

Grade 3 Science

Unit Title: Forces and Interactions: September / October (MP 1)				
Big Idea: Students will build upon the concepts of balanced and unbalanced forces by considering variables such as gravity, magnetism, friction, mass, and distance.				
Investigation Questions	NGSS/ PA Core Standards	Objectives/ Lab Activities	Key Vocabulary	Reading Wonders Connection
<p>LESSON 1: Balanced Forces</p> <p>How do things become balanced?</p> <p>How can we use a balance to estimate mass?</p> <p>How does gravity affect balance?</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>3-PS2-4: Define a simple design problem that can be solved by applying scientific ideas about magnets.</p> <p>3-5-ETS1-1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p>	<p>Use a beam balance model to investigate balanced forces.</p> <p>Determine the relative mass of an object using a beam balance.</p> <p>Define "force," and draw connections to the forces acting upon an object in motion and an object at rest.</p> <p>Explain how the pull of gravity can result in balanced forces.</p>	<ul style="list-style-type: none"> ● Balance ● Balanced forces ● Equal ● Even ● Force ● Fulcrum ● Gram ● Gravity ● Level ● Mass ● Scale 	<ul style="list-style-type: none"> ● Unit 1 Week 4 Inventions ● Unit 4 Week 4 Flight ● Unit 5 Week 5 Energy
<p>LESSON 2: Unbalanced Forces</p> <p>What is inertia?</p> <p>How does inertia affect the motion of an object?</p> <p>Why does friction slow movement?</p>	<p>3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>S3.C.1.1.1: Describe matter in terms of its observable properties (e.g., weight, mass, shape, size, color, texture, state).</p> <p>S3.C.1.1.2: Classify matter using observable physical properties (e.g., weight, mass, shape, size, color, texture, state).</p> <p>S3.C.2.1.1: Identify basic forms and sources of energy (e.g., Sun, heat, light, sound).</p> <p>S4.C.2.1.1: Identify energy forms, energy transfer, and energy examples (e.g., light, heat, electrical).</p> <p>S3.C.3.1.1: Identify and describe an object's motion (e.g., start/stop, up/down, left/right, faster/slower, spinning).</p>	<p>Use models to explain the law of inertia.</p> <p>Explain how forces are required to change the motion of objects.</p> <p>Identify the cause-and-effect relationship between forces and movement.</p> <p>Predict how different textures affect friction.</p>	<ul style="list-style-type: none"> ● Friction ● Gram ● Inertia ● Isaac Newton ● Motion ● Newton ● Spring scale 	

