

Marking Period 1 (MP1)	Science Curriculum Pacing Guide Grade 3
<p>MP1</p> <p>Standards for Science Content</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. (U1)</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. (U1)</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. (U1)</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. (U2L1)</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. (U2L2)</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. (U2L3)</p> <p>3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets. (U2L3)</p>
<p>MP1</p> <p>Topics</p>	<p>Unit 1-Engineering and Technology</p> <p>Unit 2- Forces and Motion</p>
<p>MP1</p> <p>Skills/Concepts</p>	<ul style="list-style-type: none"> • Possible solutions to a problem are limited. (U1) • Research on a problem should be carried out before beginning to design a solution. (U1) • Communicating with peers about proposed solutions is an important part of the design process. (U1) • Tests are often designed to identify failure points or difficulties. (U1) • Different solutions need to be tested. (U1) • People's needs and wants change over time. (U1) • Engineers improve existing technologies or develop new ones. (U1) • Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (U2) • Objects in contact exert forces on each other. (U2) • Cause and effect relationships are routinely identified. (U2) • The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (U2) • Patterns of change can be used to make predictions. (U2) • Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (U2) • Cause and effect relationships are routinely identified, tested, and used to explain change. (U2) • Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. (U2)
<p>MP1</p> <p>Core Materials</p>	<p>HMH Into Science</p>

Marking Period 2 (MP2)	Science Curriculum Pacing Guide Grade 3
<p>MP2</p> <p>Standards for Science Content</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. (U2L3)</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. (U2L3)</p> <p>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. (U5 Lesson 1 & 2)</p> <p>3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. (U5L2)</p> <p>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. (U5L3)</p>
<p>MP2</p> <p>Topics</p>	<p>Unit 2 Lesson 3- Forces and Motion</p> <p>Unit 5- Weather Impacts</p>
<p>MP2</p> <p>Skills/Concepts</p>	<ul style="list-style-type: none"> • Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (U2) • Cause and effect relationships are routinely identified, tested, and used to explain change. (U2) • Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. (U2) • Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (U5) • Patterns of change can be used to make predictions. (U5) • Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (U5) • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (U5) • Cause and effect relationships are routinely identified, tested, and used to explain change. (U5) • Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (U5) • Science affects everyday life. (U5) • Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over the years. (U5)
<p>MP2</p> <p>Core Materials</p>	<p>HMH Into Science</p>

Marking Period 3 (MP3)	Science Curriculum Pacing Guide Grade 3
MP3 Standards for Science Content	<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. U3L1</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. U3L2</p> <p>3-LS2-1 Construct an argument that some animals form groups that help members survive. U3L3</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. U3L3</p> <p>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. U5L3</p>
MP3 Topics	<p>Unit 3 - Life Cycles and Inherited Traits</p> <p>Unit 5 Lesson 3 – Types of Climates</p>
MP3 Skills/Concepts	<p>Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (U5L3)</p> <p>Patterns of change can be used to make predictions. (U5L3)</p> <p>Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (U5L3)</p> <p>A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (U5L3)</p> <p>Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over the years. (U5L3)</p> <p>Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. U3L1</p> <p>Patterns of change can be used to make predictions. U3L1</p> <p>Many characteristics of organisms are inherited from their parents. U3L2</p> <p>Different organisms vary in how they look and function because they have different inherited information. U3L2</p> <p>Similarities and differences in patterns can be used to sort and classify natural phenomena. U3L2</p> <p>Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. U3L3</p> <p>Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. U3L3</p> <p>Cause and effect relationships are routinely identified and used to explain change. U3L3</p>
MP3 Core Materials	<p>HMH Into Science</p>

Marking Period 4 (MP4)	Science Curriculum Pacing Guide Grade 3
<p>MP4</p> <p>Standards for Science Content</p>	<p>3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. (Lesson 1)</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. (Lesson 2)</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. (Lesson 3)</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. (Lesson 4)</p>
<p>MP4</p> <p>Topics</p>	<p>Unit 4- Organisms and their Environment</p>
<p>MP4</p> <p>Skills/Concepts</p>	<p>Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (U4L1)</p> <p>The environment also affects the traits that an organism develops. (U4L1)</p> <p>Cause and effect relationships are routinely identified and used to explain change. (U4L1)</p> <p>For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (U4L2)</p> <p>Cause and effect relationships are routinely identified and used to explain change. (U4L2)</p> <p>When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (U4L3)</p> <p>Populations live in a variety of habitats and change in those habitats affects the organisms living there. (U4L3)</p> <p>A system can be described in terms of its components and their interactions. (U4L3)</p> <p>Knowledge of relevant scientific concepts and research findings is important in engineering. (U4L3)</p> <p>Some kinds of plants and animals that once lived on Earth are no longer found anywhere. Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (U4L4)</p> <p>Observable phenomena exist from very short to very long time periods. (U4L4)</p> <p>Science assumes consistent patterns in natural systems. (U4L4)</p>
<p>MP4</p> <p>Core Materials</p>	<p>HMH Into Science</p>