



Recommended P3 / Grade 3 Curriculum Framework

Content: SCIENCE—P3 / Grade 3						
Topic: Light, Heat, Electricity (Weeks 19-22)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>Light SC-E-1.3.1 Light travels in a straight line until it strikes an object. Light can be reflected by a shiny object (e.g., mirror, spoon), refracted by a lens (e.g., magnifying glass, eyeglasses), or absorbed by an object (e.g., dark surface).</p> <p>Heat SC-E-1.3.2 Heat can be produced in many ways such as burning or rubbing. One way heat can move from one object to another is by conduction. Some materials absorb and conduct heat better than others. For example, metal objects conduct heat better than wooden objects.</p>	<p>POS-S-4-PS-9 Students will understand that light travels in a straight line until it strikes an object. Light can be reflected, refracted, or absorbed by objects.</p> <p>POS-S-4-PS-8 Students will understand that heat can be produced in many ways and can move from one object to another by conduction.</p>					

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<p>Electricity SC-E-1.3.3 Electricity in circuits can produce light, heat, sound, and magnetic effects. Electrical circuits require a complete conducting path through which an electrical current can pass.</p>	<p>POS-S-4-PS-7 Students will understand that electrical currents move through electrical circuits. Electricity in circuits can produce light, heat, sound, and magnetic effects.</p> <p>Systems and Subsystems AE 2.3 Students identify and analyze systems and the ways their components work together or affect each other.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Create a system. • Investigate system feedback and self-regulation. • Analyze how the properties of the components of a system affect their function within the system. • Distinguish between systems and subsystems and describe interactions between them. • Classify systems based on functions or properties. • Communicate functions of a system. • Identify components of a system. • Recognize things that work together. 					