

Course: Science

Grade: 3rd School: Teacher:

	Standards Website				
1st Nine W	1st Nine Weeks - Life Cycles and Traits, Environment and Living Things				
Standards	Learning Target	Procedures & Engagement Activities	Assessments		
3-LS3.1 Analyze and interpredata to provide evidence the plants and animals have trainherited from parents and variation of these traits exist in a group of similar organism.	provide evidence that plants and animals have traits inherited from parents and that variation of these	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative:		
3-LS 3.2 Use evidence to support the explanation tha trait can be influenced by the environment.	I can use evidence to support the explanation that a trait can be	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative:		
3-LS 1.1 - Develop Models to describe that organisms has unique and diverse life cycl but all have in common birt growth, reproduction, and death.	that organisms have unique and	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:		
3-LS 4.2 Use evidence to construct an explanation fo how the variation in	I can use evidence to construct an	HOT Questions: 1. 2.	Formative:		

characteristics among	the same species may provide	3.	
individuals of the same species	advantages in surviving, finding		
may provide advantages in	mates, and reproducing. Today we	Procedures/Activities:	Summative:
surviving, finding mates, and reproducing.	will learn about differences in		
reproducing.	characteristics between individuals of		
	the same species.		
3-LS 1.1 - Develop Models to	I can develop models to describe	HOT Questions:	Formative:
describe that organisms have	that organisms have unique and	1.	
unique and diverse life cycles	diverse life cycles, yet they all share	2.	
but all have in common birth,	common stages of birth, growth,	3.	
growth, reproduction, and death.	reproduction, and death. Today we		
death.	will compare the similarities and	Procedures/Activities:	Summative:
	differences in traits between two plants	Tocedures/Activities.	Janimative.
	and animals.		
3-LS 1.1 - Develop Models to	I can develop models to describe	HOT Questions:	Formative:
describe that organisms have	that organisms have unique and	1.	
unique and diverse life cycles	diverse life cycles, yet they all share	2.	
but all have in common birth,	common stages of birth, growth,	3.	
growth, reproduction, and death.	reproduction, and death. Today we	0.	
deatii.	will learn about the growth and	Procedures/Activities:	Summative:
	development of organisms.	Frocedures/Activities.	Summative.
3-LS 1.1 - Develop Models to	I can develop models to describe	HOT Questions:	Formative:
describe that organisms have	that organisms have unique and	1.	
unique and diverse life cycles	diverse life cycles, yet they all share	2.	
but all have in common birth,	common stages of birth, growth,	3.	
growth, reproduction, and death.	reproduction, and death. Today we		
deatii.	will discover that plants and animals	Procedures/Activities:	Summative:
	have unique and diverse life cycles.	Frocedures/Activities.	Summative.
3-LS 1.1 - Develop Models to	I can develop models to describe	HOT Questions:	Formative:
describe that organisms have	that organisms have unique and	1.	
unique and diverse life cycles			
unique and diverse life cycles	diverse life cycles, yet they all share	1 2 .	
unique and diverse life cycles but all have in common birth,	common stages of birth, growth,	2.	
unique and diverse life cycles		2. 3.	

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. Today we will examine how being part of a group helps animals defend themselves.	HOT Questions: 1. 2. 3.	Formative:
Standards	Learning Target	Procedures & Engagement Activities	Assessmen
		Environment and Living T	
Scier	1 Day For Rence District Commo		
	4 Day Far Da	Procedures/Activities:	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. Today we will construct an argument that animals live in groups for survival.	HOT Questions: 1. 2. 3.	Formative:
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.	animals without backbones. 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. Today we will understand that plants and animals have unique and diverse life cycles.	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative:
	development of organisms, including		

1.

2. 3.

some animals form groups that help

explore why animals live in groups and understand their social interactions and

members survive. Today we will

group behavior.

that some animals form groups that help members survive.

