

Old Town School Department's Science Curriculum

Topic, Unit, Theme or Process _____ Grade Level/Course 3 Page _____

Essential Understanding In something that consists of many parts, the parts usually influence each other. Something may or may not work as well (or at all) if a part is missing, broken, worn out, mismatched or misconnected.

Essential Question a. How do individual parts of organisms, ecosystems, or man-made structures influence one another? b. In what ways do things, including organisms, ecosystems, or man-made structures not work as well (or at all) if a part is missing, broken, worn out mismatched or misconnected?

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p>A1 Systems</p> <p>Students explain interactions between parts that make up whole man-made and natural things.</p> <p><input type="checkbox"/> a. Give examples that show how individual parts of organisms, ecosystems, or man-made structures can influence one another.</p> <p><input type="checkbox"/> b. Explain ways that things including organisms, ecosystems, or man-made structures may not work as well (or at all) if a part is missing, broken, worn out, mismatched, or misconnected.</p>		<p>Cells Ecosystems Temperate Forest Wetlands/Marshes Plants Lifecycles</p> <p>Earth Materials</p> <p>Electricity and Magnetism</p> <p>Matter</p> <p>Skeletal and Muscular System</p>		<p>Answering essential questions in science notebook (rubric to be created by 3rd grade team)</p>

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Essential Understanding Seeing how a model works after changes are made to it may suggest how the real thing would work if the same were done to it. Geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps and stories can be used to represent objects, events and processes in the real world, although representations can never be exact in every detail.

Essential Question a. How could a model be used to represent the features of a real object, event or process and in which ways do those representations match (or not match) the features of the original.

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p>A2 Models</p> <p>Students use <i>models</i> to represent objects, processes, and events from the physical setting, the living environment, and the technological world.</p> <p><input type="checkbox"/> a. Represent the features of a real object, event, or process using <i>models</i> including geometric figures, number sequences, graphs, diagrams, sketches, maps, or three-dimensional figures and note ways in which those representations do (and do not) match features of the originals.</p>		<p>Cells Ecosystems Temperate Forest Wetlands/Marshes Plants Lifecycles</p> <p>Earth Materials</p> <p>Electricity and Magnetism</p> <p>Matter</p> <p>Skeletal and Muscular System</p>		<p>Independent building of a circuit with materials given</p> <p>Creating two telegraphs that can communicate with each other</p>

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Essential Understanding To be able to plan, conduct, analyze data from and communicate results of investigations, including *fair tests*.
Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments. Investigations can focus on physical, biological and social questions.
Results of scientific investigations are seldom exactly the same, but if the differences are large, it is important to try to figure out why. One reason for following directions carefully and for keep records of one's work is to provide information on what might have caused the differences.
Clear communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists and stay informed about scientific discoveries around the world.

Essential Question How do scientists pose investigable questions and seek answers from reliable sources of scientific information and their own investigations?
How can you plan and safely conduct investigations including simple experiments that involve a *fair tests*?
What simple equipment, tools and appropriate metric units of measurement can be used to gather data and extend the senses?
How can data be used to construct and support a reasonable explanation?
How can scientific procedures and explanations be communicated?

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p>B1 Skills and Traits of Scientific Inquiry</p> <p>Students plan, conduct, analyze data from, and communicate results of investigations, including <i>fair tests</i>.</p> <p><input type="checkbox"/> a. Pose investigable questions and seek answers from reliable sources of scientific information and from their own investigations.</p> <p><input type="checkbox"/> b. Plan and safely conduct investigations including simple experiments that involve a <i>fair test</i>.</p> <p><input type="checkbox"/> c. Use simple equipment, tools, and appropriate metric units of measurement to gather data and extend the senses.</p> <p><input type="checkbox"/> d. Use data to construct and support a reasonable explanation.</p> <p><input type="checkbox"/> e. Communicate scientific procedures and explanations.</p>		<p>Cells Ecosystems Temperate Forest Wetlands/Marshes Plants Lifecycles</p> <p>Earth Materials</p> <p>Electricity and Magnetism</p> <p>Matter</p> <p>Skeletal and Muscular System</p>		

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Essential Understanding There is no perfect design. Designs that are best in one aspect (safety or us, for example) may be inferior in other ways (cost or appearance). Usually some features must be sacrificed to get others. How such trade-offs are received depends upon which features are emphasized and which are down played.

