

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
--------	---	--	----------------------------------	-----------------------	--	--

Week 1 August 6th-10th	L.3.1.1	I can examine evidence to communicate information that the internal and external structures of animals function to support survival, growth, and behavior.	DCI- L.3.1 Hierarchical Organization	Structure and Function	3rd Grade Science Pacing and Planning Document (1).pdf	
Week 2 August 13th-17th	L.3.1.1	I can examine evidence to communicate information that the internal and external structures of animals function to support survival, growth, and behavior.	DCI- L.3.1 Hierarchical Organization	Structure and Function	3rd Grade Science Pacing and Planning Document (1).pdf	

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
<p>Week 3</p> <p>August 20th-24th</p>	<p>L.3.1.2</p> <p>L3.1.3</p>	<p>I can examine evidence to communicate information that the internal and external structures of plant function to support survival, growth, behavior, and reproduction.</p> <p>I can obtain and communicate examples of physical features or behaviors of vertebrates and invertebrates and how these characteristics help them survive in particular environments.</p>	<p>DCI- L.3.1 Hierarchical Organization</p>	<p>Structure and Function</p>	<p>3rd Grade Science Pacing and Planning Document (1).pdf</p>	

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
Week 4 Aug. 27th-31st	L.3.2.1 L.3.2.2	<p>I can identify traits and describe how traits are passed from parent organism(s) to offspring in plants and animals.</p> <p>I can describe and provide examples of plant and animal offspring from a single parent organism as being an exact replica with identical traits as the parent organism.</p>	DCI- L.3.2 Reproductive and Heredity	System and System Models	3rd Grade Science Pacing and Planning Document (1).pdf	

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
--------	---	--	----------------------------------	-----------------------	--	--

<p>Week 5</p> <p>Sept. 4th- 7th</p>	<p>L.3.2.3</p> <p>L. 3.2.4</p>	<p>I can describe and provide examples of offspring from two parent organisms as containing a combination of inherited traits from both parent organisms.</p> <p>I can obtain and communicate data to provide evidence that plants and animals have traits inherited from both parent organisms and that variations of these traits exist in groups of similar organisms.</p>	<p>DCI- L.3.2 Reproductive and Heredity</p>	<p>Systems and System Models</p>	<p>3rd Grade Science Pacing and Planning Document (1).pdf</p>	<p>Sept. 6th- 4.5 Week Test</p>
--	--------------------------------	---	---	----------------------------------	---	--

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
Week 6 Sept. 10th-14th	L.3.2.5 L 3.4.1	<p>I can research to justify the concept that traits can be influenced by the environment.</p> <p>I can obtain data from informational text to explain how changes in habitats can be beneficial or harmful to the organisms that live there.</p>	DCI- L. 3.2 Reproductive and Heredity L 3.4 Adaptations and Diversity	Stability and Change	3rd Grade Science Pacing and Planning Document (1).pdf	
Week 7 Sept. 17th-21st	L.3.4.2 L.3.4.3	<p>I can ask questions to predict how natural or man-made changes in a habitat cause plants and animals to</p>	DEP- L.3.4 Adaptations and Diversity	Stability and Change	3rd Grade Science Pacing and Planning Document (1).pdf	

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
		<p>respond in different ways, including hibernating, migrating, responding to light, death, or extinction.</p> <p>I can analyze and interpret data to explain how variations in characteristics among organisms of the same species may provide advantages in surviving, finding mates, and reproducing.</p>				
<p>Week 8 Sept. 24th-28th</p>	<p>L.3.4.4 L.3.4.5</p>	<p>I can define and improve a solution to a problem created by environmental changes and any</p>	<p>DEP- L.3.4 Adaptations and Diversity</p> <p>SEP- L.3.4.4</p> <p>Science and Engineering Practices-</p>	<p>Stability and Change</p>	<p>3rd Grade Science Pacing and Planning Document (1).pdf</p>	

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
		<p>resulting impacts on the types of density and distribution of plant and animal populations living in the in the environment.</p> <p>I can construct scientific argument using evidence from fossils of plants and animals that lived long ago to infer the characteristics of early environments.</p>	<ol style="list-style-type: none"> 1. Ask questions and define problems 2. Develop and use models 3. Plan and conduct investigations 4. Analyze and interpret data 5. Use mathematical and computational thinking construct explanations and design solutions 6. Engage in scientific argument from evidence 7. Obtain, evaluate, and communicate 			
<p>Week 9 October 1st-5th</p>	<p>SEP's will continue through this week using all Science and Engineering Practices.</p>	<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <p>9 Weeks Test</p> </div>				

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
--------	---	--	----------------------------------	-----------------------	--	--

