



## Alberta Regional Professional Development Consortia

*Adult learning for students' sake*

**Title:** Grade 3 Energy- Curriculum Planning & Assessment Resource (CPAR)

### **Description:**

This resource is intended to be a collection of sample activities, assessments, and resources that teachers may wish to use as they plan to teach aspects of the Energy organizing idea in Grade 3 Science.

The document is sectioned into KUSP lines. Each KUSP line section presents sample instructional activities, assessment activities and resources in a manner that supports the Surface>Deep>Transfer phases of learning approach.

Samples activities and resources are provided for the following

- ways of infusing Indigenous knowledge
- ways of integration Computer Science concepts and skills
- ways of integrating Scientific Methods

Each KUSP line section concludes with links to other more general resources related to the understandings.

At the end of the document is a grade-appropriate literature collection that can be used to support the understandings in Grade 3 Energy.

The document also includes links to the following ARPDC Science Resources:

- a pre-recorded one-hour session that unpacks the Energy organizing idea.
- a Science planner
- an assessment planner
- a concept map of Grade 3 Energy
- a K-3 skills and procedures progression
- a K-6 concept progression
- a Numbered Outcomes Document
- a link to a concept bank called "The Concept Project"

Also included are 15-20 minute instructional videos on the following:

- "How to Use This Document"
- "What is Surface-Deep-Transfer?"
- "How to Use The Science Planner and Assessment Planner."

### **Key Points of the Resource:**

This is a comprehensive resource for teachers who are beginning to teach the new K-3 Science Curriculum.

**Materials in the package and/or other materials to have on hand to use the resource:**

N/A

**Suggestions to best utilize this resource:**

Teachers can pick and choose from the variety of instructional activities, assessments, and resources in the document to begin planning units of study that fit their context.