Essential Questions What is a simple design problem and a solution related to the problem?

What solutions to a design problem recognize constraints including costs, materials, time, space and safety?

What appropriate tools, materials, safe techniques and quantitative measurements could be used to implement a proposed solution to a design problem?

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p>B2 Skills and Traits of Technological Design</p> <p>Students use a design process, simple tools, and a variety of materials to solve a problem or create a product, recognizing the constraints that need to be considered.</p> <p><input type="checkbox"/> a. Identify and explain a simple design problem and a solution related to the problem.</p> <p><input type="checkbox"/> b. Propose a solution to a design problem that recognizes constraints including cost, materials, time, space, or safety.</p> <p><input type="checkbox"/> c. Use appropriate tools, materials, safe techniques, and quantitative measurements to implement a proposed solution to a design problem.</p>		<p>Cells</p> <p>Ecosystems</p> <p style="padding-left: 40px;">Temperate Forest</p> <p style="padding-left: 40px;">Wetlands/Marshes</p> <p style="padding-left: 40px;">Plants</p> <p style="padding-left: 40px;">Lifecycles</p> <p>Earth Materials</p> <p>Electricity and Magnetism</p> <p>Matter</p> <p>Skeletal and Muscular System</p>		

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Essential Understanding Scientists' explanations about what happens in the world come partly from what they observe and partly from what they think. Sometimes scientists have different explanations for the same set of observations. That usually leads to their making more observations to resolve the differences.

Essential Question How do scientists answer questions about the natural world and how do they make them known to the public?

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p>C1 Understanding Inquiry</p> <p>Students describe how scientific investigations result in explanations that are communicated to other scientists.</p> <p><input type="checkbox"/> a. Describe how scientists answer questions by developing explanations based on observations, evidence, and knowledge of the natural world.</p> <p><input type="checkbox"/> b. Describe how scientists make their explanations public.</p>		<p>Cells Ecosystems Temperate Forest Wetlands/Marshes Plants Lifecycles</p> <p>Earth Materials</p> <p>Electricity and Magnetism</p> <p>Matter</p> <p>Skeletal and Muscular System</p>		

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Essential Understanding Science is an adventure that people everywhere can take part in, as they have for centuries and doing science involves many different kinds of work that engage men and women of all ages and backgrounds.

Scientists' explanations about what happens in the world come partly from what they observe and partly from what they think. Sometimes scientists have different explanations for the same set of observations. That usually leads to their making more observations to resolve the differences.

Scientific law, engineering principles, properties of material, and construction techniques must be taken into account in designing engineering solutions to problems. Other factors such as cost, safety, appearance, environmental impact, and what will happen if the solution fails also must be considered.

Essential Question How do scientists seek to answer questions and explain the natural world? How do engineers seek solutions to problems through design and production of products?

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p>C2 Understanding about Science and Technology</p> <p>Students describe why people use science and technology and how scientists and engineers work.</p> <p><input type="checkbox"/> a. Describe how scientists seek to answer questions and explain the natural world.</p> <p><input type="checkbox"/> b. Describe how engineers seek solutions to problems through the design and production of products.</p>		<p>Cells</p> <p>Ecosystems</p> <p style="padding-left: 40px;">Temperate Forest</p> <p style="padding-left: 40px;">Wetlands/Marshes</p> <p style="padding-left: 40px;">Plants</p> <p style="padding-left: 40px;">Lifecycles</p> <p>Earth Materials</p> <p>Electricity and Magnetism</p> <p>Matter</p> <p>Skeletal and Muscular System</p>		

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Essential Understanding Changes in the environment can be due to natural disasters that are not connected to man-made products. (earthquakes, hurricanes, tornadoes, floods, etc).

