

Waller ISD Instructional Syllabus

District: Waller ISD

Grade Level/Subject/Course: 3th Grade Science

School Year: 2026-2027

Course Description

Third grade science builds on early elementary experiences and helps students become curious observers, thinkers, and problem solvers. Throughout the year, students engage in hands-on investigations, develop scientific reasoning, and apply engineering practices as they explore the world around them. Instruction is built around five recurring strands that guide students in discovering how science explains the natural world.

Scientific and Engineering Practices are at the heart of the science experience. Students learn to ask meaningful questions and define problems they want to explore. They conduct safe and thoughtful investigations using appropriate science tools, both in the classroom and outdoors. As they collect and analyze data, they communicate their findings through models, drawings, graphs, and written explanations. Students also take on the role of engineers by designing and testing solutions to everyday challenges, revising their ideas based on evidence. At least 60% of instructional time is dedicated to hands-on and outdoor investigations that promote critical thinking and active learning.

In the **Matter and Energy** strand, students explore the physical properties of matter, including temperature, mass, magnetism, and buoyancy. They classify materials as solids, liquids, or gases and investigate how matter changes through heating and cooling. Students also combine materials to create or improve useful objects, reinforcing the connection between science and problem solving.

The **Force, Motion, and Energy** strand allows students to explore how forces such as pushes, pulls, magnetism, and gravity affect the motion of objects. They observe how energy influences speed and identify different forms of energy, including light, thermal, sound, and mechanical. These investigations help students see how energy is used and transferred in everyday life.

Through the **Earth and Space** strand, students examine the processes that shape the Earth and explore patterns in the natural world. They compare weather conditions in different regions and investigate how soil is formed through weathering and the decomposition of organic matter. Students model rapid Earth changes such as volcanic eruptions and earthquakes and learn how people can help preserve natural resources by reducing, reusing, and recycling. They also model the orbits of the Sun, Earth, and Moon and begin identifying planets in the solar system.

In the **Organisms and Environments** strand, students discover how living things survive and interact with their environment. They study animal adaptations such as webbed feet or long necks and observe how plants respond to seasonal changes. Students learn about food chains and the effects that environmental changes can have on ecosystems. They examine life cycles of plants and animals and use fossils as evidence to make inferences about environments of the past.

Throughout the course, students also explore the nature of science—learning that science is a unique way of understanding the world. They begin to understand the differences between observations and inferences, and between hypotheses and theories. They are introduced to the importance of testable ideas, evidence-based reasoning, and ethical scientific practices.

Finally, students explore recurring scientific themes, such as patterns, systems, cause and effect, and structure and function. These ideas help them make connections across topics and develop a deeper understanding of how science works. By the end of third grade, students are equipped with a strong foundation in scientific thinking and the confidence to explore and explain the world around them.

[Link to TEKS](#)

Instructional Materials & Curriculum Resources

As required by Senate Bill 12, all instructional materials used in this course are aligned, available for review, and transparent.

- **Textbooks:** Accelerate Learning
- **Learning Management System:** Seesaw
- **Digital Supplemental Resources:** None
- **Supplemental Resources:** None

Material Access & Review Procedures

Parents/Guardians may:

- Request to **view instructional materials** before classroom use
- **Schedule in-person reviews** through the teacher or campus office
- Access digital resources via the Waller ISD [Curriculum Information for Families](#) website

Access Link / Process:

Visit wallerisd.net → Departments → Curriculum and Instruction → Curriculum Information for Families

Communication & Feedback

- **Preferred methods:** Teacher contact information can be found on your student's campus website
- **Parent updates:** Available via district and campus newsletters, district and campus websites, electronic grades, progress reports, and report cards

Instructional Timeline Snapshot

Unit/Topic	Approximate Dates
Lab Safety, Tools, Science and Engineering Practices	Week of August 11, 17
Physical Properties of Matter	Week of August 24, 31
States of Matter	Week of September 8, 14, 21
States of Matter Checkpoint	September 22
Force and Motion	Week of September 23 October 7
Force and Motion Checkpoint	October 9

Types of Energy	Week of October 12, 19
Our Solar System	Week of October 26 November 4, 9
Our Solar System Checkpoint	November 10
Fall Science Assessment	November 12
Weather	Week of November 16, 30
Project Based Learning and Science and Engineering Practices	Week of December 7, 14
Soil Formation	Week of January 6, 11
Quick Changes to Land	Week of January 19, 25
Quick Changes to Land Checkpoint	January 28
Natural Resources	Week of February 1, 8
Ecosystems	Week of February 16, 22
Ecosystems Checkpoint	February 26
Fossils	Week of March 1, 15
Fossils Checkpoint	March 19
Spring Science Assessment	March 24
Animal Structures and Functions	Week of April 26 May 3
Life Cycles	Week of May 3, 10

Compliance Statement: This syllabus adheres to Texas Senate Bill 12, ensuring instructional transparency and parental rights.