



Course: Science

Grade: 3rd

School:

Teacher:

[Standards Website](#)

1st Nine Weeks - Life Cycles and Traits, Environment and Living Things

	Standards	Learning Target	Procedures & Engagement Activities	Assessments
	3-LS3.1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	I can analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. <i>Today we will examine inheritance of traits in order to match parents with their offspring.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-LS 3.2 Use evidence to support the explanation that a trait can be influenced by the environment.	I can use evidence to support the explanation that a trait can be influenced by the environment. <i>Today we will examine how environment affects the traits that an organism develops.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-LS 1.1 - Develop Models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	I can develop models to describe that organisms have unique and diverse life cycles, yet they all share common stages of birth, growth, reproduction, and death. <i>Today we will examine how come characteristics of organisms are influenced by both their inheritance and their environment.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-LS 4.2 Use evidence to construct an explanation for how the variation in	I can use evidence to construct an explanation for how the variation in characteristics among individuals of	HOT Questions: 1. 2.	Formative:

	characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	the same species may provide advantages in surviving, finding mates, and reproducing. <i>Today we will learn about differences in characteristics between individuals of the same species.</i>	3. Procedures/Activities:	Summative:
	3-LS 1.1 - Develop Models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	I can develop models to describe that organisms have unique and diverse life cycles, yet they all share common stages of birth, growth, reproduction, and death. <i>Today we will compare the similarities and differences in traits between two plants and animals.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-LS 1.1 - Develop Models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	I can develop models to describe that organisms have unique and diverse life cycles, yet they all share common stages of birth, growth, reproduction, and death. <i>Today we will learn about the growth and development of organisms.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-LS 1.1 - Develop Models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	I can develop models to describe that organisms have unique and diverse life cycles, yet they all share common stages of birth, growth, reproduction, and death. <i>Today we will discover that plants and animals have unique and diverse life cycles.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-LS 1.1 - Develop Models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	I can develop models to describe that organisms have unique and diverse life cycles, yet they all share common stages of birth, growth, reproduction, and death. <i>Today we will investigate the growth and</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

		<i>development of organisms, including animals without backbones.</i>		
	3-LS 1.1 - Develop Models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	I can develop models to describe that organisms have unique and diverse life cycles, yet they all share common stages of birth, growth, reproduction, and death. <i>Today we will understand that plants and animals have unique and diverse life cycles.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-LS2-1. Construct an argument that some animals form groups that help members survive.	I can construct an argument that some animals form groups that help members survive. <i>Today we will construct an argument that animals live in groups for survival.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

1 Day For Review

Science District Common Assessment #1

2nd Nine Weeks - Life Cycles and Traits, Environment and Living Things

	Standards	Learning Target	Procedures & Engagement Activities	Assessments
	3-LS 2-1 Construct an argument that some animals form groups that help members survive.	I can construct an argument that some animals form groups that help members survive. <i>Today we will examine how being part of a group helps animals defend themselves.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-LS 2-1 Construct an argument that some animals form groups that help members survive.	I can construct an argument that some animals form groups that help members survive. <i>Today we will explore why animals live in groups and understand their social interactions and group behavior.</i>	HOT Questions: 1. 2. 3.	Formative:

			Procedures/Activities:	Summative:
	3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	I can say if a solution to a problem caused by changes in the environment is a good idea or not. Like if the place where plants and animals live changes, I can decide if the solution will help the new kinds of plants and animals that move in. <i>Today we will examine how changes to the environments and interpret ecosystem dynamics.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	I can say if a solution to a problem caused by changes in the environment is a good idea or not. Like if the place where plants and animals live changes, I can decide if the solution will help the new kinds of plants and animals that move in. <i>Today we will examine how a change in a habitat affects the organisms living there.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-LS 4-1 Analyze and interpret data from fossils to provide evidence of the organism and the environments in which they lived long ago.	I can look at old fossils and figure out what kind of living things they were and what the places they lived in were like a long time ago. <i>Today we will explore how fossils provide evidence about past organisms and the nature of the environment they lived in.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-LS 4-1 Analyze and interpret data from fossils to provide evidence of the organism and the environments in which they lived long ago.	I can look at old fossils and figure out what kind of living things they were and what the places they lived in were like a long time ago. <i>Today we will discover how fossils can provide a lot of information about a type of organism and also provide evidence</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