Because of their ability to invent tools and processes, people have an enormous effect on the lives of other living things. A technology that helps some people or organisms may hurt others – either deliberately or inadvertently.

Discarded products contribute to the problem of waste disposal. Sometimes it is possible to use the materials in them to make new products but materials differ widely in the ease with which they can be recycled.

Some natural resources (coal, oil) are limited and not renewable and reducing or recycling materials as well as using renewable resources are important.

Essential Question What changes in the environment are caused by natural or man-made influences? What natural resources are not renewable and what are important steps to be taken to slow down their depletion?

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p>C3 Science, Technology, and Society</p> <p>Students identify and describe the influences of science and technology on people and the environment.</p> <p><input type="checkbox"/> b. Give examples of changes in the environment caused by natural or man-made influences.</p> <p><input type="checkbox"/> c. Explain that natural resources are limited, and that reusing, recycling, and reducing materials and using renewable resources is important.</p>		<p>Ecosystems</p> <p style="padding-left: 20px;">Temperate Forest</p> <p style="padding-left: 20px;">Wetlands/Marshes</p> <p style="padding-left: 20px;">Plants</p> <p style="padding-left: 20px;">Lifecycles</p> <p>Earth Materials</p>	<p>Book Room Nonfiction</p> <p>Ouch – What happens when a bone breaks or a muscle tears? John Manos -5 copies</p> <p>Skeletons, Skeletons – Katy Hall-5 copies</p> <p>The Skeleton Inside You – Philip Balestrino-10 copies</p> <p>Wonders of Learning Kit – Library</p> <p>Bones and Muscles</p> <p>Your Teeth</p> <p>Video in Library</p> <p>Skeleton</p> <p>Movement of the Human Body</p> <p>The Magic School Bus Flexes its Muscles</p> <p>Tooth Wisdom</p> <p>The Spine; Body's Control</p>	

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Essential Understanding Waves, wind and water reshape the Earth's surface by eroding rock and soil in some areas and depositing them in others, sometimes in seasonal layers. Rock is composed of a different combination of minerals. Smaller rocks come from breakage and weathering of bedrock and larger rocks.

Fossils can be compared to one another and to living organisms according to their similarities and differences. Some organisms that lived a long time ago are similar to existing organism, but some are quite different.

Essential Question a. How do waves, wind, and ice reshape the Earth's surface? b. What are rocks composed of and where do smaller rocks come from? E5 b. Are organisms that lived long ago completely different from those living today?

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p>D2 Earth</p> <p>Students describe the properties of Earth's surface materials, the processes that change them, and cycles that affect the Earth.</p> <p><input type="checkbox"/> c. Explain how wind, waves, water, and ice reshape the surface of Earth.</p> <p><input type="checkbox"/> d. Describe the kinds of materials that form rocks and soil.</p>	M	<p>Build models/devices that demonstrate how wind and water shape the land and how forces on materials can make wrinkles, fold, and faults.</p> <p>Foss Kit investigations</p> <p>Sort and classify rocks/minerals</p> <p>Take soil apart to see components</p>	<p>Foss Kit</p> <p>Soil Samples</p> <p>3D Volcanoes</p> <p>3D Earth Model</p> <p>Book Room nonfiction The Changing Earth Serie- 9 or10 copies</p> <p>Magic School Bus Inside the Earth-6 copies</p> <p>Also big book and video in library</p> <p>Videos in Library</p> <p>Rocks – The Solid Earth Material</p> <p>Rocks and minerals</p> <p>Science Rock</p> <p>Earth Science – Volcanoes and Pangea</p> <p>Hill of Fire (companion book)</p> <p>Volcano (2 different ones)</p> <p>Magic School Bus Blows it Top</p>	<p>Answers to essential questions in Science Notebooks</p> <p>Foss Booklet</p> <p>Observation</p>

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Essential Understanding (Mastery) No matter how parts are assembled, the weight of the whole object made is always the sum of its parts and when a thing is broken into parts, the parts have the same total as the original thing.

When a new material is made by combining two or more materials, it has properties that are different from the original material. For that reason, a lot of different materials can be made from a small number of different basic kinds of material.

