

**MARLBORO CENTRAL SCHOOL DISTRICT-CURRICULUM MAP**

**Subject: Physical Setting**

**Grade 3**

| <b>Title or Topics (Unit organizing idea)</b> | <b>Science Concepts (Inquiry Question)</b>                      | <b>Skills (What students actually do)</b>   | <b>Content (nouns and noun phrases)</b>  | <b>Science Skills</b>  | <b>Literacy Connections</b>  | <b>Major Assessments (Tests, projects, etc.)</b> | <b>Time Frame (Number of weeks)</b> |
|---|---|---|--|--|--|--|-------------------------------------|
| <b>Buoyancy</b>                               | 1. Why do some things float and some things sink?               | <ol style="list-style-type: none"> <li>1. Use graphic organizer to compare &amp; contrast collected data</li> <li>2. Design a boat to communicate the knowledge of buoyancy</li> <li>3. Describe the properties of objects that sink &amp; objects that float</li> <li>4. Explore how stability affects an objects ability to sink/float</li> <li>5. Observe the effects of displacement on objects that sink/float</li> <li>6. Writing predictions on if &amp; why an object will sink or float</li> <li>7. Writing observations from experiments</li> <li>8. Note taking</li> </ol> | <ol style="list-style-type: none"> <li>1. Variables (3.1e, 3.1f)</li> <li>2. Buoyancy (5.1a)</li> <li>3. Buoyant objects (3.1a,5.1a)</li> <li>4. Object (3.2c)</li> <li>5. Relationship (5.1a)</li> <li>6. Water (3.2a)</li> <li>7. Matter (3.2a)</li> <li>8. Properties (3.1c)</li> <li>9. Size (3.1b)</li> <li>10. Shape (3.1b)</li> <li>11. Density (3.1b, 3.1g)</li> <li>12. Weight (3.1c, 3.1d)</li> <li>13. Experiment (3.2c, 5.1c, 5.1b)</li> <li>14. Balance (5.1b, 5.1c)</li> <li>15. Load/Cargo (3.1a)</li> <li>16. Capacity (3.1a)</li> <li>17. Design (3.1e)</li> <li>18. Stability (3.1g)</li> <li>18. Displacement (3.1a)</li> </ol> | <ol style="list-style-type: none"> <li>1. Create KWL chart</li> <li>2. Brainstorming</li> <li>3. Predict buoyant objects</li> <li>4. Investigate buoyancy of objects</li> <li>5. Design and build clay/foil boats</li> <li>6. Analyze properties &amp; design</li> <li>7. Use balance scale to compare</li> <li>8. Change variables</li> <li>9. Measure capacity &amp; weights</li> <li>10. Analyze results</li> <li>11. List properties</li> <li>12. chart data</li> <li>13. Inquire/formulate questions</li> </ol> |  |  |                                     |
| <b>Water Cycle Weather</b>                    | 1. How does the water cycle affect weather and our daily lives? | <ol style="list-style-type: none"> <li>1. Identify &amp; apply the definition of new science words</li> <li>2. Interpret data from charts, maps &amp; graphic organizers</li> <li>3. Identify three state of matter: solid, liquid, gas</li> <li>4. Explore shape &amp; volume taken by the 3 states of matter</li> <li>5. Compare/contrast shape &amp; volume taken by 3 states of</li> </ol>  | <ol style="list-style-type: none"> <li>1. Water cycle (2.1c, 2.1e, 1.1a)</li> <li>2. States of matter , solids, liquids, gas, measurement tools (3.1a,b,c,d, 3.1g, 3.1g, 3.2a,b,c)</li> <li>3. Vocabulary words</li> <li>4. types of weather (1.1a, 2.1a, 2.1b)</li> <li>5. Cloud formation /identification (1.1a)</li> <li>6. Seasons (1.1a)</li> </ol>   | <ol style="list-style-type: none"> <li>1. Identify and interpret vocabulary</li> <li>2. Observe and record and discuss experiments (S1.1a)</li> <li>3. Describe and analyze cloud formation (S3.1)</li> <li>4. Interpret observations &amp; measurements (S3.2)</li> <li>5. Explain and share orally and in writing the components of the water cycle (S3.3)</li> <li>6. Ask “why” questions (S1.1)</li> </ol>   | <ol style="list-style-type: none"> <li>1. Narrative &amp; expository essays &amp; textbooks</li> <li>2. Textbook (BrainPop Jr./trade books &amp; video/power point presentation</li> <li>3. Listening to a day in the life of a water drop and create their own story</li> </ol> |  |                                     |

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|  |  | <p>matter</p> <ol style="list-style-type: none"> <li>6. Communicate how temperature can affect the state of matter of a substance</li> <li>7. Describe &amp; communicate how matter can change from one state to another</li> <li>8. Identify where water can be found on earth</li> <li>9. Identify &amp; communicate the stages of the water cycle</li> <li>10. Communicate how rain &amp; snow are formed</li> <li>11. Measure the condition of the outside air – temperature</li> <li>12. Identify natural weather events &amp; relate positive/negative impacts on living things</li> <li>13. Measure temperature using metric units</li> <li>14. Note taking from lessons – video</li> <li>15. Lab manuals (text)</li> <li>16. Writing observations experiments</li> <li>17. Graph interpretations</li> <li>18. Expository essay (i.e. text p. C90, C95)</li> <li>19. Narrative (i.e. text questions)</li> </ol> |  |  |  |  |  |
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