

Introduction

Curriculum Overview

The third-grade science curriculum is an opportunity for your student to look at the world through the eyes of a scientist. Your student will learn to make observations, conduct experiments, and draw conclusions. The scientific concepts covered in this curriculum will foster the student's curiosity and the ability to think analytically. The student will also be introduced to scientific careers and the work of famous scientists. Mathematical skills will be enhanced as the student uses charts and graphs to collect and analyze data. This outstanding curriculum is based on the latest educational research and teaching methods and will open the student's mind to an amazing learning experience.

This course contains online components that are another important way of learning, and really fun! Make sure you use the student resources from *Texas Science Fusion* at www-k6.thinkcentral.com. Your student will use this digital text for all assignments and independent practice.

This course is completed online in Blackboard using the PDF **Unit Lessons** and **Worksheets** documents.

Unit assessments in this course consist of two parts, the **Unit Test** and the **Unit Project**. The Unit Tests are online quizzes. For each Unit Project, scan or take digital photographs of the completed project showing the student's work. Combine the images for each assignment into a single PDF (see **Requirements for Creating PDFs** on the course home page) and upload the file for grading as instructed in the assignment.

3rd Grade Science

Science 3B is composed of 3 units. Unit 4 in the course includes Units 6 and 7 in *Texas Science Fusion*. Unit 6 in the textbook focuses on some of the different landforms that make up the Earth's surface and the forces, such as weathering and erosion, that change these landforms. Textbook Unit 7 introduces the student to concepts related to the Earth's resources which help living things meet their needs. The student will become aware of conservation of natural resources by reducing, recycling, and reusing.

Unit 5 in this course covers the learning activities in Units 8 and 9 of *Texas Science Fusion*. Unit 8 in the textbook focuses on the importance of water to the survival of all living things, and the sun as the energy source for the water cycle. The student will learn about different kinds of weather and how weather is measured. Textbook Unit 9 introduces the student to concepts related to the relationships between objects in space, including the sun, moon, and planets in our solar system.

Unit 6 in this course includes the learning activities in Units 10 and 11 in *Texas Science Fusion*. Unit 10 in the textbook focuses on identifying different ecosystems and how the organisms within an ecosystem interact. The student will also learn about food chains and how changes in the environment can affect living things. Textbook Unit 11 introduces the student to concepts related to the life cycles of plants and animals and adaptations that help plants and animals survive in their environments.

Chart for Units 1-3

Course Unit	<i>Science Fusion</i> Unit	Topics Covered
4	6 and 7	Landforms and forces that change the earth's surfaces
5	8 and 9	Water cycle, the sun, and weather
6	10 and 11	Ecosystems, life cycles of plants and animals

Course Objectives

The Science curriculum in this course covers several of the [Texas Essential Knowledge and Skills](#) (TEKS) objectives for the third grade. At the end of this course, the student should be able to do the following:

1. **Scientific investigation and reasoning.** The student conducts classroom and outdoor investigations following school and home safety procedures and environmentally appropriate practices. The student is expected to:
 - A. demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including observing a schoolyard habitat; and
 - B. make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics.
2. **Scientific investigation and reasoning.** The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:
 - A. plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world;
 - B. collect data by observing and measuring using the metric system and recognize differences between observed and measured data;
 - C. construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data;
 - D. analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations;
 - E. demonstrate that repeated investigations may increase the reliability of results; and
 - F. communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.

3. **Scientific investigation and reasoning.** The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:
 - A. in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;
 - B. draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food;
 - C. represent the natural world using models such as volcanoes or Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials; and
 - D. connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.
4. **Scientific investigation and reasoning.** The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:
 - A. collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth, and Moon system models; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums; and
 - B. use safety equipment as appropriate, including safety goggles and gloves.
5. **Matter and energy.** The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:
 - C. predict, observe, and record changes in the state of matter caused by heating or cooling.
7. **Earth and space.** The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:
 - A. explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains;
 - B. investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides;
 - C. identify and compare different landforms, including mountains, hills, valleys, and plains; and
 - D. explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved.
8. **Earth and space.** The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

- A. 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;
 - B. describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle;
 - C. construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions; and
 - D. identify the planets in Earth's solar system and their position in relation to the Sun.
9. **Organisms and environments.** The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:
- A. observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem;
 - B. identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field; and
 - C. describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.
10. **Organisms and environments.** The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:
- A. explore how structures and functions of plants and animals allow them to survive in a particular environment;
 - B. explore that some characteristics of organisms are inherited such as the number of limbs on an animal or flower color and recognize that some behaviors are learned in response to living in a certain environment such as animals using tools to get food; and
 - C. 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 bugs.

Source: The provisions of this §112.14 adopted to be effective August 4, 2009, 34 TexReg 5063.

Handwriting

Handwriting is taught in the Language Arts course; however, good handwriting skills are necessary in all subjects including science. In Kindergarten, Grade 1, and Grade 2, manuscript is the preferred technique; in Grades 3, 4, and 5, cursive is preferred. When teaching your child handwriting, please consider the appropriate letter and number formation and spacing. Please refer to the cursive chart included on the next page to assist you in appropriately teaching your child handwriting. Please reinforce the importance of good handwriting in all subject areas.

Traditional Cursive

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww

Xx Yy Zz

Books and Materials for SCI 3 this Semester

Textbook:

You are required to purchase the digital textbook in order to access all lesson materials. Purchase of the print textbook is strongly suggested, as well.

- Digital: *Texas Science Fusion*, Level 3 (2015). Houghton Mifflin Harcourt, Inc. ISBN 978-0-544-06776-9
- Print: *Texas Science Fusion*, Level 3 (2015). Houghton Mifflin Harcourt, Inc. ISBN 978-0-544-02549-3

Other Books

These books can be purchased from any book vendor or borrowed from your public library.

- Tomecek, S. (2011). *National Geographic: Kids Everything Rocks and Minerals: Dazzling Gems of Photos and Info That Will Rock Your World*. New York City, NY. Penguin Random House.
- Venezia, Mike, and Rachel Carson. (2010). *Clearing the Way for Environmental Protection*, Children's Press.
- Furgang, Kathy. (2012). *National Geographic Kids Everything Weather: Facts, Photos, and Fun That Will Blow You Away*, National Geographic Children's Books.
- Koontz, Robert. (2011). *Hide and Seek Moon: The Moon Phases*, Capstone Press.
- Libbrecht, Kenneth. (2010). *The Secret Life of a Snowflake: An Up-Close Look at the Art and Science of Snowflakes*, Voyageur Press.
- Morgan, Sally. (2011). *Earth Cycles: Water*, Wayland.
- Newton, Teddy. (2010). *Day & Night*, Chronicle Books.
- Oxlade, Chris. (2011). *The Apollo Mission and Other Adventures in Space*, Rosen Central.
- Stewart, Melissa. (2011). *Inside Lightning*, Sterling Children's Books.
- Than, Ken. (2010). *Stars*, Children's Press.
- Wooster, Patricia Louise. (2011). *Illustrated Timeline of Space Exploration*, Picture Window Books.
- Allen, Kathy. (2010). *Deformed Frogs*, Capstone Press.
- Barefield, Shannon. (2011). *Seed, Sprout, Fruit: An Apple Tree Life Cycle*, Capstone Press.
- Buckingham, Suzanne. (2010). *What If There Were No Sea Otters? A Book About Ocean Ecosystems*, Picture Window Books.
- Cusick, Dawn. (2012). *Animal Tongues*, Early Light Books.

- Heos, Bridget. (2011). *What to Expect When You're Expecting Joeys : A Guide for Marsupial Parents (and Curious Kids)*, Millbrook Press.
- Jenkins, Steve. (2010). *Bones: Skeletons and How They Work*, Scholastic.
- Levine, Shar. (2010). *Plants: Flowering Plants, Ferns, Mosses, and Other Plants*, Crabtree Publishing Company.
- Lourie, Peter. (2011). *The Manatee Scientists: Saving Vulnerable Species*, Houghton Mifflin Harcourt.
- Pasternak, Carol. (2012). *How to Raise Monarch Butterflies*, Firefly Books.
- Slingerland, Janet. (2012). *The Secret Lives of Plants!*, Capstone Press.
- Sneed, Robert. (2012). *Adaptation and Survival*, Raintree.
- Winter, Jeanette. (2011). *The Watcher: Jane Goodall's Life With the Chimps*, Schwartz & Wade.

Materials

Required:

- aluminum can, empty
- aluminum foil
- baking soda
- ball, foam, small
- ballpoint pens with different features, 2
- banana slices, 2
- beach ball
- beaker, 1,000 mL
- bean seeds, 1 packet
- blocks, plastic, 5-7
- blocks, wooden
- bowl
- brick, small pieces
- bucket
- camera, digital
- cap of ballpoint pen or piece of straw
- card stock or paper plate
- cardboard
- cardboard boxes, shallow
- cardboard strips (2.5 cm × 30 cm), rigid, 2
- clipboard
- clock
- coat hanger, wire
- collecting net
- colored pencils or markers
- compass to draw circles
- containers: 4 equal-size shallow clear plastic, 1 clear, square, plastic with lid
- corrugated cardboard, 1 sheet, 30 cm × 30 cm
- crayons
- crepe paper streamers
- cups, clear plastic, 15
- cups: 1 red, 3 small white paper
- dirt
- drawing supplies (pencils, erasers)
- dropper
- dry erase board and markers
- film, thick plastic
- flashlights, 2
- flour

- flowers and cones, several samples
- food coloring, red and green
- globe
- gloves, plastic
- glue
- grass
- grass seeds
- hand lens
- heavy wire, thin wooden dowel, or chopstick
- hole punch
- hot plate
- humus, sample
- ice cubes
- index cards, 21
- jars, clear plastic, 4 (1 large, 1 with lid)
- kitchen scraps
- lab apron
- labels
- lettuce seeds, 15
- magnifying box
- maps: 1 showing area where the student has visited or lived, 1 showing rivers and oceans, 1 showing river with 2-3 tributaries
- markers: black, permanent
- masking tape
- masses for pan balance
- measuring cups
- measuring spoons
- measuring tape with centimeters
- microscope
- modeling clay
- nature magazines
- newspaper
- newspaper or television weather forecast, or online weather website
- oil
- owner's manual, simple
- paintbrushes
- paints
- pan balance
- paper fastener, brass
- paper plates, one large and one small
- paper towels
- paper: construction (different colors), drawing, graph, notebook, plain white
- pencil shavings
- pencils, sharpened
- photographs of a variety of insects: butterflies, beetles, ants, flies, dragonflies, bees
- photographs of animals using migration technology
- photographs of distant space objects
- photographs or samples of packaged products
- pictures of pollen
- pictures of several types of foods
- pictures of severe weather (blizzards, hurricanes, thunderstorms, tornadoes)
- plant, potted
- plants, small, 5
- plastic bags, zip-top, 2
- plastic bin or wooden box, opaque
- plastic gloves
- poster board, 3 sheets, 2 white and 1 colored
- protractor
- pushpins, 2

- rain gauge
- recycling bin, large plastic container, or computer paper box
- red worms
- reference books about a land ecosystem
- road map, simple
- rubber band
- ruler, metric
- safety goggles
- salt
- sand
- scale
- Science Notebook—tablet, spiral-bound, or loose-leaf
- scissors
- silt, sample
- sketchpad
- soil, dry
- soil, potting
- sponge
- spoon
- spray bottle
- spring toy (e.g., a Slinky®)
- stapler
- stick, long and thin
- string
- tablecloth, plastic
- tape
- telescope, binoculars, or spyglass
- terrarium or aquarium with appropriate organisms
- thermometer, Celsius
- tin can with label removed
- tray, plastic
- variety of sources about ecosystems and food chains, such as reference books and Internet sources
- vinegar
- volleyball
- watch or timer
- water
- watering can
- wax paper
- wind vane
- world map
- yarn or string, 6 pieces
- yeast, dry

Optional:

- cloth
- coffee filters
- colored paper
- mud
- screens
- self-stick notes, 10
- stick or dowel
- toy houses, pebbles, toy cars

continued →

Technology Resources

Refer to the **Online Resources** section in this Introduction for information on how to access the digital textbook and other resources on the ThinkCentral website. In the **My Library** section of *ThinkCentral*, click the **Student Resources Grade 3** button to access the digital lessons.

These **optional** resources may be used before, during, or after the lessons outlined in the Science 3 course. The digital lessons reinforce the concepts taught in the lessons in *Texas Science Fusion*. They provide interactive experiences using simulations, animations, and videos. The inquiries (virtual labs) provide opportunities for your student to apply laboratory and scientific thinking skills by conducting exciting virtual experiments. These inquiries provide advantages in safety, time, and cost of materials.



Student Resources

To access any digital lesson or inquiry, click the **Digital Lesson** button to the right of the lesson title (see screenshot on the next page).



Below is an outline of the lessons and inquiries that are available online.