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

		when the environment changes, some organisms die. 1 Day For Rence District Common Weeks - Weather and Cline Learning Target	n Assessment #2	Summative: Assessments
		when the environment changes, some organisms die. 1 Day For Rence District Common	view n Assessment #2	Summative:
	Scier	when the environment changes, some organisms die. 1 Day For Re	view	Summative:
		when the environment changes, some organisms die.		Summative:
		when the environment changes, some	Procedures/Activities:	Summative:
p o v	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.	about the nature of the organism's environment. 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. Today we will examine how	HOT Questions: 1. 2. 3.	Formative:

Standards	Learning Target	Procedures &	Assessments
		Engagement Activities	
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. Today we will explain record patterns of the weather across different times and areas to	HOT Questions: 1. 2. 3.	Formative:
	make predictions about weather.	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. Today we will make predictions about what kind of weather might happen next.	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.	build anemometers to measure wind speed for several dats and record patterns across different times.	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. Today we will build rain gauges to measure rainfall and record patterns for five days.	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative:
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. Today we will make predictions about what kind of weather might happen next.	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative:
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. Today we will graph data in a bar graph.	HOT Questions: 1. 2. 3.	Formative:
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. Today we will find out how climate describes a range of an area's typical weather conditions.	Procedures/Activities: HOT Questions: 1. 2. 3. Procedures/Activities:	Summative: 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:

3-ESS3-1 Make a claim about the merit of a design solution	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. I can look at maps that show Earth's features, like mountains and	3. Procedures/Activities: HOT Questions: 1.	Summative:
that reduces the impacts of a weather-related hazard.	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.	2. 3. Procedures/Activities:	Summative:
Caia	1 Day For Re		
	nce District Commo		
	e Weeks - Weather and Clin	· ·	A 4 -
Standards	Learning Target	Procedures & Engagement Activities	Assessments
3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of	I can plan and do an experiment to show how balanced and unbalanced forces make things move differently.	HOT Questions: 1. 2.	Formative:

3.

I'll gather evidence to see how

forces affect the way an object

forces on the motion of an

object.

moves. Today we will investigate	Procedures/Activities:	Summative:
forces and motion and observe		
balanced and unbalanced forces		
through videos and a simulation.		
I can watch how something moves	HOT Questions:	Formative:
or measure its motion to gather	1.	
proof that there's a pattern. Then, I	2.	
can use that pattern to guess how it		
will move in the future. Today we will		
examine patterns of an object's motion	Procedures/Activities:	Summative:
in various situations.	Troccaures/Activities.	Gaillinative:
I can watch how something moves	HOT Questions:	Formative:
or measure its motion to gather	1.	
proof that there's a pattern. Then, I	2.	
can use that pattern to guess how it		
will move in the future. Today we will		
understand how the patterns of an	Procedures/Activities:	Summative:
object's motion in various situations can	1 Toccadics/Activities.	Guillinative:
be observed and measured.		
I can come up with a simple problem	HOT Questions:	Formative:
that magnets can solve. Today we	1.	
will explore the types of interactions	2.	
between electric and magnetic forces.		
	Procedures/Activities:	Summative:
I can ask questions to find out why	HOT Questions:	Formative:
things happen when electricity or		
magnets make them move without		
touching. Today we will examine the		
types of interactions that may be		
caused by electric forces.	Procedures/Activities:	Summative:
I I can ask dijestions to find out why	LUCT Ougetions:	Lormativo:
I can ask questions to find out why things happen when electricity or	HOT Questions: 1.	Formative:
	forces and motion and observe balanced and unbalanced forces through videos and a simulation. 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. Today we will examine patterns of an object's motion in various situations. 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. Today we will understand how the patterns of an object's motion in various situations can be observed and measured. I can come up with a simple problem that magnets can solve. Today we will explore the types of interactions between electric and magnetic forces. I can ask questions to find out why things happen when electricity or magnets make them move without touching. Today we will examine the types of interactions that may be	forces and motion and observe balanced and unbalanced forces through videos and a simulation. 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. Today we will examine patterns of an object's motion in various situations. 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. Today we will understand how the patterns of an object's motion in various situations can be observed and measured. I can come up with a simple problem that magnets can solve. Today we will explore the types of interactions between electric and magnetic forces. I can ask questions to find out why things happen when electricity or magnets make them move without touching. Today we will examine the types of interactions that may be HOT Questions: 1. 2. 3. Procedures/Activities: HOT Questions: 1. 2. 3. Procedures/Activities: HOT Questions: 1. 2. 3. Procedures/Activities: 1. 2. 3.

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