



# Grade 3 Science Scope and Sequence

## PROFILE

Science is a way of knowing and experiencing the natural world. It is a social and intellectual endeavor that provides the foundation for lifelong informed decision-making, problem-solving, improved quality of life and technological advances. Learning science is an active process, and all students should have access to challenging, relevant, exciting, "hands-on," and content-rich science experiences.

## OUR CURRICULUM

The Conroe Independent School District offers students a challenging science curriculum that utilizes inquiry and discovery models of instruction which provide opportunities for all students to participate and master science concepts. Students will experience the richness of science through hands-on laboratory and field investigations through inquiry and active experimentation. Emphasized science process skills include: observing, measuring, identifying, classifying, predicting, comparing, inferring, and drawing conclusions. Students will also develop a proficient use of technology through analyzing and collecting data for real world science applications. Our science curriculum is based on the Texas Essential Knowledge and Skills (TEKS) curriculum framework.

## CURRICULUM & INSTRUCTION STAFF

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### EXPECTATIONS

#### 1. Tools of Science

The students will be able to gather, analyze, and interpret information using selected equipment and tools to extend the senses. *Graduated cylinders, beakers, calculators, microscopes, cameras, sound recorders, computers, hand lenses, metric rulers, thermometers, compasses, balances, hot plates, magnets, meter sticks, clocks, timing devices and safety goggles are used in Grade 3 Science.*

#### 2. Vocabulary

The student will build and expand vocabulary, through a print-rich environment, to increase fluency and understanding by incorporating scientific vocabulary into their everyday speaking, listening, and writing routines.

#### 3. Content Integration

The student will read a variety of texts to analyze, review, and critique scientific explanations, hypotheses, and theories as to strengths and weaknesses, and draw inferences on promotional materials. The student will write to inform, describe, and classify using correct scientific vocabulary, scientific concepts, sentence structure, capitalization, punctuation, spelling, usage, and word order. The student will use a scientific journal to record data, thoughts, inspirations, scientific hypotheses, materials, procedures, and results including graphs and diagrams, and conclusions.

#### 4. The student will...

- a. Demonstrate safe practices
- b. Plan and implement descriptive investigations – well-defined questions and formulated hypotheses
- c. Select and use equipment and technology
- d. Collect data through observation and measurement
- e. Demonstrate repeated investigations to increase reliability of results
- f. Analyze and interpret information to construct explanations from direct and indirect evidence
- g. Communicate valid conclusions
- h. Construct graphs, tables, maps, and charts to organize, examine, and evaluate information



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### TEKS CORRELATIONS

Some Student Expectations (SEs) have been correlated to other grade level TEKS objectives.

*EXAMPLE*

26. Identify the phases of the moon. (TEKS 3.6A / **TEKS 4.6A** / **TEKS 5.6A**)

These correlations have been directly linked to possible objectives on the Grade 5 Science TAKS test. In addition, the correlations identify the progression of concepts throughout the grade levels.

### TEKS EXTENSIONS

Vocabulary is a critical factor in the mastery of science concepts. Over time, repeated and consistent exposure to vocabulary will increase the chances of a learner's ability to master concepts. In addition, providing students with the opportunities to make these connections between vocabulary and concepts will foster ownership of their learning.

*EXAMPLE*

11. Observe and measure boiling points and melting points. (TEKS 3.7A / **TEKS 5.7D**)\*

If time permits, Student Expectations (SEs) that have an asterisk (\*) should be addressed as an extension. Students are not necessarily required to master these objectives; however, the exposure to the vocabulary will provide prior knowledge in the subsequent years.

***On the Science Benchmark Test, students will not be assessed on Student Expectations marked as "EXTENSIONS".***

### REVIEW & MAINTENANCE

Italicized Student Expectations (SEs) indicate that these are concepts students should be familiar with from previous grade level TEKS objectives.

