

Mount Pleasant Central School District

3rd Grade, Science



We believe that all students should have a strong understanding of science and its application to critically assess information in the modern world and make decisions to solve real-world problems.

How can noticing natural phenomena in the world drive student curiosity to learn and grow as scientists? Students will explore the topics of Life Science, Physical Science, Earth and Space Science, Scientific Inquiry and Practices, and Engineering and Technology. Our goals are to plan and carry out investigations, analyze data, construct explanations and design solutions. We emphasize finding patterns, discovering cause and effect, making observations, investigating relationships between structure and function, and recognizing the influence of science on society and the natural world. Assessment will be through CER (Claim- Evidence- Reasoning) responses, end of unit tasks and performance based assessments (labs, investigations) which enable students to apply their learning to real world situations.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Animal Development and Survival	1st Trimester/ Classroom	-Life Cycles -Social and Group Behavior	-existence, death, birth, growth, development, life cycle, organism, reproduction -defense, survival, function, group, member	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. 3-LS2-1 Construct an argument that some animals form groups that help members survive.	-Identifying patterns -Cause and effect -Developing models -Engaging in argument from evidence	-The stages of an animal's life cycle include birth, growth, reproduction, and death. -The stages of a plant's life cycle include seed, seedling, plant with leaves, and an adult plant. -Animals that live in groups help each other get food, protect themselves and others, and adapt to changes in their environment.	-CERs, end of unit tasks

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Using Magnetic Force	1st Trimester/ Science Lab	-Objects and Motion -Electric and Magnetic Forces	-motion, measure, observe, balance forces, direction, evidence, force, pattern, strength, speed, unbalanced force -electric, force, distance, interactions, magnet, magnetic, orientation, property, relationship	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	-Identifying patterns -Cause and effect -Asking questions and defining problems -Planning and carrying out investigations	-Balanced forces are separate forces on an object that together do not change the motion of the object. -Unbalanced forces are separate forces that change the motion of the object. -Objects made of iron or steel are magnetic. -Magnets can move magnetic objects without touching	-CERs, end of unit tasks

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				problem that can be solved by applying scientific ideas about magnets.		<p>them.</p> <p>-A push or pull in any direction causes motion.</p> <p>-The direction and how far an object will travel can be predicted by the direction and amount of the force used.</p>	
Environments and the Traits of Organisms	2nd Trimester Classroom/ Science Lab	<ul style="list-style-type: none"> - Inheritance and Variation of Traits -Environmental Traits -Adaptations -Environmental Changes and Effects 	<ul style="list-style-type: none"> -characteristic, evidence, inherited, organism, group, parent, trait, variations -characteristics, 	<p>3-LS3-1</p> <p>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</p>	<ul style="list-style-type: none"> -Identifying patterns -Cause and effect -Using systems and system models -Analyzing and interpreting data 	<ul style="list-style-type: none"> -Organisms inherit looks from their parents. -Organisms learn behaviors to help 	-CERs, end of unit tasks

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		(STEAM)	learned behavior, diet, environment, explanation, inheritance, interactions, organism, trait -environment, evidence, habitat, organism, survive, adaptation -environment, survive, change, reproduction, habitate, interactions, population, resources	organisms. 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 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	-Constructing explanations and designing solutions -Engaging in argument from evidence	them survive in their environment. -Organisms adapt to their environment. -Changes in an organism's environment affect the organisms living there.	
Organisms Change Over	3rd Trimester/ Science Lab	- Plant and Animal Extinction -Fossils	-ancestry, extinction, diversity, environment,	3-LS4-1 Analyze and interpret data from fossils to provide	-Cause and effect -Exploring scale, proportion and	-Fossils give us information about the types of organisms	-CERs, end of unit tasks

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Time		-Survival of the Fittest	organism, evidence, fossils -environment, data, evidence, organism, nature, fossils -characteristics, individual, evidence, mate, reproduction, survive, species, variations	evidence of the organisms and the environments in which they lived long ago. 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.	quantity -Analyzing and interpreting data -Constructing explanations and designing solutions	that lived long ago. -Fossils give us information about the types of environments in which organisms lived. -Organisms had differences in characteristics to help them survive, find mates, and reproduce. -Fossils can give us information about why organisms might	

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						have died.	
Dealing with Hazardous Weather Worldwide	3rd Trimester/ Classroom	- Weather and Climate -Processes and Impacts of Natural Hazards -Weather and the Water Cycle	-climate, season, data, extent, prediction, range, weather, region, pattern -design solution, impact, merit, natural processes, natural hazards, weather-related hazards -climate, condensation, evaporation, precipitation, runoff, water cycle, weather	-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-ESS2-3 Plan and conduct an investigation to determine the connections between weather and water processes in Earth systems.	-Identifying patterns -Cause and effect -Analyzing and interpreting data -Engaging in argument from evidence -Obtaining, evaluating and communicating evidence	-Weather occurs constantly, while climate is the average weather conditions of an area taken over a long period of time. -Scientists record weather patterns so they can make predictions about future weather and identify changes in climate. -The water cycle affects our weather	-CERs, end of unit tasks

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						patterns. -Natural hazards, such as floods, hurricanes, tornados, droughts, blizzards, and landslides, cannot be eliminated, but people can take steps to reduce their impacts.	