

Period	Standards and Performance Expectations	Suggested Activities and Resources	Critical Vocabulary	Assessments
	<p>Key Summary</p> <ul style="list-style-type: none"> ☰ 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. ☰ 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>SEPS (Science and Engineering Practices)</p> <p>Planning and Carrying Out Investigations Asking Questions and Defining Problems</p> <p>DCI (Disciplinary Core Ideas)</p> <p>PS2. A Forces and Motion PS2. B Types of Interactions</p> <p>CCC (Crosscutting Concepts)</p> <p>Patterns Cause & Effect</p> <p>Phenomenon</p> <p>Slinkies, marbles in a bowl, Hot Wheels on a track, socks on the carpet.</p>		
Rotation 1		<p><u>Activities</u></p> <ul style="list-style-type: none"> ☰ Motion and Stability: Forces and ... 	<ul style="list-style-type: none"> ● Force ● Motion ● Balanced ● Unbalanced ● Opposing 	IXL: G1 & G2
Rotation 2		<p><u>Activities</u></p> <ul style="list-style-type: none"> ☰ Magnet 3rd Grade 	<ul style="list-style-type: none"> ● Magnet ● Magnetism ● Magnetic Field ● Poles 	IXL: I1, I2, & I3
Rotation 3		<p><u>Activities</u></p> <ul style="list-style-type: none"> ☰ Motion and Stability: Forces and ... 	<ul style="list-style-type: none"> ● Transfer ● Neutral ● Positive Charge ● Negative Charge 	IXL: H1

Period	Standards and Performance Expectations	Suggested Activities and Resources	Critical Vocabulary	Assessments
	<p>Key Summary</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-ESS2-3 - Use a model to demonstrate how water, in its different forms, moves through the water cycle. Investigate places where water is found in different forms on Earth.</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>SEPS (Science and Engineering Practices)</p> <p>SEP.2: Developing and Using Models SEP.4: Analyzing and Interpreting Data SEP.7: Engaging in Argument from Evidence SEP.8: Obtaining, Evaluating, and Communicating Information</p> <p>DCI (Disciplinary Core Ideas) ESS2.D: Weather and Climate ESS3.B: Natural Hazards</p> <p>CCC (Crosscutting Concepts) Patterns Cause & Effect</p> <p>Phenomenon Stilt houses, lightning rods, cloud in a bottle, dewpoint, rainshadow</p>		
Rotation 1		<p>Activities</p> <p>☰ Earth Systems Graphing Precipitat...</p>	<ul style="list-style-type: none"> ● Water Cycle ● Precipitation ● Evaporation ● Condensation ● Drought ● Graphing 	IXL: T1
Rotation 2		<p>Activities</p> <p>☰ Earth and Human Activity</p>	<ul style="list-style-type: none"> ● Cause and Effect ● Engineering ● Tornado ● Hurricane ● Flooding 	IXL: V2 and V3
Rotation 3		<p>Activities</p> <p>☰ Earth's Systems: Climate and We...</p>	<ul style="list-style-type: none"> ● Weather ● Climate 	IXL: S4-S9

Grade 3 Semester 1

Biological Evolution

Hodge 2/15/23

Period	Standards and Performance Expectations	Suggested Activities and Resources	Critical Vocabulary	Assessments
	<p>Key Summary</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>SEPS (Science and Engineering Practices) SEP.4: Analyzing and Interpreting Data SEP.6: Constructing Explanations and Designing Solutions SEP.7: Engaging in Argument from Evidence</p> <p>DCI (Disciplinary Core Ideas) LS2.C: Ecosystem Dynamics, Functioning, and Resilience LS4.A: Evidence of Common Ancestry and Diversity LS4.C: Adaptation LS4.B: Natural Selection LS4.D: Biodiversity and Humans</p> <p>CCC (Crosscutting Concepts) Scale, Quantity, & Proportion Cause & Effect Systems & System Models</p> <p>Phenomenon Fossils, The Woolly Mammouth, Ant Colonies, Quiet crickets of Hawaii, Bees and the Queen</p>		
<p>Rotation 1</p>		<p>Activities</p> <p>☰ Biodiversity Lesson 1</p>	<ul style="list-style-type: none"> ● Ecosystem ● Biodiversity ● Environment ● Diverse ● Microscope 	<p>IXL: M2, O3, P1 &2</p>

