<i>Analyze and review scientific explanations as to their strengths and weaknesses using scientific evidence and information.</i> Explanations include: 1. hypotheses 2. theories	
1	3.3B	Draw inferences based on information related to promotional materials for products and services. Same SE as 4.3B and 5.3B	ID	T5	<i>Draw inferences based on information for products and services.</i>	
1	3.3C	Represent the natural world using models and identify their limitations. Same SE as 4.3C and 5.3C	ID	T5	<i>Represent the natural world using models and identify their limitations.</i>	
	3.3D	Evaluate the impact of research on scientific thought, society, and the environment.	ID			
	3.3E	Connect Grade 3 science concepts with the history of science and contributions of scientists.	IDM			

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TAKS Obj	Curriculum Sequence TEKS/SE and Alignment Objectives	Inst. Level	TAKS	AlignDesign Depth & Complexity with TAKS	Approved District Campus Resources
TEKS Strand: Tools and Models					
3.4A	Collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses.	ID			
3.4B	Demonstrate that repeated investigations may increase the reliability of results.	ID			
Strand: Science/Concepts					
TEKS Strand: Change					
3	3.6A Measure and record changes in the position and direction of the motion of an object to which a force such as a push or pull has been applied.	ID	T5	Measure and record <u>changes in the position and direction of the motion of an object to which a force has been applied.</u> Such as: 1. push 2. pull	
4	3.6B Identify that the surface of the Earth can be changed by forces such as earthquakes and glaciers.	ID	T5	Identify that the <u>surface of the Earth can be changed by forces.</u> Such as: 1. earthquakes 2. glaciers	
4	5.11A Identify and observe actions that require time for changes to be measurable, including growth, erosion, dissolving, weathering, and flow.	I	T5	Identify and observe <u>actions that require time for changes to be measurable</u> Changes include: 1. growth 3. dissolving 5. flow 2. erosion 4. weathering	
4	5.12A Interpret how land forms are the result of a combination of constructive and destructive forces such as deposition of sediment and weathering.	I	T5	Interpret how land forms are the result of a <u>combination of constructive and destructive forces</u> Such as: 1. deposition of sediment 2. weathering	
2	5.9B Analyze and describe adaptive characteristics that result in an organism's unique niche in an ecosystem.	I	T5	Analyze and describe <u>adaptive characteristics that result in an organism's unique niche in an ecosystem.</u>	
2	5.9C Predict some adaptive characteristics required for survival and reproduction by an organism in an ecosystem.	I	T5	Predict some <u>adaptive characteristics required for survival and reproduction by an organism in an ecosystem.</u>	
TEKS Strand: Likenesses					
	3.10A Identify some inherited traits of plants.	ID			
	3.10B Identify some inherited traits of animals.	ID			
2	5.10A Identify traits that are inherited from parent to offspring in plants and animals.	I	T5	Identify <u>traits that are inherited from parent to offspring in plants and animals.</u>	
2	5.10B Give examples of learned characteristics that result from the influence of the environment.	I	T5	Give <u>examples of learned characteristics that result from the influence of the environment.</u>	

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TEKS Strand: Natural World/Environment					
4	<p>3.11A</p> <p>Identify and describe the importance of earth materials including rocks, soil, water, and gases of the atmosphere in the local area and classify them as renewable, nonrenewable, or inexhaustible resources.</p>	IDM	T5	<p><i>Identify and describe</i> the <u>importance of earth materials</u>.</p> <p>Materials include:</p> <ol style="list-style-type: none"> 1. rocks, 2. soil, 3. water, and 4. gases of the atmosphere in the local area <p><i>Classify</i> these <u>materials</u> as</p> <ol style="list-style-type: none"> 1. renewable, 2. nonrenewable, or 3. inexhaustible resources. 	
	<p>3.11B</p> <p>Identify and record properties of soils such as color and texture, capacity to retain water, and ability to support the growth of plants.</p>	IDM			
4	<p>5.11C</p> <p>Identify past events that led to the formation of the Earth's renewable, non-renewable, and inexhaustible resources.</p>	I	T5	<p><i>Identify</i> <u>past events that led to the formation of the Earth's</u></p> <ol style="list-style-type: none"> 1. renewable resources 2. non-renewable resources and 3. inexhaustible resources. 	