*EXAMPLE*

28. *Draw and label parts of the plant.* (**TEKS 2.9A** / TEKS 3.9A)

In an effort to reinforce previously taught concepts, it is critical that italicized Student Expectations (SEs) are addressed. Building prior knowledge will assist students in mastering new concepts.



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### SCIENCE PROCESS SKILLS

Throughout the year, students will master certain required skills. These skills are important to a student's understanding of the nature of science. The Science Process Skills are not designed to be taught in isolation. They are to be embedded in each instructional unit and some should be practiced each time science is taught.

*Science Process Skills are the same for every grade level (Grade K – Grade 5). At each grade level, however, the teacher is expected to approach the skill at the level appropriate for their students' age, grade, and cognitive development.*

The student will:

1. Demonstrate safe and ethical practice in school, field, and home. **(TEKS 3.1A / TEKS 4.1A / TEKS 5.1A)**
2. Use and dispose of materials wisely, conserve and recycle materials and resources when possible. **(TEKS 3.1B)**
3. Plan and implement descriptive investigations. **(TEKS 3.2A / TEKS 5.2A)**
4. Isolate variables and conduct controlled experiments; repeat experiments to demonstrate that repetition increases reliability of results. **(TEKS 3.4B)**
5. Collect data by observing and measuring. **(TEKS 3.2B / TEKS 5.2B)**
6. Gather, analyze, and interpret information using selected equipment and tools to extend the senses, including graduated cylinders, beakers, calculators, microscopes, cameras, sound recorders, computers, hand lenses, metric rules, thermometers, magnets, balances, meter sticks, compasses, hot plates, clocks, timing devices, and safety goggles. **(TEKS 3.4A / TEKS 5.4A)**
7. Record data through graphic works including simple graphs, tables, maps, charts. **(TEKS 3.2E / TEKS 5.2E)**
8. Draw inferences, in particular with regards to the validity of advertising, and analyze information. **(TEKS 3.3B)**
9. Classify, analyze, and interpret direct and indirect evidence to make and justify decisions and construct reasonable explanations. **(TEKS 3.2E / TEKS 5.2C)**
10. Communicate problems, propose solutions, ask questions, record results, and conclusions in a student's own words. **(TEKS 3.2D / TEKS 5.2D)**
11. Analyze, review, and critique scientific explanations, hypotheses, and theories as to strengths and weaknesses. **(TEKS 3.3A)**
12. Represent the natural world using models and identify their limitations. **(TEKS 3.3C)**
13. Evaluate the impact of research on scientific thought, society, and the environment. **(TEKS 3.3D)**
14. Connect grade level science concepts with the history of science and contributions of scientists. **(TEKS 3.3E / TEKS 4.3E / TEKS 5.3E)**



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### FIRST NINE WEEKS

SCIENCE PROCESS SKILLS SHOULD BE PRACTICED EACH TIME SCIENCE IS TAUGHT.

