



## Teacher Learning Report Grade 3 Science

### >> Physical Properties of Matter

**3.5 Matter and energy.** The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used.

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

3.2(A) plan and implement descriptive investigations ☉  
3.4(A) collect, record, and analyze information using tools ☉

*connected 3.1(A), 3.1(B), 3.2(E)*

Unit	CHECKPOINT		
	1	2	3

### Content

#### Properties of Matter

3.5(A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float ☉

3.5(B) describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container

3.5(C)\* predict, observe, and record changes in the state of matter caused by heating or cooling such as ice becoming liquid water, condensation forming on the outside of a glass of ice water, or liquid water being heated to the point of becoming water vapor ☉

Unit	CHECKPOINT		
	1	2	3

#### Mixtures

3.5(D) explore and recognize that a mixture is created when two materials are combined such as gravel and sand or metal and plastic paper clips


### Process (Ways to Show)

3.2(B) collect and record data; recognize differences between observed and measured data  
3.2(D) analyze and interpret patterns in data to construct explanations ☉

*connected 3.2(C), 3.2(F), 3.3(A), 3.3(B), 3.3(C)*

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



## Teacher Learning Report Grade 3 Science

### >> Force, Motion, and Energy

**3.6 Force, motion, and energy.** The student knows that forces cause change and that energy exists in many forms.

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

3.2(A) plan and implement descriptive investigations ⓧ  
3.4(A) collect, record, and analyze information using tools ⓧ

*connected 3.1(A), 3.1(B), 3.2(E)*

Unit	CHECKPOINT		
	1	2	3

### Content

#### Forms of Energy

3.6(A) explore different forms of energy, including mechanical, light, sound, and thermal in everyday life

Unit	CHECKPOINT		
	1	2	3

#### Force and Motion

3.6(B)\* demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons ⓧ

3.6(C) observe forces such as magnetism and gravity acting on objects ⓧ


### Process (Ways to Show)

3.2(D) analyze and interpret patterns in data to construct explanations ⓧ  
3.2(F) communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion

*connected 3.2(B), 3.2(C), 3.3(A), 3.3(B), 3.3(C)*

Unit	CHECKPOINT		
	1	2	3


>> TEKS clusters typically requiring additional time and focus in the curriculum



## Teacher Learning Report Grade 3 Science

Natural Resources and Changes to Earth's Surface	Unit	CHECKPOINT		
		1	2	3
3.7 Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.2(A) plan and implement descriptive investigations ⑧ 3.4(A) collect, record, and analyze information using tools ⑧ <i>connected 3.1(A), 3.1(B), 3.2(E)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Soil Formation</b>				
3.7(A) explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains				
<b>Changes to Earth's Surface</b>				
3.7(B)* investigate rapid changes in the Earth's surface such as volcanic eruptions, earthquakes, and landslides ⑧				
 <b>Social Studies Integration</b> 3.3(A) describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards				

Natural Resources	Unit	1	2	3
3.7(C) explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.2(D) analyze and interpret patterns in data to construct explanations ⑧ 3.3(B) represent the natural world using models ⑧ <i>connected 3.2(B), 3.2(C), 3.2(F), 3.3(A), 3.3(C)</i>				



## Teacher Learning Report Grade 3 Science

>> Space and Weather	Unit	CHECKPOINT		
		1	2	3
<b>3.8 Earth and space.</b> The student knows there are recognizable patterns in the natural world and among objects in the sky.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.2(A) plan and implement descriptive investigations Ⓢ 3.4(A) collect, record, and analyze information using tools Ⓢ <i>connected 3.1(A), 3.1(B), 3.2(E)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Objects in the Sky</b>				
3.8(B) describe and illustrate the Sun as a star composed of gases that provides light and thermal energy				
3.8(D)* identify the planets in Earth’s solar system and their position in relation to the Sun				
3.8(C) construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions Ⓢ				

Weather	Unit	1	2	3
3.8(A) observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.2(D) analyze and interpret patterns in data to construct explanations Ⓢ 3.3(B) represent the natural world using models Ⓢ <i>connected 3.2(B), 3.2(C), 3.2(F), 3.3(A), 3.3(C)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



## Teacher Learning Report Grade 3 Science

Relationships Within Environments	Unit	CHECKPOINT		
		1	2	3
<b>3.9 Organisms and environments.</b> The student knows and can describe patterns, cycles, systems, and relationships within the environments.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.2(A) plan and implement descriptive investigations Ⓢ 3.4(A) collect, record, and analyze information using tools Ⓢ <i>connected 3.1(A), 3.1(B), 3.2(E)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Environments and Ecosystems</b>				
3.9(A)* observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem Ⓢ				
3.9(C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations				
<b>Food Chains</b>				
3.9(B) identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.2(D) analyze and interpret patterns in data to construct explanations Ⓢ 3.3(B) represent the natural world using models Ⓢ <i>connected 3.2(B), 3.2(C), 3.2(F), 3.3(A), 3.3(C)</i>				



## Teacher Learning Report Grade 3 Science

Adaptations and Behaviors	Unit	CHECKPOINT		
		1	2	3
<b>3.10 Organisms and environments.</b> The student knows that organisms undergo similar life processes and have structures that help them survive within their environments.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.2(A) plan and implement descriptive investigations ☉ 3.4(A) collect, record, and analyze information using tools ☉ <i>connected 3.1(A), 3.1(B), 3.2(E)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Adaptations</b>				
3.10(A) explore how structures and functions of plants and animals allow them to survive in a particular environment ☉				
<b>Life Cycles</b>				
3.10(B)* investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady beetles				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.2(D) analyze and interpret patterns in data to construct explanations ☉ 3.3(B) represent the natural world using models ☉ <i>connected 3.2(B), 3.2(C), 3.2(F), 3.3(A), 3.3(C)</i>				



## Teacher Learning Report Grade 3 Science

PROCESS STANDARDS: SCIENTIFIC INVESTIGATION AND REASONING		Unit	CHECKPOINT		
			1	2	3
3.1	The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate practices.	Tools to Know			
3.2	The student uses scientific practices during laboratory and outdoor investigations.				
3.3	The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions.	Ways to Show			
3.4	The student knows how to use a variety of tools and methods to conduct science inquiry.				

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
3.1(A)	demonstrate safe practices as described in the Texas Education Agency-approved safety standards during classroom and outdoor investigations using safety equipment as appropriate, including safety goggles or chemical splash goggles, and gloves				
3.1(B)	make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics				
3.2(A)	plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world ⑧				
3.2(E)	demonstrate that repeated investigations may increase the reliability of results				
3.4(A)	collect, record, and analyze information using tools, including cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, magnets, collecting nets, notebooks, and Sun, Earth, and Moon system models; timing devices; and materials to support observation of habitats of organisms such as terrariums and aquariums ⑧				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
3.2(B)	collect and record data by observing and measuring using the metric system and recognize differences between observed and measured data				
3.2(C)	construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data				
3.2(D)	analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations ⑧				
3.2(F)	communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion				
3.3(A)	analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing				



## Teacher Learning Report Grade 3 Science

3.3(B) represent the natural world using models such as volcanoes or the Sun, Earth, and Moon system and identify their limitations, including size, properties and materials ⑧				
3.3(C) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists				