

Teacher Name: Allen

Grade Level: 3rd

Class: 12:1:1 Science

2024-25 GVCS CURRICULUM MAP

Month	Standard/Learning Target	Program Materials/Resources	Vocabulary	Assessment	Pacing Guide
<i>September-October</i>	<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-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-LS4-2. 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>	Hand Me Down Genes – BOCES kit Advancing STEM	Inherited traits Life cycles Natural selection Invasive Species	<ul style="list-style-type: none">• Journal observations• Quick checks• Worksheets• Turn and talks• Exit tickets	9/9-10/21/24

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<i>November-December</i>	3-LS2-1. Construct an argument that some animals form groups that help members survive. 3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. 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. 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 Will Survive – BOCES kit Advancing STEM	Fossils Extinction Survival Environment Habitat Mammals	<ul style="list-style-type: none">• Quick checks• Worksheets• Turn and talks• Exit tickets	11/4/24-12/17/24
<i>January</i>	Review/Catch Up	Scholastic Magazines Brain Pop Generation Genius		<ul style="list-style-type: none">• Exit tickets• Quick checks• Worksheets• Quizzes	1/6/25-1/31/25
<i>February-March</i>	3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and	Forced to Stick with it – BOCES kit Advancing STEM	Magnetic Magnets Gravity Forces Friction	<ul style="list-style-type: none">• Quick checks• Worksheets• Turn and talks• Exit tickets	2/10-25-3/31/25

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	<p>unbalanced forces on the motion of an object. 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. 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. 3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.</p>		<p>Motion Balanced Unbalanced Electromagnetic force Push and pull</p>		
<p><i>April-May</i></p>	<p>3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3-ESS2-2. Obtain and combine information to describe climates in different regions of the world. 3-ESS3-1. Make a claim about the merit of a</p>	<p>Weather Around the World – BOCES kit Advancing STEM</p>	<p>Water cycle Weather hazards Climate Thermometer Hygrometer Anemometer Barometer</p>	<ul style="list-style-type: none"> • Quick checks • Worksheets • Turn and talks • Exit tickets 	<p>4/7/25-5/19/25</p>

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	design solution that reduces the impacts of a weather-related hazard. 3-ESS2-3. Plan and conduct an investigation to determine the connections between weather and water processes in Earth systems				
<i>June</i>	Review	Scholastic Magazines Brain Pop Generation Genius		<ul style="list-style-type: none">• Exit tickets• Quick checks• Worksheets• Quizzes	6/1/25-EOY