**3rd Grade Science Curriculum for Students with APD**

By L.Malone (copywrited. For personal use only, not to be redistributed to others without express consent from author).

**Key Strategies:**

 **Visual Supports**: Use diagrams, charts, and pictures to reinforce learning, ensuring instructions are clear and easy to follow.

 **Written Instructions**: Provide step-by-step written or visual guides alongside verbal instructions to reduce confusion and reliance on auditory input.

 **Hands-on Learning**: Incorporate practical experiments and activities to engage multiple senses and reduce the dependency on verbal instructions.

 **Minimize Auditory Overload**: Break down complex auditory information into smaller, more manageable chunks, using pauses and repetition as needed.

**Weeks 1-2**

* **Focus**: Introduction to Biomes
* **Activity**: Create a biome diorama showcasing different environments
* **Key Strategy**: Use visual aids and written guides to explain biomes

**Weeks 3-4**

* **Focus**: Animal Classification
* **Activity**: Sort animals into categories and create a classification chart
* **Key Strategy**: Provide visual sorting tools and written descriptions

**Weeks 5-6**

* **Focus**: Weather and Climate
* **Activity**: Build a simple weather station to measure temperature and rainfall
* **Key Strategy**: Use diagrams and written instructions for building the station

**Weeks 7-8**

* **Focus**: Forces in Nature
* **Activity**: Conduct experiments with magnets and gravity
* **Key Strategy**: Provide visual experiments and written procedures

**Weeks 9-10**

* **Focus**: Plant Structures
* **Activity**: Dissect plants and label their parts
* **Key Strategy**: Use visual aids and labeled diagrams

**Weeks 11-12**

* **Focus**: Introduction to Rocks and Minerals
* **Activity**: Collect and identify different types of rocks and minerals
* **Key Strategy**: Provide visual guides and written identification sheets

**Weeks 13-14**

* **Focus**: Understanding Sound
* **Activity**: Build simple instruments to explore how sound travels
* **Key Strategy**: Use visual and hands-on activities to demonstrate sound concepts

**Weeks 15-16**

* **Focus**: Plant Growth and Adaptations
* **Activity**: Observe how different plants adapt to their environments
* **Key Strategy**: Use visual guides and written observation logs

**Weeks 17-18**

* **Focus**: Human Body Systems
* **Activity**: Create a model of human body systems (e.g., digestive, respiratory)
* **Key Strategy**: Provide diagrams and step-by-step instructions

**Weeks 19-20**

* **Focus**: Ecosystem Interactions
* **Activity**: Build a simple ecosystem model to show plant and animal interactions
* **Key Strategy**: Use visual aids to demonstrate ecosystem components

**Weeks 21-22**

* **Focus**: Introduction to Energy
* **Activity**: Experiment with different sources of energy (e.g., solar, wind)
* **Key Strategy**: Provide written steps and visual aids for each energy source

**Weeks 23-24**

* **Focus**: Weather Patterns and Changes
* **Activity**: Create a long-term weather observation chart and analyze data
* **Key Strategy**: Use visual charts and written data analysis instructions

**Weeks 25-26**

* **Focus**: Review and Project
* **Activity**: Design a project that incorporates biomes, weather patterns, and ecosystems
* **Key Strategy**: Provide visual examples and a written rubric for the project