When liquid water disappears, it turns into a gas (vapor) in the air and can reappear as a liquid when cooled or as a solid when cooled below the freezing point of water. Clouds and fog are made of tiny droplets of water.

When a warmer thing is put with a cooler one, the warm ones loses its heat and the cold one gains it until they have the same temperature. A warmer object can warm a cooler one by contact or at a distance.

Heating and cooling cause changes in the properties of materials. Many kinds of changes occur faster under hotter conditions.

Essential Understanding (Introduction)

Properties of a material may change, but the total amount of material stays the same.

Essential Question a. Does it matter how the parts of an object are assembled to determine the weight? Would all the parts together weigh the same as the original? b. Can different materials be made by combining two other materials and would it have the same properties as the original material? c. What is the water cycle and its' different forms of matter? d. What can cause changes in the properties of material and how can the process go faster? e. What happens when a warmer object is placed near a cooler object?

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p>D3 Matter and Energy</p> <p>Students describe properties of objects and materials before and after they undergo a change or interaction.</p> <p><input type="checkbox"/> a. Describe how the weight of an object compares to the sum of the weight of its parts.</p> <p><input type="checkbox"/> b. Illustrate how many different substances can be made from a small number of basic ingredients.</p>	M	<p>Look at substances under microscope to see they are made of different parts (sand, sugar, talcum powder)</p> <p>Use density cubes</p> <p>Use water cycle model</p> <p>Make Glook</p> <p>Create posters</p>	<p>Density Cubes</p> <p>Water Cycle Model (on order)</p> <p>Book Room Nonfiction</p> <p>The World of Matter (big book in library)</p> <p>A Drop of Water</p> <p>The Water Cycle</p> <p>Videos in Library</p> <p>Solid, Liquid, Gas</p>	<p>Poster of water cycle</p> <p>Science Notebooks</p> <p>Observations</p>

D3 Matter and Energy continued

- c. Describe properties of original materials, and the new material(s) formed, to demonstrate that a change has occurred.
- d. Describe what happens to the temperatures of objects when a warmer object is near a cooler object.
- e. Describe how the heating and cooling of water and other materials can change the properties of the materials.
- f. Explain that the properties of a material may change but the total amount of material remains the same.

using 3-hole punch leftovers to show the molecules of the three states of matter.
Have students represent the molecules and their movement in the different states of matter.
Have students create a poster of the water cycle with all parts represented (rubric to be created by teachers)

Circle of Water
Water

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Essential Understanding Without touching them, a magnet pulls on all things made of iron and either pushes or pulls on other magnets. Without touching them, material that has been electrically charged pull on all other materials and may either push or pull other charged materials.

Essential Question d. What are some examples of how gravity, magnets and electrically charged materials push and pull objects?

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p>D4 Force and Motion</p> <p>Students summarize how various forces affect the motion of objects.</p> <p><input type="checkbox"/> d. Give examples of how gravity, magnets, and electrically charged materials push and pull objects.</p>		<p>Foss Kit experiments Guest speakers (hydro or electricians)</p>	<p>Foss Kit</p> <p>Book Room Nonfiction What Magnets Can Do Discovering Electricity</p> <p>Videos in Library Getting to Know Electricity Generating Electricity Magnetic Forces at Work</p>	<p>Building a circuit independently with supplied materials Foss sheets Science Notebook with essential question answered Observation</p>

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Essential Understanding A great variety of kinds of living things can be sorted into groups in many ways using various features, behaviors, and environmental needs to decide which things belong to which group.

Essential Question a. What are some ways that organisms can be sorted into groups? b. What are the changes to the external features and behaviors of an organism during its life cycle? **Essential Understanding (Introductory)** Plants, animals, and fungi are all different kinds of organisms and there are different types of species in each category.

