

3rd Grade Science Technology Plan

Date:	June 15, 2015
Grade/Class/Subject:	3 rd /Science
Unit Topic or Theme:	Change over time
Content Standards:	<p>Content Standards:</p> <p>S3CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures.</p> <ol style="list-style-type: none"> a. Choose appropriate common materials for making simple mechanical constructions and repairing things. b. Use computers, cameras and recording devices for capturing information. c. Identify and practice accepted safety procedures in manipulating science materials and equipment. <p>S3E1. Students will investigate the physical attributes of rocks and soils.</p> <ol style="list-style-type: none"> a. Explain the difference between a rock and a mineral. b. Recognize the physical attributes of rocks and minerals using observation (shape, color, texture), measurement, and simple tests (hardness). c. Use observation to compare the similarities and differences of texture, particle size, and color in top soils (such as clay, loam or potting soil, and sand). d. Determine how water and wind can change rocks and soil over time using observation and research. <p>S3E2. Students will investigate fossils as evidence of organisms that lived long ago.</p> <ol style="list-style-type: none"> a. Investigate fossils by observing authentic fossils or models of fossils or view information resources about fossils as evidence of organisms that lived long ago. b. Describe how a fossil is formed. <p>Technology Standards:</p> <p>6A: Understand and use technology systems.</p> <p>5A: Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>5B: Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</p> <p>5C: Demonstrate personal responsibility for lifelong learning.</p> <p>5D: Exhibit leadership for digital citizenship.</p> <p>1B: Create original works as a means of personal or group expression.</p>

Key Vocabulary:	weathering, erosion, glacier, sand dune, sediment, rock, sand, soil, fossil, organism, habitat, pollution, environment
Technology Materials:	iMotion app on ipad, youtube videos
Strategies:	Collaborating, actively participating, evaluating, and designing
SAMR Features:	Redefinition (students will show changes over time using available materials and then create an iMotion video)
Opening Activity:	You can also show youtube videos as examples of what students will be creating: https://www.youtube.com/watch?v=KjzZ7RGv_io https://www.youtube.com/watch?v=LWyLPfEv_tE https://www.youtube.com/watch?v=pC_0PaeRyx8 https://www.youtube.com/watch?v=NS5cob4gNtI
Additional Instructional Activities:	Students can work individually or in groups to create a plan to create an iMotion video. Students will use the available materials to create their video. (clay, soil, sand, sticks, leaves, yarn, etc.)
Formative Assessment:	Teacher will meet with each student or group and provide feedback on their plan.
Summative Assessment:	Students will create an imotion video showing change over time (environment, land, rocks, animals) using a rubric. Students will email the final video to the teacher.

***This can be a culminating activity for showing the effects of pollution on the environment, how fossils are formed in each GA habitat, the rock cycle or how rocks are formed or changed. The rubric can be modified to fit each unit of study.