		<i>about the nature of the organism's environment.</i>		
	3-LS 4-3 Construct an argument with evidence that in a particular habitat some organisms can survive less well, and some cannot survive at all.	I can explain why some animals and plants have a hard time living in a certain place(habitat), while others can't live there at all. I'll use facts and examples to support my reasons. <i>Today we will examine how when the environment changes, some organisms die.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

1 Day For Review

Science District Common Assessment #2

3rd Nine Weeks - Weather and Climate, Forces and Motion

	Standards	Learning Target	Procedures & Engagement Activities	Assessments
	3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	I can look at the patterns in rocks and fossils found in different layers of rock to explain how the landscape has changed over time. <i>Today we will explain record patterns of the weather across different times and areas to make predictions about weather.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	I can look at the patterns in rocks and fossils found in different layers of rock to explain how the landscape has changed over time. <i>Today we will make predictions about what kind of weather might happen next.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-ESS2-1 Represent data in tables and graphical displays to describe typical weather	I can look at the patterns in rocks and fossils found in different layers of rock to explain how the landscape has changed over time. <i>Today we will</i>	HOT Questions: 1. 2. 3.	Formative:

	conditions expected during a particular season.	<i>build anemometers to measure wind speed for several days and record patterns across different times.</i>	Procedures/Activities:	Summative:
	3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	I can look at the patterns in rocks and fossils found in different layers of rock to explain how the landscape has changed over time. <i>Today we will build rain gauges to measure rainfall and record patterns for five days.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	I can look at the patterns in rocks and fossils found in different layers of rock to explain how the landscape has changed over time. <i>Today we will make predictions about what kind of weather might happen next.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	I can look at the patterns in rocks and fossils found in different layers of rock to explain how the landscape has changed over time. <i>Today we will graph data in a bar graph.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.	I can look at maps that show Earth's features, like mountains and boundaries between continents, and describe what I see, like where the mountains are and how continents are divided. <i>Today we will find out how climate describes a range of an area's typical weather conditions.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	I can look at maps that show Earth's features, like mountains and boundaries between continents, and describe what I see, like where the mountains are and how continents	HOT Questions: 1. 2. 3.	Formative:

		are divided. Today we will investigate how a variety of natural hazards result from natural processes.	Procedures/Activities:	Summative:
	3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	I can look at maps that show Earth's features, like mountains and boundaries between continents, and describe what I see, like where the mountains are and how continents are divided. Today we will examine how lightning rods can prevent fires and infer that humans cannot eliminate natural hazards but can take steps to reduce their impacts.	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	I can look at maps that show Earth's features, like mountains and boundaries between continents, and describe what I see, like where the mountains are and how continents are divided. Today we will evaluate natural hazards to choose a roof design that is best for a place that gets blizzards.	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1 Day For Review				
Science District Common Assessment #3				
4th Nine Weeks - Weather and Climate, Forces and Motion				
	Standards	Learning Target	Procedures & Engagement Activities	Assessments
	3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	I can plan and do an experiment to show how balanced and unbalanced forces make things move differently. I'll gather evidence to see how forces affect the way an object	HOT Questions: 1. 2. 3.	Formative:

		moves. <i>Today we will investigate forces and motion and observe balanced and unbalanced forces through videos and a simulation.</i>	Procedures/Activities:	Summative:
	3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	I can watch how something moves or measure its motion to gather proof that there's a pattern. Then, I can use that pattern to guess how it will move in the future. <i>Today we will examine patterns of an object's motion in various situations.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	I can watch how something moves or measure its motion to gather proof that there's a pattern. Then, I can use that pattern to guess how it will move in the future. <i>Today we will understand how the patterns of an object's motion in various situations can be observed and measured.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.	I can come up with a simple problem that magnets can solve. <i>Today we will explore the types of interactions between electric and magnetic forces.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	I can ask questions to find out why things happen when electricity or magnets make them move without touching. <i>Today we will examine the types of interactions that may be caused by electric forces.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
	3-PS2-3 Ask questions to determine cause and effect relationships of electric or	I can ask questions to find out why things happen when electricity or magnets make them move without	HOT Questions: 1. 2.	Formative:

	magnetic interactions between two objects not in contact with each other.	touching. <i>Today we answer how magnetic or electric forces might be used to make the ride spin.</i>	3. Procedures/Activities:	Summative:
1 Day For Review				
Science District Common Assessment #4				