Grade 3 Science

<p>LESSON 3: Changes in Motion</p> <p>How does force affect the motion of an object?</p> <p>How does mass affect the motion of an object?</p> <p>How can I increase magnetic forces?</p>	<p>S4.C.3.1.2: Compare the relative movement of objects or describe types of motion that are evident (e.g., bouncing ball, moving in a straight line, back and forth, merry-go-round).</p> <p>S4.C.3.1.1: Describe changes in motion caused by forces (e.g., magnetic, pushes or pulls, gravity, friction).</p> <p>S3.C.3.1.2: Describe an object's position in terms of its relationship to another object or stationary background (e.g., behind, beside, on top of, above, below).</p> <p>S4.C.3.1.3: Describe the position of an object by locating it relative to another object or a stationary background (e.g., geographic direction, left, up).</p> <p>3.2.3.B4: Identify and classify objects and materials that are conductors or insulators of electricity. Identify and classify objects and materials as magnetic or non-magnetic.</p>	<p>Use a model to determine how the strength of a force affects an object's motion.</p> <p>Use a model to determine how an object's mass affects its ability to overcome inertia.</p> <p>Observe a magnetic force and investigate how its strength can be changed.</p>	<ul style="list-style-type: none"> ● Acceleration ● Decrease ● Distance ● Increase ● Load ● Speed ● Strength 	
<p>LESSON 4: Magnetism and Electricity</p> <p>Are all metals magnetic?</p> <p>What is a magnetic field and how can we see it?</p> <p>How does the shape of a magnet change its magnetic forces?</p> <p>How do electric forces compare to magnetic forces?</p>	<p>3.2.4.B4: Demonstrate that magnets have poles that repel and attract each other.</p> <p>S4.A.1.3.1: Observe and record change by using time and measurement.</p> <p>S4.A.1.3.2: Describe relative size, distance, or motion.</p> <p>S3.A.1.1.1: Distinguish between fact and opinion.</p> <p>S3.A.2.1.1, S4.A.2.1.1: Generate questions about objects, organisms, or events that can be answered through scientific investigations.</p> <p>S3.A.2.1.2: Make predictions based on observations.</p> <p>S3.A.2.1.3: Identify the variables in a simple investigation.</p> <p>S4.A.2.1.2: Design and describe an investigation (a fair test) to test one variable.</p> <p>S4.A.2.1.4: State a conclusion that is consistent with the information/data.</p> <p>S3.A.2.2.1: Identify appropriate tools or instruments for specific tasks, and describe the information they provide (i.e., measuring [length—ruler; mass— balance scale] and making observations [hand lenses—very small objects]).</p> <p>S3.A.3.2.1: Identify what models represent (e.g., simple maps showing mountains, valleys, lakes, and rivers; dioramas).</p>	<p>Make connections between magnetism and the material an object is made from.</p> <p>Identify attractive and repulsive charges.</p> <p>Recognize attractive magnetic forces as pulls and repulsive magnetic forces as pushes.</p> <p>Plan an investigation to prove that magnetic fields can differ based on the shape of the magnet.</p> <p>Use a model to demonstrate how electric forces behave similarly to magnetic forces.</p>	<ul style="list-style-type: none"> ● Attract ● Charge ● Magnet ● Magnetic field ● Magnetism ● Repel ● Static electricity 	

Grade 3 Science

<p>LESSON 5: Magnetic Solutions</p> <p>Can you illustrate different forces and interactions?</p> <p>Can you achieve the project goal by designing a model using magnets?</p>	<p>3.4.4.C2: Describe the engineering design process: Define a problem. Generate ideas. Select a solution and test it. Make the item. Evaluate the item.</p> <p>3.1.2.A9: Asking Questions and Defining Problems; Developing and Using Models; Using Mathematics and Computational Thinking; Constructing Explanations and Designing Solutions CCC Patterns; Cause and Effect</p> <p>3.1.2.A9: Asking Questions and Defining Problems; Developing and Using Models; Constructing Explanations and Designing Solutions CCC Patterns; Cause and Effect</p> <p>3.1.2.A9: Asking Questions and Defining Problems; Planning and Carrying Out Investigations; Constructing Explanations and Designing Solutions CCC Patterns; Cause and Effect</p> <p>3.1.2.A9: Asking Questions and Defining Problems; Planning and Carrying Out Investigations; Constructing Explanations and Designing Solutions CCC Patterns; Cause and Effect</p>	<p>Reinforce previous learning and draw connections between forces, including gravity, magnetism, and electricity.</p> <p>Design an efficient model of magnetism.</p> <p>Evaluate a model to identify patterns related to forces and their interactions.</p> <p>Evaluate learning from throughout the unit about forces and interactions, and compare that knowledge to initial ideas from the beginning of the unit.</p>	<ul style="list-style-type: none"> • See previous lessons 	
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Grade 3 Science

Unit Title: Weather and Climate Patterns: January / February (MP 2 & 3)				
Big Idea: Students will explore and learn about patterns in weather, climate, seasons and weather hazards.				
Investigation Questions	NGSS/ PA Core Standards	Objectives (Lab Activities)	Key Vocabulary	Reading Wonders Connection
<p>LESSON 1: Weather and the Tools to Study Weather</p> <p>What do we know about weather?</p> <p>What tools do we use to measure weather?</p> <p>What is the benefit of understanding patterns in weather?</p>	<p>3-ESS2-1: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p>3-ESS2-2: Obtain and combine information to describe climates in different regions of the world.</p> <p>3-ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p> <p>3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>S3.C.1.1.4: Recognize and identify how water goes through phase changes (i.e., evaporation, condensation, freezing, and melting).</p> <p>S3.C.2.1.1: Identify basic forms and sources of energy (e.g., Sun, heat, light, sound).</p> <p>S3.D.2.1.1: Recognize that clouds have different characteristics that relate to different weather</p> <p>S3.D.2.1.2: Describe how weather variables (i.e., temperature, wind speed, wind direction, and precipitation) are observed and measured under conditions.</p> <p>S3.D.2.1.3, S4.D.2.1.3: Identify appropriate instruments to study and measure weather elements (i.e., thermometer [temperature]; wind vane [wind direction]; anemometer [wind speed]; rain gauge [precipitation]).</p> <p>3.3.3.A4: Connect the various forms of precipitation to the weather in a particular place and time.</p> <p>3.3.4.A1: Identify the layers of the earth. Recognize that the surface of the earth changes due to slow processes and rapid processes</p>	<p>Recognize that weather is the conditions in the atmosphere at a specific time and place.</p> <p>Identify words that can be used to describe weather.</p> <p>Make observations about local weather conditions.</p> <p>Investigate tools that measure weather.</p> <p>Analyze patterns in weather data to make predictions about weather.</p>	<ul style="list-style-type: none"> ● Air ● Air Pressure ● Anemometer ● Atmosphere ● Barometer ● Celsius ● Degrees ● Fahrenheit ● Forecast ● Meteorologist ● Meteorology ● Precipitation ● Rain ● Rain Gauge ● Rainfall ● Season ● Technology ● Temperature ● Thermometer ● Weather ● Wind ● Wind Vane ● Windsock 	<p>No real tie in that fits at this time in the calendar, but Unit 6 Week 2 focuses on weather patterns.</p>

Grade 3 Science

<p>LESSON 2: Analyzing Weather Data and Patterns</p> <p>Can I analyze and graph weather data?</p> <p>Can I analyze patterns in weather in various places?</p>	<p>3.3.A5: Explain how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time.</p> <p>S4.A.3.3.2: Predict future conditions/events based on observable patterns (e.g., day/night, seasons, sunrise/sunset, lunar phases).</p> <p>S4.D.2.1.1: Identify basic cloud types (i.e., cirrus, cumulus, stratus, and cumulonimbus) and make connections to basic elements of weather (e.g., changes in temperature, precipitation).</p> <p>S4.D.2.1.2: Identify weather patterns from data charts or graphs of the data (e.g., temperature, wind direction, wind speed, cloud types, precipitation).</p> <p>S3.A.2.1.1: Generate questions about objects, organisms, or events that can be answered through scientific investigations.</p> <p>S3.A.2.1.2: Make predictions based on observations</p> <p>S3.A.2.2.1: Identify appropriate tools or instruments for specific tasks, and describe the information they provide (i.e., measuring [length—ruler; mass— balance scale] and making observations [hand lenses—very small objects]).</p>	<p>Analyze and graph the daily averages for temperature and precipitation in an area.</p> <p>Estimate the weekly averages for temperature and precipitation in an area.</p> <p>Analyze graphs of yearly temperature and precipitation data to look for weather patterns.</p> <p>Investigate relationships between weather conditions in various cities to predict typical weather conditions during a particular season in the Northern Hemisphere.</p>	<ul style="list-style-type: none"> ● Average ● Cloud ● Forecast model ● Satellite 	
<p>LESSON 3: Weather and Climate Connections</p> <p>How are weather and climate related?</p> <p>What factors shape climate?</p> <p>What are patterns in climate zone?</p>	<p>S3.A.3.1.2: Identify changes in natural or human-made systems</p> <p>S3.A.3.2.1: Identify what models represent (e.g., simple maps showing mountains, valleys, lakes, and rivers; dioramas).</p> <p>S4.A.3.2.1: Identify what different models represent (e.g., maps show physical features, directions, distances; globes represent Earth; drawings of watersheds depict terrain; dioramas show ecosystems; concept maps show relationships of ideas).</p> <p>3.4.4.C2: Describe the engineering design process: Define a problem. Generate ideas. Select a solution and test it. Make the item. Evaluate the item.</p> <p>3.1.3.B6: Analyzing and Interpreting Data; Constructing Explanations and Designing Solutions CCC Patterns; Stability and Change</p>	<p>Describe the relationship between weather and climate.</p> <p>Identify the parts of Earth's climate system and the factors that can affect climate.</p> <p>Recognize the different climate zones and where they are located on Earth.</p> <p>Discuss patterns among Earth's climate system and climate zones.</p>	<ul style="list-style-type: none"> ● Altitude ● Biosphere ● Climate ● Climate zone ● Equator ● Geosphere ● Greenhouse gases ● Hydrosphere ● Polar ● Temperate ● Topography ● tropical 	

Grade 3 Science

<p>LESSON 4: Dangerous Weather</p> <p>How can dangerous weather affect an area?</p> <p>What are examples of weather hazards?</p>	<p>3.1.3.B6: Analyzing and Interpreting Data; Obtaining, Evaluating and Communicating Information CCC Patterns; Stability and Change</p> <p>3.1.3.B6: Analyzing and Interpreting Data; Constructing Explanations and Designing Solutions; Obtaining, Evaluating and Communicating Information CCC Patterns; Stability and Change</p> <p>3.1.3.B6: Analyzing and Interpreting Data; Obtaining, Evaluating and Communicating Information CCC Patterns; Cause and Effect; Stability and Change</p> <p>3.1.3.B6: Constructing Explanations and Designing Solutions; Engaging in Argument From Evidence; Obtaining, Evaluating and Communicating Information CCC Patterns; Cause and Effect; Stability and Change</p>	<p>Recognize that dangerous and severe weather is generally caused by warm and cold air masses meeting.</p> <p>Identify types of weather hazards.</p> <p>Describe patterns in climate and dangerous weather</p> <p>Describe the effects of a specific type of dangerous weather, tropical storms.</p>	<ul style="list-style-type: none"> ● Air mass ● Hazard ● Tropical storm 	
<p>LESSON 5: Possible Solutions to Reduce Impacts of Weather Hazards</p> <p>How can we reduce the impact of a weather hazard?</p> <p>How well does the solution reduce the impact of the weather hazard?</p> <p>How well does the solution reduce the impact of the weather hazard?</p>		<p>Describe the impacts of weather hazards on people and property.</p> <p>Research weather hazards and proposed design solutions that lessen the weather related impact on people and property.</p> <p>Present findings of research on proposed solutions to reduce the impact of weather hazards.</p> <p>Evaluate a proposed solution to a problem caused by weather hazards and make a claim to determine whether the solution reduces the impact of the hazard.</p> <p>Evaluate learning from throughout the unit and compare that knowledge to</p>	<ul style="list-style-type: none"> ● See previous lessons 	

Grade 3 Science

		initial ideas from the beginning of the unit.		
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Grade 3 Science