VOCABULARY			STUDENT EXPECTATIONS (SEs)	RESOURCES / ACTIVITIES
NOUNS	VERBS			
		<b>Week 1</b>	<p style="text-align: center;"><b>SCIENCE IS EVERYWHERE!</b></p> <ol style="list-style-type: none"> <li>Identify healthy behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease. (HEALTH TEKS 3.3A)</li> <li>Explain actions to take when illness occurs such as informing parents/adults. (HEALTH TEKS 3.3B)</li> </ol>	<p><i>Science Is Everywhere</i> packet <b>KEY:</b> <b>US = United Streaming</b> <b>LL = Literature Links</b> <b>WEB = Web Site Link</b> <b>HC = Harcourt Reading series</b> <b>DZ = Dinah Zike Foldables</b></p>
gas liquid matter molecule solid	gather identify	<b>Week 2</b>	<p style="text-align: center;"><b>STATES OF MATTER</b></p> <ol style="list-style-type: none"> <li>Identify matter as solids, liquids, and gases. (TEKS 3.7B)</li> <li>Gather information including temperature, magnetism, hardness, and mass using appropriate tools to identify the physical properties of matter. (TEKS 3.7A)</li> </ol>	<p>Harcourt Science Unit E – Ch. 1 Lesson 2 AIMS: Matter Has Mass US: <a href="#">Solids, Liquids, and Gases</a> LL: Solids, Liquids, Gases (Berger) LL: Eyewitness: Matter (Osbourne) WEB: <a href="#">Solids, Liquids, Gases</a> WEB: <a href="#">States of Matter</a> DZ: Envelope Fold (definition of matter and the states of matter) DZ: Four Door Book (states of matter)</p>
boiling point melting point physical property	identify measure observe	<b>Week 3</b>	<p style="text-align: center;"><b>PHYSICAL PROPERTIES OF MATTER</b></p> <ol style="list-style-type: none"> <li>Identify physical properties of matter such as size, shape, magnetism, temperature, and hardness. (TEKS 3.7A)</li> <li>Observe and measure characteristic properties of substances that remain constant such as boiling points and melting points. (TEKS 3.7A / TEKS 5.7D)*</li> </ol>	<p>Harcourt Science Unit E – Ch. 1 Lessons 1 and 3 AIMS: What is in the Bag? US: <a href="#">Properties of Matter Part 1</a> US: <a href="#">Properties of Matter Part 2</a> US: <a href="#">Observing the Properties of Matter</a> US: <a href="#">Changes in the Properties</a></p>
change	identify	<b>Week 4</b>	<p style="text-align: center;"><b>CHANGES IN MATTER</b></p> <ol style="list-style-type: none"> <li>Identify patterns of change in matter such as a solid changing to a liquid. (TEKS 3.7B / TEKS 4.6A)</li> </ol>	<p>Harcourt Science Unit E – Ch. 2 Lessons 1-2 US: <a href="#">Changes in Matter</a> US: <a href="#">Exploring Phases of Matter</a> WEB: <a href="#">Changing States of Matter</a> WEB: <a href="#">Matter and Heat</a> DZ: Two-Tab Book (changes)</p>



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conductor insulator	demonstrate differentiate identify	<b>Week 5</b>	<b>HEAT ENERGY</b> 8. Identify and demonstrate everyday examples heat (thermal) energy. (TEKS 3.11D / TEKS 5.8A) 9. Differentiate between conductors and insulators. (TEKS 3.7A / TEKS 4.7B)	Harcourt Science Unit F – Ch. 1 Lessons 1-3 AIMS: Heat Moves AIMS: Cool Conductors US: <a href="#">Heat, Temperature, and Energy</a> DZ: Two-tab Book (conductors vs. insulators)
absorb light rainbow reflection refraction	demonstrate describe identify	<b>Week 6</b>	<b>LIGHT</b> 10. Identify and demonstrate everyday examples of how light is reflected, refracted, and absorbed. (TEKS 3.7A / TEKS 5.8B)* 11. Describe how rainbows are formed. (TEKS 3.7A / TEKS 5.8B)	Harcourt Science Unit F – Ch. 2 Lessons 1-2 WEB: <a href="#">Light for Kids</a> US: <a href="#">What's in a Rainbow?</a> US: <a href="#">MSB Makes a Rainbow</a> DZ: Vocabulary Book (light terms) DZ: Matchbook (refraction / reflection) DZ: Layered Book (colors of the rainbow)
force motion pull push work	identify investigate	<b>Week 7</b>	<b>FORCES AND MOTION</b> 12. Identify that a force is a push or a pull. (TEKS 3.6A) 13. Investigate how forces are measured. (TEKS 3.6A) 14. Investigate the scientific definition of work. (TEKS 3.6A)	Harcourt Science Unit F – Ch. 3 Lessons 1-3 US: <a href="#">How Things Move</a> US: <a href="#">Push and Pull</a> US: <a href="#">Discovering Simple Machines</a> DZ: Layered Book (simple machines)
attract compass magnet pole repel	identify investigate measure observe	<b>Week 8</b>	<b>MAGNETS</b> 15. Identify the properties of a magnet. (TEKS 3.7A) 16. Observe, measure and record properties of magnets. (TEKS 3.7A) 17. Investigate what things a magnet can pull through. (TEKS 3.6A)	Harcourt Science Unit E – Ch. 1 Lesson 1 (page E10) HC: "Marta's Magnet" US: <a href="#">Magnets: A First Look</a> US: <a href="#">Junior Electrician: Magnets</a> US: <a href="#">Magnets and Electricity</a> US: <a href="#">Magic of Magnetism</a> DZ: Pyramid Fold (magnets)
		<b>Week 9</b>	<b>REVIEW CONCEPTS</b>	WEB: <a href="#">Game Templates</a>



