

## **THIRD GRADE THIRD NINE WEEKS – LISD Curriculum Overview**

All LISD Curriculum is written by LISD teachers under the guidance of LISD Curriculum Personnel.

All LISD Curriculum is developed based on the Texas Essential Knowledge and Skills (TEKS) for each grade level.

The TEKS are located on the TEA website([http://www.tea.state.tx.us/index2.aspx?id=6148&menu\\_id=720&menu\\_id2=785](http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785)).

### **Integrated Language Arts and Social Studies**

#### **Language Arts**

##### **Unit 6**

#### **Big Ideas:**

- Use thinking strategies to comprehend text
- Respond to text read, hear, or viewed
- Analyze structure and elements of informational text
- Analyze and apply author's craft
- Plan, draft, revise, and edit informational/expository compositions
- Engage in research/inquiry

##### **Unit 7**

#### **Big Ideas**

- Use thinking strategies to comprehend text
- Respond to text read, hear, or viewed
- Analyze structure and elements of argumentative text
- Analyze and apply author's craft
- Plan, draft, revise, and edit argumentative compositions

#### **Social Studies**

##### **Unit 5**

#### **Big Ideas:**

- Impact of individuals, events, and ideas on communities
- Time and chronology

##### **Unit 6**

#### **Big Ideas:**

- Variations in the physical environment
- Effects of physical and human process in shaping the landscape
- Human characteristics of regions

Mathematics	Science
<p><b>Unit 7: Fraction Understanding</b> TEKS: 3ABCEFGH, 7A, 1ABCEFG <b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Analyze mathematical relationships to make connections, develop strategies, and justify mathematical ideas and arguments</li> <li>Apply understanding of multiplication and division to unfamiliar situations</li> <li>Apply an understanding of Base 10 to develop relationships between fractional units/parts of a whole.</li> <li>Compose/decompose numbers (fractions).</li> <li>Represent/compare fractions (denominators 2,3, 4, 6, and 8), including equivalent fractions.</li> <li>Apply an understanding of Base 10 relationships to solve monetary transactions.</li> <li>Apply knowledge of fractions to partition an object or set of objects when solving problems.</li> <li>Analyze and create patterns and relationships.</li> </ul> <p><b>Unit 8: Geometric Figures (Including Area &amp; Perimeter)</b> TEKS: 3ABCEFGH, 7A, 1ABCEFG <b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Analyze mathematical relationships to make connections, develop strategies, and justify mathematical ideas and arguments</li> <li>Apply understanding of multiplication and division to unfamiliar situations</li> <li>Apply and understand attributes of 2D and 3D figures to solve problems related to geometric shapes, including perimeter and area</li> </ul>	<p><b>Earth and Space</b> Unit 8: Earth, Sun, Moon and Planets (Continued from 2nd 9 weeks)</p> <p><b>Big Ideas:</b> <b>Content:</b></p> <ul style="list-style-type: none"> <li>Describe and Illustrate the Sun as a star made of Hydrogen and Helium gases (8B)</li> <li>Describe and Illustrate the Sun providing light and thermal energy (8B)</li> <li>Construct models that demonstrate the relationship of the Sun, Earth, and Moon's positions in the solar system (8C)</li> <li>Construct models that demonstrate the relationship of the Sun, Earth, and Moon's orbit in the solar system (8C)</li> <li>identify the planets in Earth's solar system and their position in relation to the Sun (8D)</li> </ul> <p><b>MOY Review Stations based on MOY CBA data</b></p> <p><b>Unit 9: Weather</b></p> <p><b>Big Ideas:</b> <b>Content:</b></p> <ul style="list-style-type: none"> <li>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 (8A)</li> <li>students using rain gauges, thermometers, and wind vanes, to record local daily weather conditions and using computers to research weather conditions in other areas to make comparisons (8A)</li> </ul> <p><b>Unit 10: Rapid Changes to Earth's Surface</b></p> <p><b>Big Ideas:</b> <b>Content:</b></p> <ul style="list-style-type: none"> <li>Investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides. (7B)</li> <li>Connect that the rapid changes are responsible for creating many of the landforms we have here on Earth's surface (7B)</li> </ul>

Mathematics	Science
<p><b>Unit 6: Geometric Figures</b> TEKS: 6ABCDE, 7B Process: 1ABCEFG <b>Big Ideas:</b> <b>Content:</b></p>	<p><b>Earth and Space</b> Unit 11: Soil Formation and Natural Resources</p> <p><b>Big Ideas:</b> <b>Content:</b></p> <ul style="list-style-type: none"> <li>Explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains (7A)</li> <li>Explore characteristics of natural resources that</li> </ul>

- Apply an understanding of Base-10 relationships to develop various strategies/methods for whole and positive rational number operations.
- Demonstrate the ability to determine efficient strategies and methods to solve problems accurately
- Classify and sort two- and three dimensional by attributes.
- Recognize and represent the relationship between units of measurement and parts of a whole
- Identify a right angle and use it as a comparison tool to name acute and obtuse angles

Process (continued all year):

- Apply, represent, and communicate mathematical thinking to solve real-world problems.
- Analyze mathematical relationships to make connections, develop strategies, and justify mathematical ideas and arguments.

- make them useful in products and materials such as clothing and furniture (7C)
- Explore how resources can be conserved (7C)

**Organisms in the Environment**

**Unit 12: Life Cycle of Organisms**

**Big Ideas:**

**Content:**

- 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(10B)

**Process (Continued All Year):**

- Follow safe and ethical practices in their work in accordance with accepted science standards
- Address concepts and vocabulary in context
- Carefully implement studies of the natural world that can be tested by others
- Clearly communicate valid oral and written results
- Use critical thinking and problem solving to make decisions
- Use tools and models to investigate the natural world