			<ul style="list-style-type: none"> • Nonliving • Connected • Mold • Fern 	
Rotation 2		<u>Activities</u> <ul style="list-style-type: none"> • Biodiversity Lesson 2 	<ul style="list-style-type: none"> • Ecosystem • Biome • Tundra • Desert • Grassland • Marine • Deciduous • Wetland 	IXL: P1 and P2
Rotation 3		<u>Activities</u> <ul style="list-style-type: none"> • Biodiversity Lesson 3 	<ul style="list-style-type: none"> • Fossil • Paleontologist • Organisms • Decay • Preserve • Trace fossils • Mold fossils • Cast fossils • True form fossils • Extinct 	IXL: R1-R3

Grade 3 Semester 1

Engineering Design Process

Hodge 2/15/23

Period	Standards and Performance Expectations	Suggested Activities and Resources	Critical Vocabulary	Assessments
	<p>Key Summary</p> <ul style="list-style-type: none"> • 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. • 3-5-ETS1-2 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the 	<p>SEPS (Science and Engineering Practices)</p> <p>Asking Questions and Defining Problems Developing and Using Models Planning and Carrying out Investigations Analyzing and Interpreting Data Using Mathematics and Computational Thinking Constructing Explanations & Designing</p>		

	<p>criteria and constraints of the problem.</p> <p>☰ 3-5-ETS1-3 - Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>	<p>Solutions Obtaining, Evaluating, and Communicating Information</p> <p>DCI (Disciplinary Core Ideas) ETS1.A: Defining and Delimiting Engineering Problems ETS1.B: Developing Possible Solutions ETS1.C: Optimizing the Design Solution</p> <p>CCC (Crosscutting Concepts) Systems & Models Structure and Function</p> <p>Phenomenon Bridges, Roads, Electricity, Computer programs</p>		
Rotation 1		<p>Activities</p> <p>☰ #1 Engineering Design Proc...</p>	<ul style="list-style-type: none"> ● Engineer ● Engineering ● Design ● Problem ● Solve ● Improve ● Test ● Fail ● Analyze ● Criteria ● Constraints 	IXL: V1- V3
Rotation 2		<p>Activities</p> <p>☰ #2 Engineering Lesson</p>	<ul style="list-style-type: none"> ● Measure ● Construct ● Ask ● Imagine ● Plan ● design 	IXL: V1-V3
Rotation 3		<p>Activities</p>	<ul style="list-style-type: none"> ● Construct ● Create ● Improve ● Communicate ● Test ● Evaluate 	IXL: V1-V3

Period	Standards and Performance Expectations	Suggested Activities and Resources	Critical Vocabulary	Assessments
	<p>Key Summary</p> <ul style="list-style-type: none"> ☐ 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. ☐ 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>SEPS (Science and Engineering Practices) Planning and Carrying Out Investigations Asking Questions and Defining Problems</p> <p>DCI (Disciplinary Core Ideas) PS2. A Forces and Motion PS2. B Types of Interactions</p> <p>CCC (Crosscutting Concepts) Patterns Cause & Effect</p> <p>Phenomenon Slinkies, marbles in a bowl, Hot Wheels on a track, socks on the carpet.</p>		
Rotation 1		<u>Activities</u>	<ul style="list-style-type: none"> ● Force ● Motion ● Balanced ● Unbalanced ● Opposing 	IXL: G1 & G2
Rotation 2		<u>Activities</u>	<ul style="list-style-type: none"> ● Magnet ● Magnetism ● Magnetic Field ● Poles 	IXL: I1, I2, & I3
Rotation 3		<u>Activities</u>	<ul style="list-style-type: none"> ● Transfer ● Neutral ● Positive Charge ● Negative Charge 	IXL: H1