<p>Week 10 Oct. 8th-12th</p>	<p>E.3.7A.1 E.3.7A.2 E.3.7A.3</p>	<p>I can plan and conduct controlled scientific investigations to identify the processes involved in forming the three major types of rock, and investigate common techniques used to identify them.</p> <p>I can develop and use models to demonstrate the processes involved in the development of various rock formations, including superposition, and how those formations can fracture and move over time.</p>	<p>DCI- E.3.7 Earth's Structure and History</p>	<p>Stability and Change</p>	<p>3rd Grade Science Pacing and Planning Document (1).pdf</p>	
--	---	--	---	-----------------------------	---	--

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
		I can ask questions to generate testable hypotheses regarding the formation and location of fossil types, including their presence in some sedimentary rock.				
Week 11 Oct. 15th-19th	E.3.7A.1 E.3.7A.2 E.3.7A.3	I can plan and conduct controlled scientific investigations to identify the processes involved in forming the three major types of rock, and investigate common techniques used to identify them.	DCI- E.3.7. Earth's Structure and History	Stability and Change	3rd Grade Science Pacing and Planning Document (1).pdf	

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
--------	---	---	----------------------------------	-----------------------	--	--

		<p>I can develop and use models to demonstrate the processes involved in the development of various rock formations, including superposition, and how those formations can fracture and move over time.</p> <p>I can ask questions to generate testable hypotheses regarding the formation and location of fossil types, including their presence in some sedimentary rock.</p>				
--	--	---	--	--	--	--

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
Week 12 Oct. 22nd-26th	E.3.7b.1 E.3.7b.2	I can obtain and evaluate scientific information to describe the four major layers of Earth and the varying compositions of each layer. I can develop and use models to describe the characteristics of Earth's continental landforms and classify landforms as volcanoes, mountains, valleys, canyons, planes, and islands.	DCI- E.3.7 Earth's Structure and History	Structure and Function System and System Models	3rd Grade Science Pacing and Planning Document (1).pdf	
Week 13 Oct. 31st-2nd	E.3.7B.3 E.3.7B.4	I can develop and use models of weathering, erosion, and deposition processes which	DCI- E.3.7 Earth's Structure and History	Structure and Function System and System Models	3rd Grade Science Pacing and Planning Document (1).pdf	

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
		<p>explain the appearance of various Earth features.</p> <p>I can compare and contrast constructive and destructive processes of the Earth.</p>				
<p>Week 14 Nov. 5th-9th</p>	E.3.9.1	I can develop models to communicate the characteristics of the Earth's major systems, including the geosphere, hydrosphere, atmosphere, and biosphere.	DCI- E.3.9 Earth's Systems and Cycles	Systems and System Models	3rd Grade Science Pacing and Planning Document (1).pdf	
<p>Week 15 Nov. 12th-16th</p>	E. 3.9.2 E.3.9.3	I can construct explanations of how different landforms and surface features result from the location and	DCI- E.3.9 Earth's Systems and Cycles	System and System Models Cause and Effect: Mechanism and Explanation	3rd Grade Science Pacing and Planning Document (1).pdf	4.5 Week Test

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
		<p>movement of water on Earth's surface.</p> <p>I can use graphical representations to communicate the distribution of freshwater and saltwater on Earth.</p>				
<p>Week 16</p> <p>Nov. 19th-23rd</p>			<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <h2>Thanksgiving Break</h2> </div>			
<p>Week 17</p> <p>Nov.26th-30th</p>	<p>E.3.10.1</p> <p>E.3.10.2</p>	<p>I can identify some of Earth's resources that are used in everyday life such as water, wind, soil, forests, oil, natural gas, and minerals and classify as</p>	<p>DCI- E.3.10 Earth's Resources</p>	<p>Stability and Change</p>	<p>3rd Grade Science Pacing and Planning Document (1).pdf</p>	

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
		<p>renewable or nonrenewable.</p> <p>I can obtain and communicate information to exemplify how humans attain, use, and protect renewable and nonrenewable Earth resources.</p>				
<p>Week 18</p> <p>Dec. 3rd-7th</p>	E.3.10.3	<p>I can use maps and historical information to identify natural resources in the state connecting how resources are used for human needs and how the use of those resources impacts the environment.</p>	<p>DCI- E.3.10 Earth's Resources</p>	<p>Structure and Function</p>	<p>3rd Grade Science Pacing and Planning Document (1).pdf</p>	

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
<p>Week 19 Dec. 10-14</p>	E.3.10.4	I can design a process for cleaning a polluted environment.	<p>DCI- E.3.10 Earth's Resources</p> <p>SEP- E.3.10.4 Science and Engineering Practices-</p> <ol style="list-style-type: none"> 1. Ask questions and define problems 2. Develop and use models 3. Plan and conduct investigations 4. Analyze and interpret data 5. Use mathematical and computational thinking construct explanations and design solutions 6. Engage in scientific argument from evidence 7. Obtain, evaluate, and communicate 	Cause and Effect: Mechanism and Explanation	3rd Grade Science Pacing and Planning Document (1).pdf	
<p>Week 20 Dec. 17th-21st</p>	<p>SEP's will continue through this week using all the Science and Engineering Practices.</p>	<p>2nd Nine Weeks Test</p>				