Unit Title: Life in Ecosystems: April / May: (MP4)				
Big Idea: Students will be introduced to life cycles, inherited and acquired traits, adaptations, and the fossil record and how all of those things impact the diversity of life on Earth.				
Investigation Questions	NGSS/ PA Core Standards	Objectives/ Lab Activities	Key Vocabulary	Reading Wonders Connection
<p>LESSON 1: Life in Ecosystems</p> <p>How do we categorize an ecosystem?</p> <p>What patterns exist as organisms grow and develop?</p> <p>Why do some animals live in groups?</p>	<p>3-LS1-1: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <p>3-LS2-1: Construct an argument that some animals form groups that help members survive.</p> <p>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.</p> <p>3-LS3-2: Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>3-LS4-1: Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p> <p>3-LS4-2: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates and reproducing.</p> <p>3-LS4-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p>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.</p>	<p>Distinguish between the different components that make up an ecosystem.</p> <p>Recognize that different ecosystems are defined by their living and nonliving factors.</p> <p>Provide examples of organisms and nonliving factors that can be found in ecosystems.</p> <p>Analyze images to gather evidence to support a claim that some animals survive better in groups.</p> <p>Compare plant and animal life cycles to identify patterns in birth, growth and development, reproduction, and death.</p>	<ul style="list-style-type: none"> ● Community ● Ecosystem ● Environment ● Germinating ● Habitat ● Larvae ● Life Cycle ● Organism ● Population ● Reproduce ● Species ● Survive 	<p>Indicate any connection to reading/ ELA.</p>
<p>LESSON 2: Inheritance and variation of traits</p> <p>What is a trait, and where do I get it from?</p> <p>Are humans the only living things to pass on traits to their offspring?</p>	<p>3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>S.K-2.B.1.1.2 Identify a plant or animal based on a given life cycle stage (e.g., butterfly, frog, seed-producing plant).</p> <p>S3.B.1.1.1 Identify and describe the functions of basic structures of animals and plants (e.g., animals [skeleton, heart, lungs]; plants [roots, stem, leaves]).</p> <p>S3.B.1.1.2 Classify living things based on their similarities and differences.</p> <p>S3.B.1.1.3 Describe the basic needs of plants and animals and their dependence on light, food, air, water, and shelter.</p> <p>S3.B.1.1.4 Describe how plants and animals go through life cycles.</p> <p>S3.B.2.1.1 Identify adaptations of plants and animals that</p>	<p>Distinguish between inherited traits and acquired traits in organisms.</p> <p>Investigate various traits that an offspring can inherit from its parents.</p> <p>Analyze variations of traits that occur among members of the same species.</p> <p>Gather evidence to support a claim that humans are not the</p>	<ul style="list-style-type: none"> ● Acquired Trait ● Inherited Trait ● Offspring ● Reproduce ● Species ● Trait Variation 	

Grade 3 Science

	<p>have helped them to survive.</p> <p>S3.B.2.1.2 Identify and describe plant and animal characteristics that are necessary for survival.</p> <p>S3.B.2.1.3 Identify characteristics for plant and animal survival in different environments (e.g., desert, forest, ocean).</p> <p>S3.B.2.2.1 Identify physical characteristics (e.g., height, hair color, eye color) that could be passed onto offspring.</p> <p>S3.B.2.2.1 Identify physical characteristics (e.g., height, hair color, eye color) that could be passed onto offspring.</p> <p>S3.B.3.1.1 Identify the living and nonliving components of an ecosystem (e.g., living [plants, animals]; nonliving [water, soil, air]).</p> <p>S3.B.3.1.2 Describe the interactions between living and nonliving components of an ecosystem (e.g., plants [water, sunlight]; animals [air, shelter]).</p>	<p>only organisms to pass traits onto offspring.</p> <p>Develop models of the patterns in growth and development of an organism's life cycle by observing development of Wisconsin Fast Plants® and painted lady butterfly larvae.</p> <p>Analyze data to describe the patterns of similarities in traits between organisms and their offspring to show evidence that traits are inherited.</p>		
<p>LESSON 3: Adaptations</p> <p>How do adaptations help organisms survive?</p> <p>How does the structure of a bird's beak help it survive?</p> <p>How can camouflage be beneficial in a predator-prey relationship?</p>	<p>S3.B.3.2.1 Describe what happens to an animal when its habitat is changed.</p> <p>S3.B.3.2.2 Describe how changes in the environment (e.g., fire, flood) can affect an ecosystem.</p> <p>3.1.3.C3 Recognize that fossils provide us with information about living things that inhabited the Earth long ago.</p> <p>4.1.3.D Identify organisms that are dependent on one another in a given ecosystem. Define habitat and explain how a change in habitat affects an organism.</p> <p>S3.A.1.1.1 Distinguish between fact and opinion.</p> <p>S3.A.2.1.1 Generate questions about objects, organisms, or events that can be answered through scientific investigations.</p> <p>S3.A.2.1.2 Make predictions based on observations.</p> <p>S3.A.2.1.3 Identify the variables in a simple investigation.</p> <p>S3.A.3.1.2 Identify changes in natural or human-made systems.</p> <p>S3.A.3.2.1 Identify what models represent (e.g., simple maps showing mountains, valleys, lakes, and rivers; dioramas).</p>	<p>Compare behavioral and physical adaptations.</p> <p>Use models to investigate the relationships between an animal's adaptations and the food it eats.</p> <p>Describe predator-prey relationships.</p> <p>Use evidence to explain the benefits of camouflage.</p> <p>Distinguish between variations in adaptations that affect how an organism survives in its environment.</p>	<ul style="list-style-type: none"> ● Adaptation ● Behavioral Adaptation ● Camouflage ● Physical Adaptation ● Predator ● Prey 	<p>Unit 2 Week 4</p> <ul style="list-style-type: none"> ● Describe how organisms adapt or fail to adapt to particular environments <p>Unit 4 Week 4 and Unit 6 Week 4</p> <ul style="list-style-type: none"> ● Describe how in a particular environment, some organisms survive well, some less well, and some cannot survive.
<p>LESSON 4: Environmental Influences</p> <p>How can the environment influence traits?</p> <p>What can fossils tell us about past and present organisms?</p>	<p>3.1.3.B6 Developing and Using Models; Engaging in Argument from Evidence; Constructing Explanations and Designing Solutions CCC Patterns; Systems and System Models</p> <p>3.1.3.B6 Analyzing and Interpreting Data; Constructing and Designing Solutions; Engaging in Argument from Evidence CCC Patterns</p> <p>3.1.3.B6 Analyzing and Interpreting Data; Constructing and Designing Solutions; Engaging in Argument from Evidence CCC Patterns; Cause and Effect; Structure and Function</p>	<p>Identify the ways in which an organism's habitat supports its basic needs.</p> <p>Conduct an investigation to gather evidence to support the idea that the environment plays a role in the patterns of growth and development of an organism.</p>	<ul style="list-style-type: none"> ● Ancestor ● Extinct ● Geologic Time Scale ● Influence ● Fossil ● Paleontology 	