Course Unit 4

Textbook Unit 6

- Lesson 1: What Are Some Landforms?
 - ◇ Days 76–77
 - ◇ Digital Lesson
 - ◇ *Science Fusion*, pages 257–268
- Lesson 2: How Does Earth’s Surface Change Slowly?
 - ◇ Days 78–79
 - ◇ Digital Lesson
 - ◇ *Science Fusion*, pages 269–278

- Lesson 3: How Can We Model Erosion?
 - ◇ Day 82
 - ◇ Inquiry
 - ◇ *Science Fusion*, pages 281–282

- Lesson 4: How Does Earth’s Surface Change Quickly?
 - ◇ Days 83–86
 - ◇ Digital Lesson
 - ◇ *Science Fusion*, pages 283–294

Textbook Unit 7

- Lesson 1: What Are Some Natural Resources?
 - ◇ Days 88–90
 - ◇ Digital Lesson
 - ◇ *Science Fusion*, pages 303–316
- Lesson 2: How Can We Conserve Resources?
 - ◇ Day 91
 - ◇ Inquiry
 - ◇ *Science Fusion*, pages 317–318

- Lesson 3: What Is Soil?
 - ◇ Days 92–95
 - ◇ Digital Lesson
 - ◇ *Science Fusion*, pages 319–332

Course Unit 5

Textbook Unit 8

- Lesson 1: What Is the Water Cycle?
 - ◇ Days 101–104
 - ◇ Digital Lesson
 - ◇ *Science Fusion*, pages 343–354
- Lesson 2: What Is Weather?
 - ◇ Days 105–107
 - ◇ Digital Lesson
 - ◇ *Science Fusion*, pages 357–368

- Lesson 3: How Can We Measure Weather?
 - ◇ Day 107
 - ◇ Inquiry
 - ◇ *Science Fusion*, pages 369–370

Textbook Unit 9

- Lesson 1: How Do Earth and the Moon Move?
 - ◇ Days 109–111
 - ◇ Digital Lesson
 - ◇ *Science Fusion*, pages 379–392

- Lesson 2: How Can We Model the Moon’s Phases?
 - ◇ Day 113
 - ◇ Inquiry
 - ◇ *Science Fusion*, pages 395–396

- Lesson 3: What Are the Sun and Stars?
 - ◊ Days 114–115
 - ◊ Digital Lesson
 - ◊ *Science Fusion*, pages 397–408
- Lesson 4: What Are the Planets in Our Solar System?
 - ◊ Days 116–119
 - ◊ Digital Lesson
 - ◊ *Science Fusion*, pages 409–422
- Lesson 5: How Can We Model the Sun and Planets?
 - ◊ Day 120
 - ◊ Inquiry
 - ◊ *Science Fusion*, pages 423–424

Course Unit 6

Textbook Unit 10

- Lesson 1: What Are Ecosystems?
 - ◊ Days 126–128
 - ◊ Digital Lesson
 - ◊ *Science Fusion*, pages 433–444
- Lesson 2: What’s in an Ecosystem?
 - ◊ Day 129
 - ◊ Inquiry
 - ◊ *Science Fusion*, pages 445–446
- Lesson 3: What Is a Food Chain?
 - ◊ Days 130–132
 - ◊ Digital Lesson
 - ◊ *Science Fusion*, pages 449–460
- Lesson 4: What Are Some Food Chains?
 - ◊ Day 133
 - ◊ Inquiry
 - ◊ *Science Fusion*, pages 461–462
- Lesson 5: How Do Environmental Changes Affect Living Things?
 - ◊ Days 134–136
 - ◊ Digital Lesson
 - ◊ *Science Fusion*, pages 463–476

Textbook Unit 11

- Lesson 1: What Are Some Plant Life Cycles?
 - ◊ Days 137–138
 - ◊ Digital Lesson
 - ◊ *Science Fusion*, pages 485–494
- Lesson 2: What Are Some Animal Life Cycles?
 - ◊ Days 139–140
 - ◊ Digital Lesson
 - ◊ *Science Fusion*, pages 495–506
- Lesson 3: How Do Living Things Change?
 - ◊ Day 141
 - ◊ Inquiry
 - ◊ *Science Fusion*, pages 507–508
- Lesson 4: What Are Structural Adaptations?
 - ◊ Days 142–143
 - ◊ Digital Lesson
 - ◊ *Science Fusion*, pages 509–520

- Lesson 5: How Can We Model a Physical Adaptation?
 - ◇ Day 144
 - ◇ Inquiry
 - ◇ *Science Fusion*, pages 523–524