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p>E1 Biodiversity</p> <p>Students compare living things based on their behaviors, external features, and environmental needs.</p> <p><input type="checkbox"/> b. Describe the changes in external features and behaviors of an organism during its life cycle.</p>	R	<p>Raise tadpoles in the classroom so students can record their life cycles in Science Notebooks</p> <p>Grow quick plants to see life cycle of a plant</p> <p>Videos (Once there was a tree and Desert Giant)</p> <p>Use a variety of objects to sort by features (shoes, stuffed animals, paper, etc)</p> <p>Students create a project (poster, report, diagram) showing the differences between 2 animals or plants that have different and similar features, behaviors, and environmental needs.</p>	<p>Local forests and marshes</p> <p>Microscopes</p> <p>Animal Habitat Booklets (on order)</p> <p>Book Room Nonfiction</p> <p>The Reasons for a Flower</p> <p>Photosynthesis</p> <p>Plants in Different Habitats</p> <p>Magic School Bus – Get Planted</p> <p>Animal Life Cycles</p> <p>Food Chains</p> <p>Life in the Temperate Forest</p> <p>Life in the Polar Regions</p> <p>Arctic Tundra</p> <p>Magic School Bus All Dried Up</p> <p>Videos in Library</p> <p>Once There was a Tree</p> <p>In the Land of Polar Bears</p> <p>Arctic and Antarctic</p> <p>Desert Habitats</p> <p>Rainforest Habitats</p> <p>Desert Giant (companion book)</p> <p>Exploring Desert Biomes</p> <p>Wild Things 2000, Wading into Wetlands</p> <p>Wonders of Learning Kits in Library</p> <p>Life in the Woods</p> <p>How Animals Get Food</p> <p>What is a Plant</p> <p>A Look at Plants</p>	<p>Science notebook of life cycle</p> <p>Project (Rubric to be designed by teachers)</p>

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Essential Understanding For any particular environment, some kinds of plants and animals survive well, some survive less well and some cannot survive at all. When changes in the environment occur, the kinds that can survive may change as well as those that do not survive. Almost all kinds of animals' foods can be traced back to plants in a cycle called the food chain. Changes in an organism's habitat are sometimes beneficial and sometimes harmful just as organisms can change the environment beneficially or harmfully.

Essential Question a. How can changes in an organism's habitat influence its survival? d. How do animals and plants use food for energy and repair and what organism can most animals' food be traced back to? e. How can organisms affect the environment in different ways?

Essential Understanding (Introductory) Organisms all over the Earth are living, dying, and decaying and new organisms are being produced by the old. Organisms are considered producers, consumers, or decomposers. Organisms interact with one another in various ways besides providing food. Many plants depend on animals to carry their pollen and seeds.

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p>E2 Ecosystems (Concentration on Temperate Forest and Wetlands/Marshes)</p> <p>Students describe ways organisms depend upon, interact within, and change the living and non-living environment as well as ways the environment affects organisms.</p> <p><input type="checkbox"/> a. Explain how changes in an organism's habitat can influence its survival.</p> <p><input type="checkbox"/> b. Describe that organisms all over the Earth are living, dying, and decaying and new organisms are being produced by the old ones.</p>	M	<p>Beginning in the fall, study the woods and marsh around the school. Use Science Notebooks to record and gather data through smell, sight, sound, and feeling.</p> <p style="padding-left: 40px;">Observe appearance during different seasons</p> <p style="padding-left: 40px;">Collect data such as water level and clarity</p> <p style="padding-left: 40px;">Record plants and wildlife that are seen during different seasons</p> <p>Create an ongoing classroom journal using photos and drawings of the areas being monitored.</p>	<p>Local forests and marshes</p> <p>Microscopes</p> <p>Animal Habitat Booklets (on order)</p> <p>Book Room Nonfiction</p> <p>The Reasons for a Flower</p> <p>Photosynthesis</p> <p>Plants in Different Habitats</p> <p>Magic School Bus – Get Planted</p> <p>Animal Life Cycles</p> <p>Food Chains</p> <p>Life in the Temperate Forest</p> <p>Life in the Polar Regions</p> <p>Arctic Tundra</p> <p>Magic School Bus All Dried Up</p> <p>Videos in Library</p> <p>Once There was a Tree</p>	<p>Science Notebooks</p> <p>Projects (rubric to be created by teachers)</p> <p>Animal Habitat Booklets (on order)</p> <p>Poster of ecosystem (rubric to be created by teacher)</p>