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### OCTOBER – RED RIBBON WEEK

HEALTH TEKS 3.6C – Identify ways to protect personal health from environmental hazards such as no-smoking laws.  
 HEALTH TEKS 3.6D – Describe roles and responsibilities of family members in promoting and practicing healthy behaviors.  
 HEALTH TEKS 3.11A – Practice critical thinking skills when making healthy decisions.  
 HEALTH TEKS 3.11B – Gather data to help make informed healthy choices.  
 HEALTH TEKS 3.11C – Explain the positive and negative consequences of making a healthy-related choice.

### SECOND NINE WEEKS

SCIENCE PROCESS SKILLS SHOULD BE PRACTICED EACH TIME SCIENCE IS TAUGHT.

VOCABULARY				STUDENT EXPECTATIONS (SEs)	RESOURCES / ACTIVITIES
NOUNS	VERBS				
core crust earthquake mantle volcano	identify	<b>Week 1</b>		<b>FORCES THAT CHANGE EARTH'S SURFACE</b> 17. Identify the layers of the Earth – crust, mantle, core. (TEKS 3.6B) 18. Identify that the surface of the Earth can be changed by forces such as <b>earthquakes</b> . (TEKS 3.6B) 19. Identify that <b>volcanoes</b> can change the Earth's surfaces such as building up the land. (TEKS 3.6B)	Harcourt Science Unit C – Ch. 2 Lesson 3 US: <a href="#">Digging Through Earth</a> US: <a href="#">How Does the Land Build Up?</a> US: <a href="#">Geological Processes</a> DZ: Three-Tab Venn Diagram (earthquakes vs. volcanoes)
erosion glacier landforms weathering	define identify interpret	<b>Week 2</b>		<b>LANDFORMS</b> 20. Define and identify the various types of landforms. (TEKS 3.6B) 21. Identify that the surface of the Earth can be changed by forces such as <b>glaciers</b> . (TEKS 3.6B) 22. Interpret how landforms are the result of a combination of constructive and destructive forces such as weathering, erosion, and glaciers. (TEKS 3.6B / TEKS 5.12A)	Harcourt Science Unit C – Ch. 2 Lessons 1-2 Road Trip Activity: Groovy Glaciers US: <a href="#">MSB Blows Its Top</a> US: <a href="#">How Does the Land Build Up?</a> US: <a href="#">Closer Look at Earth</a> US: <a href="#">Weathering and Erosion</a> DZ: Layered Book (different landforms)