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
Week 21 Jan. 7 th -11 th	P.3.5.1	I can plan and conduct scientific investigations to determine how changes in heat change matter from one state to another.	DCI- P.3.5 Organization of Matter and Chemical Interactions	Stability and Change	3rd Grade Science Pacing and Planning Document (1).pdf	
Week 22 Jan. 14 th -18 th	P.3.5.1	I can plan and conduct scientific investigations to determine how changes in heat change matter from one state to another.	DCI- P.3.5 Organization of Matter and Chemical Interactions	Stability and Change Energy and Matter: Flows, Cycles, and Conservative	3rd Grade Science Pacing and Planning Document (1).pdf	
Week 23 Jan. 22 nd -25 th	P.3.5.2	I can develop and use models to communicate the concept that matter is made of particles too small to be seen that move freely around in space.	DCI- P.3.5 Organization of Matter and Chemical Interactions	Stability and Change Energy and Matter: Flows, Cycles, and Conservative	3rd Grade Science Pacing and Planning Document (1).pdf	

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
Week 24 Jan. 28 th - Feb. 1st	P.3.5.3	I can plan and conduct investigations that particles speed up or slow down with addition or removal of heat.	DCI- P.3.5 Organization of Matter and Chemical Interactions	Stability and Change Energy and Matter: Flows, Cycles, and Conservative	3rd Grade Science Pacing and Planning Document (1).pdf	
Week 25 Feb.4 th - 8th	P.3.6.1	I can compare and contrast the effects of different strengths and directions of forces on the motion of an object.	DCI- P.3.6 Motions, Forces, and Energy	Cause and Effect: Mechanism and Explanation	3rd Grade Science Pacing and Planning Document (1).pdf	4.5 Week Test
Week 26 Feb.11 th - 15 th	P.3.6.2	I can plan an experiment to investigate the relationship between a force applied to an object and resulting motion of the object.	DCI- P.3.6 Motions, Forces, and Energy	Cause and Effect: Mechanism and Explanation	3rd Grade Science Pacing and Planning Document (1).pdf	

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
Week 27 Feb. 19 th - 22nd	P.3.6.3	I can research and communicate information to explain how magnets are used in everyday life.	DCI- P.3.6 Motions, Forces, and Energy	Structure and Function	3rd Grade Science Pacing and Planning Document (1).pdf	
Week 28 Feb. 25 th - March. 1st	P.3.6.4	I can define and solve a simple design problem by applying scientific ideas about magnets.	DCI- P.3.6 Motions, Forces, and Energy SEP- P.3.6.4 Science and Engineering Practices- <ol style="list-style-type: none"> 1. Ask questions and define problems 2. Develop and use models 3. Plan and conduct investigations 4. Analyze and interpret data 5. Use mathematical and computational thinking construct explanations and design solutions 6. Engage in scientific argument from evidence 7. Obtain, evaluate, and communicate 	Structure and Function	3rd Grade Science Pacing and Planning Document (1).pdf	

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
--------	---	--	----------------------------------	-----------------------	--	--

Week 29 March 4 th -8 th	SEP's will continue through this week using all Science and Engineering Practices.		<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> 3rd Nine Weeks Test </div>			
Week 30 March 11 th -15 th			<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> Spring Break </div>			
Week 31 March 18 th - 22 nd	<div style="border: 1px solid black; padding: 20px;"> <p>4th 9 Weeks</p> <p>Review of Life Science, Earth and Space Science and Physical Science</p> <p>All Standards should have been introduced and taught. All standards will be reviewed and taught this nine weeks.</p> </div>					
Week 32 March 25 th -29 th						

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
--------	---	--	----------------------------------	-----------------------	--	--

Week 33 April 1 st -5 th						
Week 34 April 8 th -12 th						
Week 35 April 15 th -18 th						
Week 36 April 23 rd -26 th	<p align="center">4th 9 Weeks</p> <p align="center">Review of Life Science, Earth and Space Science and Physical Science</p> <p align="center">All Standards should have been introduced and taught. All standards will be reviewed and taught this nine weeks.</p>					
Week 37 April 29 th -3 rd						

Pacing Guide 2018-19
3rd Grade Science

Pacing	Strand, Standard, Performance Objective	Student Target Outcomes and Goals: "I can"	Disciplinary Core Idea with SEPs	Crosscutting Concepts	Interactive Science Resources and Activities	Formative Assessments Summative Assessments
--------	--	---	-------------------------------------	-----------------------	--	--

Week 38 May 6 th - 10 th						
--	--	--	--	--	--	--