<p>E2 Ecosystems-continued</p> <p><input type="checkbox"/> c. Describe some of the ways in which organisms depend on one another, including animals carrying pollen and dispersing seeds.</p> <p><input type="checkbox"/> d. Explain how the food of most animals can be traced back to plants and how animals use food for energy and repair.</p> <p><input type="checkbox"/> e. Explain how organisms can affect the environment in different ways.</p>		<p>Guest speakers on forests and wetlands Maine animal kit from the Discovery Museum and Maine Fish and Wildlife Dept. Students create a poster of a forest or wetland to include pertinent features, plants, wildlife and environmental dangers. Students create a project on an animal from one of the two ecosystems. Show videos or share books showing other ecosystems and their main features.</p>	<p>In the Land of Polar Bears Arctic and Antarctic Desert Habitats Rainforest Habitats Desert Giant (companion book) Exploring Desert Biomes Wild Things 2000, Wading into Wetlands</p> <p>Wonders of Learning Kits in Library Life in the Woods How Animals Get Food What is a Plant A Look at Plants</p>	
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Essential Understanding Some living things consist of a single cell. Like familiar organisms they need food, water and air, a way to dispose of waste, and an environment they can live in. Microscopes make it possible to see that living things are made mostly of cells. Some organisms' cells vary greatly in appearance and perform different rolls in the organism. Some organisms are made of a collection of similar cells that benefit from cooperating.

Essential Question _____

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p>E3 Cells</p> <p>Students describe how living things are made up of one or more cells and the ways cells help organisms meet their basic needs.</p> <p><input type="checkbox"/> a. Give examples of organisms that consist of a single cell and organisms that are made of a collection of cells.</p>	I	<p>Learn how to use the microscopes independently</p> <p>Use laptops to access http://www.microscope-microscope.org/applications/pond-critters/pond-critters.htm</p> <p>Look at water samples from marsh under a microscope</p> <p>Look at prepared slides under the microscope Draw diagrams in notebook</p>	<p>Text Book Pages 50, 276-277</p> <p>Microscopes</p> <p>Microscope Slides (on order)</p>	<p>None for introductory skill</p>

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Essential Understanding Waves, wind and water reshape the Earth's surface by eroding rock and soil in some areas and depositing them in others, sometimes in seasonal layers. Rock is composed of a different combination of minerals. Smaller rocks come from breakage and weathering of bedrock and larger rocks.

Fossils can be compared to one another and to living organisms according to their similarities and differences. Some organisms that lived a long time ago are similar to existing organism, but some are quite different.

Essential Question a. How do waves, wind, and ice reshape the Earth's surface? b. What are rocks composed of and where do smaller rocks come from? E5 b. Are organisms that lived long ago completely different from those living today?

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p>E5 Evolution</p> <p>Students describe the fossil evidence and present explanations that help us understand why there are differences among and between present and past organisms.</p> <p><input type="checkbox"/> b. Compare fossils to one another and to living organisms according to their similarities and differences.</p>	M	<p>Build models/devices that demonstrate how wind and water shape the land and how forces on materials can make wrinkles, fold, and faults.</p> <p>Foss Kit investigations</p> <p>Sort and classify rocks/minerals</p> <p>Take soil apart to see components</p>	<p>Foss Kit</p> <p>Soil Samples</p> <p>3D Volcanoes</p> <p>3D Earth Model</p> <p>Book Room nonfiction</p> <p>The Changing Earth Serie- 9 or10 copies</p> <p>Magic School Bus Inside the Earth-6 copies</p> <p>Also big book and video in library</p> <p>Videos in Library</p> <p>Rocks – The Solid Earth Material</p> <p>Rocks and minerals</p> <p>Science Rock</p> <p>Earth Science – Volcanoes and Pangea</p> <p>Hill of Fire (companion book)</p> <p>Volcano (2 different ones)</p> <p>Magic School Bus Blows it Top</p>	