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minerals rocks	identify	<b>Week 3</b>	<b>MINERALS AND ROCKS</b> 23. Identify minerals and how they are used. (TEKS 3.11A) 24. Identify rocks and how they are used. (TEKS 3.11A)	Harcourt Science Unit C – Ch. 1 Lesson 1 AIMS: My Rock LL: How to Dig a Hole to the Other Side of the World ( <i>Mcnulty</i> ) US: <a href="#">Rocks and Minerals: Hard Facts</a> US: <a href="#">Rocks and Minerals</a> WEB: <a href="#">Metamorphic Rock Pancakes</a> DZ: Layered Book (5 sheets – types of minerals)
fossil igneous melting metamorphic pressure rock cycle sedimentary	identify	<b>Week 4</b>	<b>ROCK CYCLE</b> 25. Identify the three types of rocks. (TEKS 3.11A) 26. Identify the rock cycle. (TEKS 3.11A / TEKS 5.5A) 27. Identify fossils and how they are formed. (TEKS 3.11A / TEKS 4.10B)	Harcourt Science Unit C – Ch. 1 Lessons 2-3 US: <a href="#">Uses of Rocks and Minerals</a> US: <a href="#">What Exactly Are Minerals?</a> US: <a href="#">Geological Processes</a> US: <a href="#">Rocks: Solid Earth Materials #1</a> US: <a href="#">Three Rocks</a> US: <a href="#">Rocks: Solid Earth Materials #2</a> US: <a href="#">Prehistoric Earth</a> LL: <i>Everybody Needs a Rock</i> (Baylor) LL: <i>MSB Inside the Earth</i> (Cole) DZ: Three-Tab Book (types of rocks) DZ: Diorama (types of rocks) DZ: Pyramid Fold
clay loam soil topsoil	describe identify	<b>Week 5</b>	<b>SOIL</b> 28. Describe how soil forms. (TEKS 3.11B) 29. Identify and describe the importance of soil. (TEKS 3.11A)	Harcourt Science Unit C – Ch. 3 Lessons 1-3 AIMS: Which soil works best? US: <a href="#">Getting to Know Soil</a> US: <a href="#">How to Make Mud Pie</a>
capacity color texture	identify record	<b>Week 6</b>	<b>PROPERTIES OF SOIL</b> 30. Identify and record properties of soil such as color and texture, capacity to retain water, and ability to support the growth of plants. (TEKS 3.11B / TEKS 4.11A)	Harcourt Science Unit C – Ch. 3 Lessons 1-3 US: <a href="#">Getting to Know Soil</a>



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conserve inexhaustible nonrenewable renewable resources	classify describe identify	<b>Week 7</b>	<p style="text-align: center;"><b>EARTH'S RESOURCES</b></p> 31. Identify what resources are available and how we use resources. (TEKS 3.11A) 32. Identify and classify resources as <b><i>renewable</i></b> ( <i>air, plants, water, soil</i> ), <b><i>inexhaustible</i></b> ( <i>Sun, wind, ocean tides</i> ), and <b><i>nonrenewable</i></b> ( <i>coal, oil, natural gas, minerals</i> ). (TEKS 3.11A) 33. Describe the importance of conserving resources. (TEKS 3.11A)	Harcourt Science Unit C – Ch. 4 Lessons 1-3 AIMS: The Earth Has What We Need! US: <a href="#">Our Natural Resources</a> US: <a href="#">Learning About Natural Resources</a> US: <a href="#">Taking Care of Our Earth</a> LL: <i>The Great Kapok Tree</i> (Cherry) LL: <i>The Lorax</i> (Seuss) DZ: Three-Tab Book (types of resources)
		<b>Week 8</b>	<b>REVIEW CONCEPTS</b>	WEB: <a href="#">Game Templates</a>
		<b>Week 9</b>	<b>REVIEW CONCEPTS</b>	



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### THIRD NINE WEEKS

SCIENCE PROCESS SKILLS SHOULD BE PRACTICED EACH TIME SCIENCE IS TAUGHT.