- Lesson 6: What Are Behavioral Adaptations?
 - ◇ Days 145–146
 - ◇ Digital Lesson
 - ◇ *Science Fusion*, pages 525–536

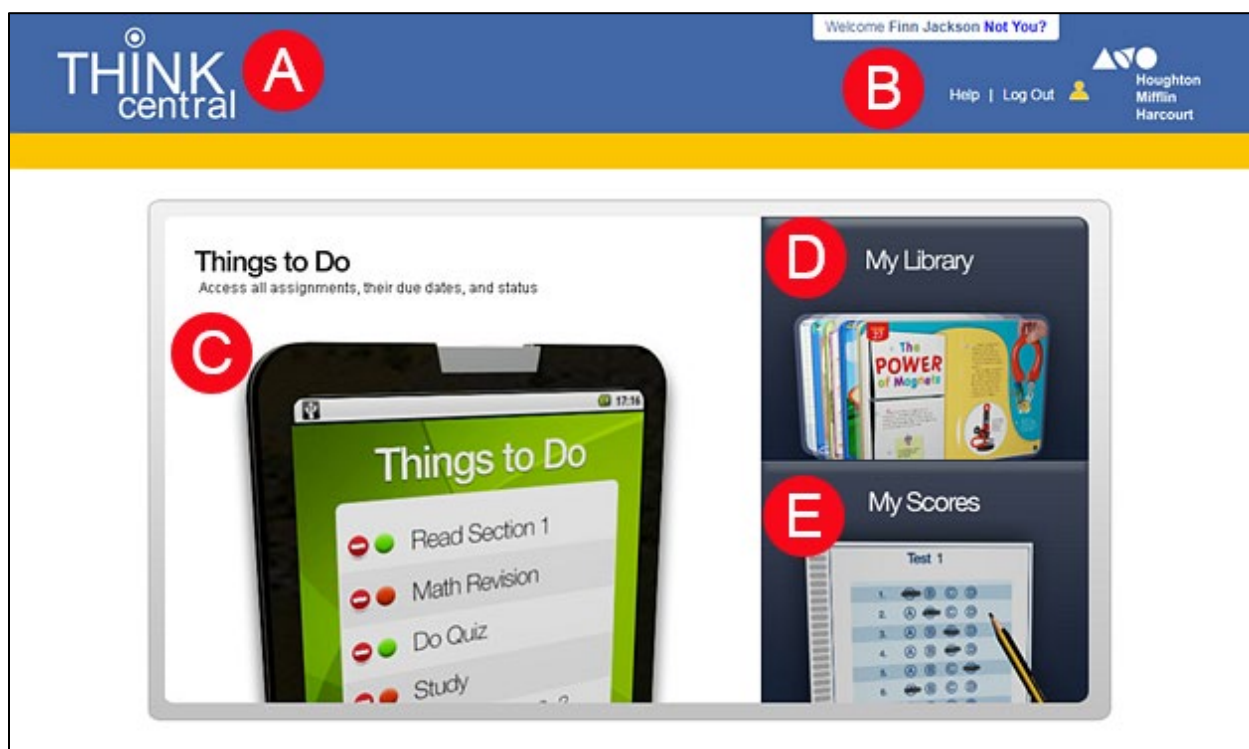
Online Resources

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Navigate ThinkCentral


To move around in *ThinkCentral*:

→ Click one of the areas on the *ThinkCentral* home page to open that page: **Things to Do**, **My Library**, or **My Scores**.

