

Pacing Guide 2019-20
3rd Grade Science-1st Nine Weeks

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
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August 6 th -9	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	
August 12-16	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	

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August 19-23	L.3.1.2 L3.1.3	<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>	DCI- L.3.1 Hierarchical Organization	Structure and Function	3rd Grade Science Pacing and Planning Document (1).pdf	

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Aug. 26-30	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	

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Sept. 3-6 4.5 test Sept. 6	L.3.2.3 L. 3.2.4	<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>	DCI- L.3.2 Reproductive and Heredity	Systems and System Models	3rd Grade Science Pacing and Planning Document (1).pdf	Sept. 6 th -4.5 Week Test
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Sept. 9-13	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>	<p>DCI- L. 3.2 Reproductive and Heredity</p> <p>L 3.4 Adaptations and Diversity</p>	Stability and Change	3rd Grade Science Pacing and Planning Document (1).pdf	
Sept. 16-20	L.3.4.2 L.3.4.3	I can ask questions to predict how natural or man-made changes in a habitat cause plants and animals to	DEP- L.3.4 Adaptations and Diversity	Stability and Change	3rd Grade Science Pacing and Planning Document (1).pdf	

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		<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>				
Sept.23- Oct. 1	L.3.4.4 L.3.4.5	I can define and improve a solution to a problem created by environmental changes and any	DEP- L.3.4 Adaptations and Diversity SEP- L.3.4.4 Science and Engineering Practices-	Stability and Change	3rd Grade Science Pacing and Planning Document (1).pdf	

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		<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 			
October 2-8	SEP's will continue through this week using all Science and Engineering Practices.	<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <h2 style="margin: 0;">9 Weeks Test</h2> </div>				

Pacing Guide 2019-20
3rd Grade Science-2nd Nine Weeks

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Oct. 9-11	E.3.7A.1 E.3.7A.2 E.3.7A.3	<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>	DCI- E.3.7 Earth's Structure and History	Stability and Change	3rd Grade Science Pacing and Planning Document (1).pdf	
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		I can ask questions to generate testable hypotheses regarding the formation and location of fossil types, including their presence in some sedimentary rock.				
Oct. 14-18	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	

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		<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>				

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Oct. 21-25	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	
Oct. 30- Nov. 1	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	

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		<p>explain the appearance of various Earth features.</p> <p>I can compare and contrast constructive and destructive processes of the Earth.</p>				
Nov. 4-8	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	
Nov. 11-15 4.5 test Nov. 13	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

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		<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>				
Nov. 18-22	E.3.10.1 E.3.10.2	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	DCI- E.3.10 Earth's Resources	Stability and Change	3rd Grade Science Pacing and Planning Document (1).pdf	

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		<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>				
Dec. 2-6	E.3.10.3	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.	DCI- E.3.10 Earth's Resources	Structure and Function	3rd Grade Science Pacing and Planning Document (1).pdf	

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Dec. 9-13	E.3.10.4	I can design a process for cleaning a polluted environment.	DCI- E.3.10 Earth's Resources SEP- E.3.10.4 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 	Cause and Effect: Mechanism and Explanation	3rd Grade Science Pacing and Planning Document (1).pdf		
Dec. 16-20	SEP's will continue through this week using all the Science and Engineering Practices.	2 nd Nine Weeks Test					

Pacing Guide 2019-20
3rd Grade Science-3rd Nine Weeks

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Jan. 7-10	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	
Jan. 13-17	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	
Jan. 21-24	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	

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Jan. 27-31	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	
Feb.3-7 4.5 test Feb. 6	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
Feb. 10-14	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	

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Feb. 17-21	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	
Feb. 24-Mar. 3	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	

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March 4-6	SEP's will continue through this week using all Science and Engineering Practices.		3 rd Nine Weeks Test			
March 9-13			Spring Break			
March 16-20	<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>					
March 23-27						

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Mar. 30-Apr 3						
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Apr. 6-9						
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Apr. 14-17						
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Apr. 20-24	<p align="center">4th 9 Weeks Review of Life Science, Earth and Space Science and Physical Science</p>					
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Apr. 27-May 22	<p align="center">All Standards should have been introduced and taught. All standards will be reviewed and taught this nine weeks.</p>					
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