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Strand: Science/Scientific Processes					
TEKS Strand: Investigations					
1	3.1A Demonstrate safe practices during field and laboratory investigations. Same SE as 4.1A and 5.1A	D	T5	<i>Demonstrate <u>safe practices</u> during field and laboratory investigations.</i>	
	3.1B Make wise choices in the use and conservation of resources and the disposal or recycling of materials.	D			
TEKS Strand: Scientific Inquiry					
	3.2A Plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.	ID			
	3.2B Collect information by observing and measuring.	ID			
	3.2C Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.	ID			
	3.2D Communicate valid conclusions.	ID			
	3.2E Construct simple graphs, tables, maps, and charts to organize, examine and evaluate information.	ID			
TEKS Strand: Critical Thinking					
1	3.3A Analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information. Same SE as 4.3A and 5.3A	ID	T5	<i>Analyze and review <u>scientific explanations</u> as to their strengths and weaknesses using scientific evidence and <u>information</u>.</i> Explanations include: 1. hypotheses 2. theories	
1	3.3B Draw inferences based on information related to promotional materials for products and services. Same SE as 4.3B and 5.3B	ID	T5	<i>Draw <u>inferences</u> based on information for products and services.</i>	
1	3.3C Represent the natural world using models and identify their limitations. Same SE as 4.3C and 5.3C	ID	T5	<i>Represent the <u>natural world</u> using <u>models</u> and <u>identify</u> their <u>limitations</u>.</i>	
	3.3D Evaluate the impact of research on scientific thought, society, and the environment.	ID			
	3.3E Connect Grade 3 science concepts with the history of science and contributions of scientists.	IDM			

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TEKS Strand: Tools and Models						
	3.4A	Collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses.	ID			
	3.4B	Demonstrate that repeated investigations may increase the reliability of results.	ID			
Strand: Science/Concepts						
TEKS Strand: Change						
3	3.6A	Measure and record changes in the position and direction of the motion of an object to which a force such as a push or pull has been applied.	ID	T5	<i>Measure and record</i> <u>changes in the position and direction of the motion of an object to which a force has been applied.</u> Such as: 1. push 2. pull	
4	3.6B	Identify that the surface of the Earth can be changed by forces such as earthquakes and glaciers.	ID	T5	<i>Identify</i> that the <u>surface of the Earth can be changed by forces.</u> Such as: 1. earthquakes 2. glaciers	
4	5.11A	Identify and observe actions that require time for changes to be measurable, including growth, erosion, dissolving, weathering, and flow.	I	T5	<i>Identify and observe</i> <u>actions that require time for changes to be measurable.</u> Changes include: 1. growth 3. dissolving 5. flow 2. erosion 4. weathering	
4	5.12A	Interpret how land forms are the result of a combination of constructive and destructive forces such as deposition of sediment and weathering.	I	T5	<i>Interpret</i> how <u>land forms are the result of a combination of constructive and destructive forces.</u> Such as: 1. deposition of sediment 2. weathering	
TEKS Strand: Likenesses						
	3.10A	Identify some inherited traits of plants.	ID			
	3.10B	Identify some inherited traits of animals.	ID			
2	5.10A	Identify traits that are inherited from parent to offspring in plants and animals.	I	T5	<i>Identify</i> <u>traits that are inherited from parent to offspring in plants and animals.</u>	
2	5.10B	Give examples of learned characteristics that result from the influence of the environment.	I	T5	<i>Give</i> <u>examples of learned characteristics that result from the influence of the environment.</u>	

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TEKS Strand: Natural World/Environment					
4	3.11A	IDM	T5	<p><i>Identify and describe</i> the <u>importance of earth materials</u> Materials include: 1. rocks, 2. soil, 3. water, and 4. gases of the atmosphere in the local area</p> <p><i>Classify</i> these <u>materials</u> as 1. renewable, 2. nonrenewable, or 3. inexhaustible resources.</p>	
	3.11B	IDM		Identify and record properties of soils such as color and texture, capacity to retain water, and ability to support the growth of plants.	
4	3.11C	ID	T5	<i>Identify</i> the <u>planets</u> in our solar system and <u>their position in relation to the Sun.</u>	
4	3.11D	ID	T5	<i>Describe</i> the characteristics of the Sun	
4	5.11C	I	T5	<p><i>Identify</i> <u>past events that led to the formation of the Earth's</u> renewable, non-renewable, and inexhaustible resources.</p> <p>1. renewable resources 2. non-renewable resources and 3. inexhaustible resources.</p>	
4	5.12C	I	T5	<p><i>Identify</i> the <u>physical characteristics</u> of the Earth.</p> <p><i>Compare</i> the <u>physical characteristics</u> of the Earth and the moon.</p>	