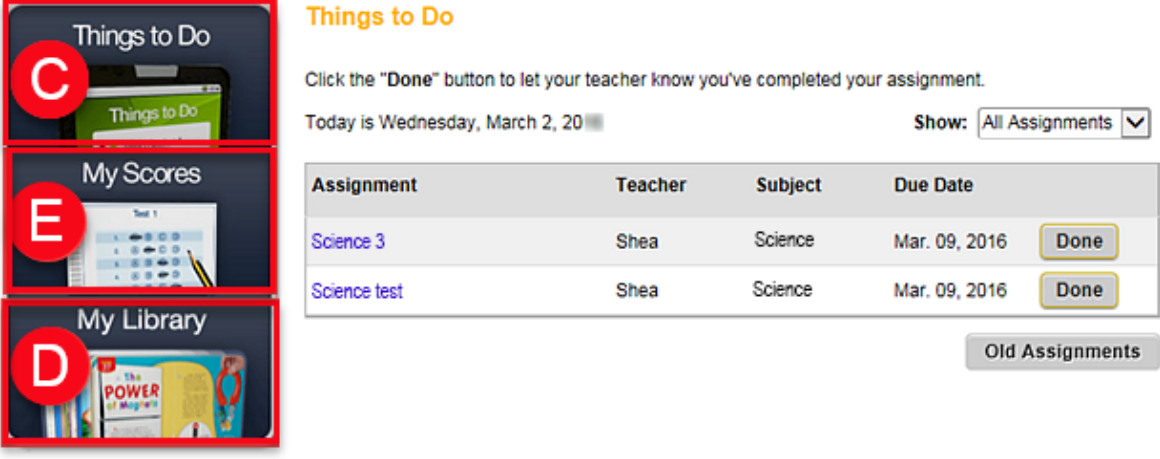


Descriptions of each area is provided in the following table.

Area	Area Name	Description
	ThinkCentral logo	Returns you to the <i>ThinkCentral</i> home page.

Area	Area Name	Description
B	Banner Links	<ul style="list-style-type: none"> • Help – Opens an online help system that provides detailed instructions for ThinkCentral tasks. • Log Out – Logs you out of ThinkCentral. •  Account linking icon – If you have more than one account (accounts in more than one school or more than one class), this allows you to select and open another account.
C	Things to Do	Opens the Things to Do page, which lists all of the tests and assignments your teacher has assigned to you. You can even find your old assignments after you are done with them.
D	My Library	Opens the My Library page, where you can find all of your online classroom resources, such as books, movies, sound files, worksheets, and more.
E	My Scores	Opens the My Scores page, which lists the scores that you received on tests and assignments that you have taken. If your teacher has written a comment on your assignment, you can find it here. You can even look at your old tests to see how well you did on each question.

→ Once you open a page, you can move to a different page by clicking the area with the page name on the left panel.



Things to Do

Click the "Done" button to let your teacher know you've completed your assignment.

Today is Wednesday, March 2, 2016

Show: All Assignments

Assignment	Teacher	Subject	Due Date
Science 3	Shea	Science	Mar. 09, 2016
Science test	Shea	Science	Mar. 09, 2016