VOCABULARY		STUDENT EXPECTATIONS (SEs)		RESOURCES / ACTIVITIES
NOUNS	VERBS			
solar flare Sun sunspots	describe identify	<b>Week 1</b>	<p style="text-align: center;"><b>THE SUN</b></p> 34. Describe the characteristics of the Sun such as solar flares and sunspots. (TEKS 3.11D) 35. Identify common health problems that result from unhealthy environments such as skin cancer. (HEALTH TEKS 3.6B)	<u>Harcourt Science</u> Unit D – Ch. 3 Lesson 1 US: <a href="#">The Sun</a> DZ: Two-Tab Book (solar flares and sunspots)
planet solar system	identify	<b>Week 2</b>	<p style="text-align: center;"><b>SOLAR SYSTEM</b></p> 36. Identify the planets in our solar system and their position in relation to the Sun – <i>Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune</i> . (TEKS 3.11C / TEKS 4.6A)	<u>Harcourt Science</u> Unit D – Ch. 3 Lessons 1-4 US: <a href="#">The Solar System</a> DZ: Top-Tab Book (planets)
condensation evaporation precipitation water cycle	describe identify relate	<b>Week 3</b>	<p style="text-align: center;"><b>WATER CYCLE</b></p> 37. Identify the significance of the water cycle and understand the Sun's role in the water cycle. (TEKS 3.11D / TEKS 4.11C) 38. Describe some interactions that occur in a simple system such as the water cycle. (TEKS 3.5A / TEKS 5.5B) 39. Relate how protecting the environment from water pollution promotes individual and community health. (HEALTH TEKS 3.6A)	<u>Harcourt Science</u> Unit D – Ch. 1 Lessons 1-2 US: <a href="#">Water Cycle</a> WEB: <a href="#">Water Magic</a> WEB: <a href="#">The Water Cycle</a> DZ: Pyramid Fold (water cycle)
weather temperature	describe investigate measure record	<b>Week 4</b>	<p style="text-align: center;"><b>MEASURING WEATHER</b></p> 40. Describe how weather is measured. (TEKS 3.7A) 41. Measure and record the temperature of various objects. (TEKS 3.7A) 42. Investigate how to read a weather map. (TEKS 3.7A)	<u>Harcourt Science</u> Unit D – Ch. 2 Lesson 2 LL: <i>Cloudy with a Chance of Meatballs</i> LL: <i>MSB Kicks Up A Storm</i> AIMS: Temperature Told Weather Chronicle US: <a href="#">MSB Wet All Over</a> US: <a href="#">Weather: A First Look</a> DZ: 1X3 Chart (predicted vs. observed weather)



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flood perish thrive tsunami	describe identify relate	<b>Week 5</b>	<b>ENVIRONMENTAL CHANGES</b> 43. Describe environmental changes in which some animals would thrive, become ill, or perish. (TEKS 3.8C) 44. Identify that environmental changes can be caused by forces such as <b>floods</b> and <b>tsunamis</b> . (TEKS 3.6B) 45. Relate how protecting the environment from water pollution promotes individual and community health. (HEALTH TEKS 3.6A) 46. Describe how the media can influence knowledge and health behaviors. (HEALTH TEKS 3.7A)	Harcourt Science Unit A – Ch. 2 Lessons 1-3 AIMS: Frog and Toad are Kin US: <a href="#">Changes to Environment</a> DZ: Four-Door Book (earthquakes, volcanoes, floods, and tsunamis)
development egg growth life cycle tadpole	describe explain identify list observe	<b>Week 6</b>	<b>LIFE CYCLES</b> 47. Identify the life cycle of a <b>fish</b> and a <b>frog</b> . (TEKS 3.9A) 48. Observe and describe the life cycle of a <b>mealworm</b> . (TEKS 3.9A) 49. List and explain the stages of growth and development. (HEALTH TEKS 3.4A)	Harcourt Science Unit A – Ch. 2 Lesson 3 US: <a href="#">Animal Life Cycles</a>
adaptation camouflage	analyze identify observe	<b>Week 7</b>	<b>ANIMAL ADAPTATIONS</b> 50. Observe and identify characteristics among animals that allow them to survive and reproduce. (TEKS 3.9A) 51. Analyze how adaptive characteristics help individuals within a species to survive and reproduce. (TEKS 3.9B)	Harcourt Science Unit A – Ch. 2 Lessons 1-3 AIMS: Animal Hold-up US: <a href="#">Animal Adaptations</a>
inherited learned traits	identify	<b>Week 8</b>	<b>INHERITED TRAITS OF ANIMALS</b> 52. Identify inherited traits of animals. (TEKS 3.10B / TEKS 5.10A)	Harcourt Science Unit A – Ch. 2 Lesson 1
		<b>Week 9</b>	<b>REVIEW CONCEPTS</b>	WEB: <a href="#">Game Templates</a>



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### FOURTH NINE WEEKS

SCIENCE PROCESS SKILLS SHOULD BE PRACTICED EACH TIME SCIENCE IS TAUGHT.