Grade 3 Science

	<p>3.1.3.B6 Analyzing and Interpreting Data; Constructing and Designing Solutions; Engaging in Argument from Evidence CCC Patterns; Cause and Effect; Scale, Proportion, and Quantity</p> <p>3.1.3.B6 Analyzing and Interpreting Data; Engaging in Argument from Evidence; Constructing Explanations and Designing Solutions CCC Patterns; Cause and Effect; Systems and System Models</p> <p>CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p>Argue and defend the idea that some organisms survive well, others less well, and some not at all in an environment.</p> <p>Predict the results of a problem caused by environmental changes and how these changes may affect the populations of organisms that live there.</p> <p>Analyze fossil structures and infer which present-day organisms could have descended from them.</p> <p>Analyze and interpret data to draw the conclusion that organisms and the environments they live in change over time.</p>		
<p>LESSON 5: Ecosystems, Humans, and Biodiversity</p> <p>How do we depend on and impact ecosystems?</p> <p>Can we evaluate a solution to a problem impacting an ecosystem?</p>	<p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.E Choose words and phrases for effect.</p> <p>CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E03.C.1.1 Write opinion pieces on topics or texts supporting a point of view with reasons.</p> <p>CC.1.4.3.P Organize a short sequence of events, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.X Write routinely over extended time frames (time</p>	<p>Identify how humans depend on and impact an ecosystem.</p> <p>Use evidence to explain how changes to an environment affect the plants and animals that live in that environment.</p> <p>Predict the results of a problem caused by environmental changes and how these changes may affect the populations of organisms that live there.</p> <p>Evaluate a solution to a problem caused by environmental changes and determine whether the proposed solution reduces the impact of the problem.</p>	<ul style="list-style-type: none"> ● Ecologist ● Ecology 	<p>Unit 2 Week 1</p> <ul style="list-style-type: none"> ● Understand that humans can take steps to minimize the impacts of natural hazards. <p>Unit 5 Week 2</p> <ul style="list-style-type: none"> ● Describe how changes in habitats affect the organisms living there.

Grade 3 Science

LESSON 6:	for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.			
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