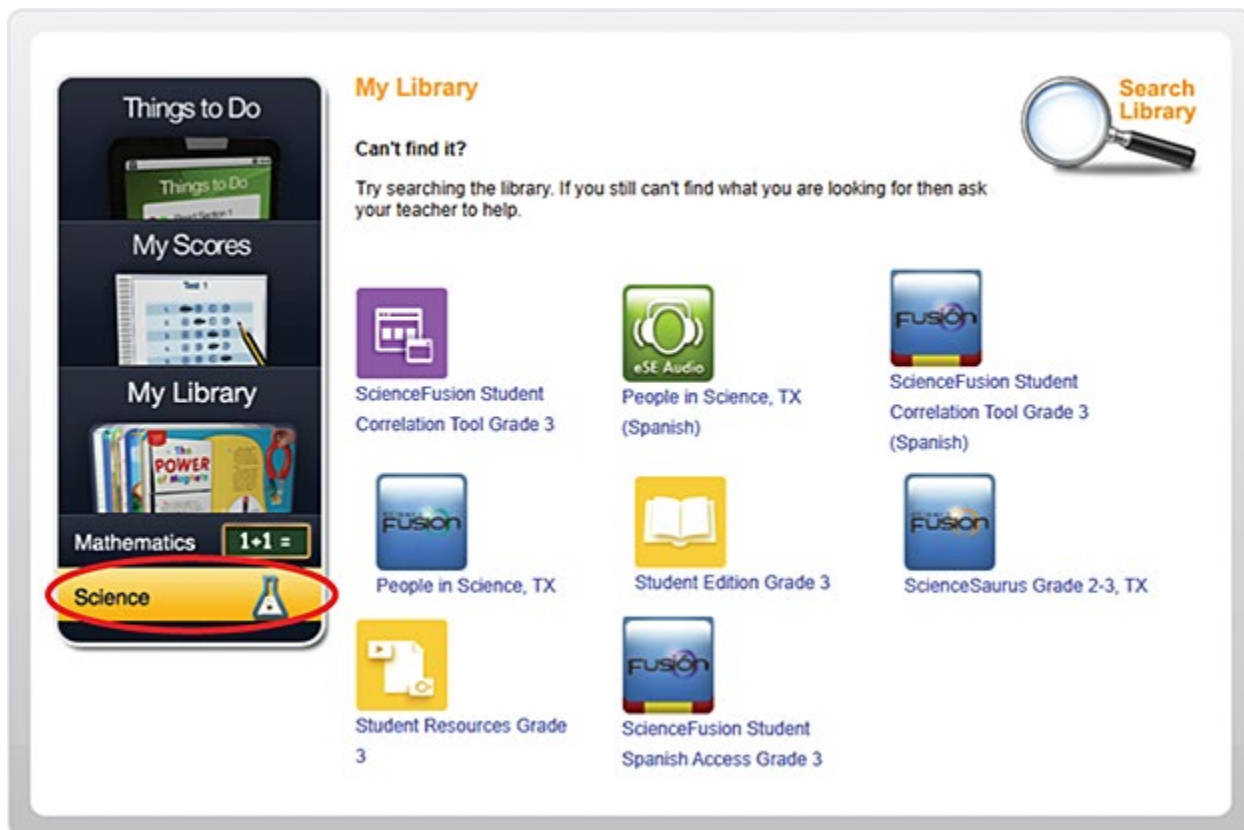
Old Assignments

continued →

Using My Library

The **My Library** page lists all of the library items available to you, including online classroom books, movies, sound files, worksheets, and more.

→ To open the **My Library** page, click **My Library** on the left panel, then click **Science** at the bottom of the panel.



- The **Student Edition Grade 3** is an exact copy of the *Texas Science Fusion* Write-In Student Edition.
- The **Student Resources Grade 3** are the resources that will be referred to in these lessons. Click on the corresponding unit name and follow the instructions in the lesson for the appropriate lesson or inquiry lab.

On the My Library page, you can do any of the following:

→ Open a library item by clicking the item. The item opens in a separate window.

Note: When you close an item, the **My Library** page is still open.

→ Click **My Library** to see all of your items again.


→ Click the **Search Library** magnifying glass.



Search My Library

My Library lists all of the library items that are available to you. You can search for a specific library item using the **Search Library** option.

To search My Library:

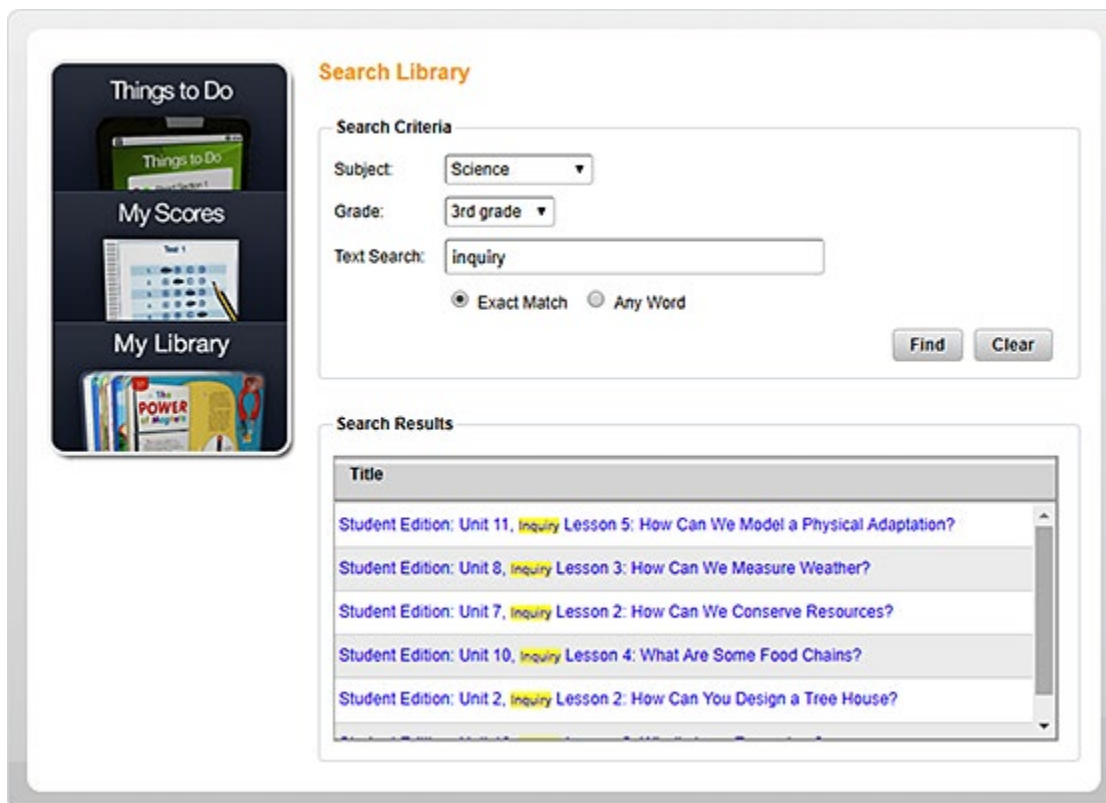
1. In **My Library**, click the **Search Library** magnifying glass.  The **Search Library** page appears.