VOCABULARY		STUDENT EXPECTATIONS (SEs)		RESOURCES / ACTIVITIES
NOUNS	VERBS			
ecosystem habitat population organism	describe identify observe	<b>Week 1</b>	<p style="text-align: center;"><b>ECOSYSTEMS</b></p> 53. Observe and describe the habitats of organisms within an ecosystem. (TEKS 3.8A) 54. Observe and identify organisms with similar needs that compete with one another for resources. (TEKS 3.8B)	Harcourt Science Unit B – Ch. 1 Lessons 1-4 GEMS: Terrarium Habitats AIMS: I Need My Space US: <a href="#">MSB Hops Home</a>
carnivore herbivore omnivore predator prey	compare describe give	<b>Week 2</b>	<p style="text-align: center;"><b>DEPENDENCE ON LIVING THINGS</b></p> 55. Describe how living organisms modify their physical environments to meet their needs. (TEKS 3.8D) 56. Compare and give examples of the ways living organisms depend on each other and their environment. (TEKS 2.9B / TEKS 5.9B)	Harcourt Science Unit B – Ch. 2 Lesson 1
consumer food chain producer	compare describe identify	<b>Week 3</b>	<p style="text-align: center;"><b>FOOD CHAINS</b></p> 57. Describe and compare the life cycles of organisms within an ecosystem. (TEKS 3.9A / TEKS 5.6C) 58. Identify and describe the significance of the food chain. (TEKS 3.5B)	Harcourt Science Unit B – Ch. 2 Lesson 2 AIMS: Food Chains and Webs US: <a href="#">Food Chain Mystery</a> DZ: Billboard (food chain)
food web	describe identify	<b>Week 4</b>	<p style="text-align: center;"><b>FOOD WEBS</b></p> 59. Identify and describe the significance of the food web. (TEKS 3.5B)	Harcourt Science Unit B – Ch. 2 Lesson 3 US: <a href="#">You in the Food Web</a>
leaves plant root seed stem	draw identify label observe	<b>Week 5</b>	<p style="text-align: center;"><b>PLANTS</b></p> 60. <i>Draw and label parts of the plant.</i> (TEKS 2.9A / TEKS 3.9A) 61. Observe and identify simple systems such as a sprouted seed. (TEKS 3.5A)	Harcourt Science Unit A – Ch. 1 Lessons 1-2 AIMS: Reaching up to the Sun
inherited traits	analyze identify observe	<b>Week 6</b>	<p style="text-align: center;"><b>INHERITED TRAITS OF PLANTS</b></p> 62. Observe, identify, and analyze adaptive characteristics of plants that allow them to survive and reproduce. (TEKS 3.9A, B) 63. Identify inherited traits of plants. (TEKS 3.10A, B / TEKS 5.10A)	Harcourt Science Unit A – Ch. 1 Lesson 3 AIMS: What do Plants Need to Grow?



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muscular skeletal circulatory	explain locate name	<b>Week 7</b>	<b>HUMAN BODY</b> 64. Name and locate major components of the muscular, skeletal, and circulatory systems. (HEALTH TEKS 3.4B) 65. Explain the interrelationships of the muscular, skeletal, and circulatory systems. (HEALTH TEKS 3.4C)	
respiratory digestive nervous	explain locate name	<b>Week 8</b>	<b>HUMAN BODY (continued)</b> 66. Name and locate major components of the respiratory, digestive, and nervous systems. (HEALTH TEKS 3.4B) 67. Explain the interrelationships of the respiratory, digestive, and nervous systems. (HEALTH TEKS 3.4C)	
		<b>Week 9</b>	<b>REVIEW CONCEPTS</b>	