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	<p>Key Summary</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-ESS2-3 - Use a model to demonstrate how water, in its different forms, moves through the water cycle. Investigate places where water is found in different forms on Earth.</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>SEPS (Science and Engineering Practices)</p> <p>SEP.2: Developing and Using Models SEP.4: Analyzing and Interpreting Data SEP.7: Engaging in Argument from Evidence SEP.8: Obtaining, Evaluating, and Communicating Information</p> <p>DCI (Disciplinary Core Ideas) ESS2.D: Weather and Climate ESS3.B: Natural Hazards</p> <p>CCC (Crosscutting Concepts) Patterns Cause & Effect</p> <p>Phenomenon Stilt houses, lightning rods, cloud in a bottle, dewpoint, rainshadow</p>		
Rotation 1		<u>Activities</u>	<ul style="list-style-type: none"> ● Water Cycle ● Precipitation ● Evaporation ● Condensation ● Drought ● Graphing 	IXL: T1
Rotation 2		<u>Activities</u>	<ul style="list-style-type: none"> ● Cause and Effect ● Engineering ● Tornado ● Hurricane ● Flooding 	IXL: V2 and V3
Rotation 3		<u>Activities</u>	<ul style="list-style-type: none"> ● Weather ● Climate 	IXL: S4-S9

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	<p><u>Key Summary</u></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>SEPS (Science and Engineering Practices) SEP.4: Analyzing and Interpreting Data SEP.6: Constructing Explanations and Designing Solutions SEP.7: Engaging in Argument from Evidence</p> <p>DCI (Disciplinary Core Ideas) LS2.C: Ecosystem Dynamics, Functioning, and Resilience LS4.A: Evidence of Common Ancestry and Diversity LS4.C: Adaptation LS4.B: Natural Selection LS4.D: Biodiversity and Humans</p> <p>CCC (Crosscutting Concepts) Scale, Quantity, & Proportion Cause & Effect Systems & System Models</p> <p><u>Phenomenon</u> Fossils, The Woolly Mammouth, Ant Colonies, Quiet crickets of Hawaii, Bees and the Queen</p>		
Rotation 1		<u>Activities</u>	<ul style="list-style-type: none"> ● Ecosystem ● Biodiversity ● Environment ● Diverse ● Microscope ● Nonliving ● Connected ● Mold ● Fern 	IXL: M2, O3, P1 &2
Rotation 2		<u>Activities</u>	<ul style="list-style-type: none"> ● Ecosystem ● Biome ● Tundra ● Desert ● Grassland ● Marine 	IXL: P1 and P2

			<ul style="list-style-type: none"> ● Deciduous ● Wetland 	
Rotation 3		<u>Activities</u>	<ul style="list-style-type: none"> ● Fossil ● Paleontologist ● Organisms ● Decay ● Preserve ● Trace fossils ● Mold fossils ● Cast fossils ● True form fossils ● Extinct 	IXL: R1-R3

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	<p>Key Summary</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>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>3-5-ETS1-3 - Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>	<p>SEPS (Science and Engineering Practices)</p> <p>Asking Questions and Defining Problems Developing and Using Models Planning and Carrying out Investigations Analyzing and Interpreting Data Using Mathematics and Computational Thinking Constructing Explanations & Designing Solutions Obtaining, Evaluating, and Communicating Information</p> <p>DCI (Disciplinary Core Ideas)</p> <p>ETS1.A: Defining and Delimiting Engineering Problems ETS1.B: Developing Possible Solutions ETS1.C: Optimizing the Design Solution</p> <p>CCC (Crosscutting Concepts)</p> <p>Systems & Models Structure and Function</p> <p>Phenomenon</p> <p>Bridges, Roads, Electricity, Computer programs</p>		
Rotation 1		<u>Activities</u>	<ul style="list-style-type: none"> ● Engineer ● Engineering ● Design ● Problem ● Solve ● Improve ● Test ● Fail ● Analyze ● Criteria ● Constraints 	IXL: V1- V3
Rotation 2		<u>Activities</u>	<ul style="list-style-type: none"> ● Measure 	IXL: V1-V3

			<ul style="list-style-type: none"> ● Construct ● Ask ● Imagine ● Plan ● design 	
Rotation 3		<u>Activities</u>	<ul style="list-style-type: none"> ● Construct ● Create ● Improve ● Communicate ● Test ● Evaluate 	IXL: V1-V3