You can search for a library item by subject, by words, or by both subject and words.

2. In the **Subject** list, select the subject of the item.
3. In the **Text Search** box, type a word or words that identify the item.

Note: To empty the **Search Criteria** area and start a new search, click **Clear**.

4. Click **Find**. The items that match your search filters are listed in the **Search Results** area.



Search Library

Search Criteria

Subject: Science

Grade: 3rd grade

Text Search: inquiry

Exact Match Any Word

Find Clear

Search Results

Title
Student Edition: Unit 11, Inquiry Lesson 5: How Can We Model a Physical Adaptation?
Student Edition: Unit 8, Inquiry Lesson 3: How Can We Measure Weather?
Student Edition: Unit 7, Inquiry Lesson 2: How Can We Conserve Resources?
Student Edition: Unit 10, Inquiry Lesson 4: What Are Some Food Chains?
Student Edition: Unit 2, Inquiry Lesson 2: How Can You Design a Tree House?

5. To open an item in the list, click the name of the item. The item opens in a separate window.
6. To return to **My Library**, click **My Library** on the left side of the page.

Digital Lessons and Inquiries

In the **My Library** section of *ThinkCentral*, click the **Student Resources Grade 3** button to access the digital lessons.



Student Resources

These **optional** resources may be used before, during, or after the lessons outlined in the Science 3 course. The digital lessons reinforce the concepts taught in the lessons in *Texas Science Fusion*. They provide interactive experiences using simulations, animations, and videos. The inquiries (virtual labs) provide opportunities for your student to apply laboratory and scientific thinking skills by conducting exciting virtual experiments. These inquiries provide advantages in safety, time, and cost of materials.

To access any digital lesson or inquiry, click the **Digital Lesson button** to the right of the lesson title:

The screenshot shows the 'Student Resources' interface for 'Unit 1: Investigating Questions'. On the left, a list of lessons is shown, with Lesson 1 'How Do Scientists Investigate Questions?' highlighted. A red circle highlights a 'Digital Lesson' icon (a green play button) next to Lesson 1. On the right, a sidebar shows 'Lesson Level Resources' for Lesson 1, including 'Texas Essential Knowledge and Skills 3.2A, 3.2B' and five resource buttons: 'Digital Lesson Companion', 'Student Edition', 'Student Edition Audio', 'Inquiry Flip-Chart', and 'Extra Support for Vocab and Concepts'. The top of the screen features the 'HOUGHTON MIFFLIN HARCOURT sciencefusion' logo and navigation icons.

Example of Student Resources screen for one Unit on ThinkCentral

Grading Procedures and Unit Assignment Checklists

Grades are calculated for Unit 4, Unit 5, and Unit 6. The semester grade is an average of the three unit grades. The unit grades will include a test and a project for each unit. The Units 4 and Unit 5 Tests and Projects are located in their respective Unit folders in this online course; the Unit 6 Test and Project are the Final Exam folder.

The Unit Tests and Projects will be submitted **separately** to Texas Tech University K-12 to be graded. The Unit Test is an online quiz and the Unit Project is an upload assignment.

Scan or photograph each Unit Project. Combine multiple images into a **single PDF**. When you save your documents, use the naming convention given for each Unit Test or Unit Project as the name of your file. Upload the file according to the instructions given in the assignment.

Schedule for tests and projects

Unit 4:

- Day 98: Complete the Unit 4 Project.
- Day 99: Review for the Unit 4 Test.
- Day 100: Administer the Unit 4 Test.
Submit the Unit 4 Project.

Unit 5:

- Day 123: Complete the Unit 5 Project.
- Day 124: Review for the Unit 5 Test.
- Day 125: Administer the Unit 5 Test.
Submit the Unit 5 Project.

Unit 6:

- Day 148: Complete the Unit 6 Project.
- Day 149: Review for the Unit 6 Test.
- Day 150: Administer the Unit 6 Test.
Submit the Unit 6 Project.