

(NT) – Not Tested

Third Grade Science Pacing Guide

August 2016

1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
<p><u>Scientific Investigation, Reasoning, Logic</u> (20 days ongoing throughout the year)</p> <ul style="list-style-type: none">• Observations are made and are repeated to ensure accuracy (T1) (3.1a)• Predictions are formulated using a variety of sources of information (T1) (3.1b)• Objects with similar characteristics or properties are classified into at least two sets and two subsets (T1) (3.1c)• Natural events are sequenced chronologically (T2) (3.1d)• Length, volume, mass, and temperature are estimated and measured in metric and standard English units using proper tools and techniques (T2) (3.1e)• Time is measured to the nearest minute using proper tools and techniques (T2) (3.1f)	<p><u>Matter</u> (10 days)</p> <ul style="list-style-type: none">• Objects are made of one or more materials (3.3a)• Physical properties remain the same as the material is changed in visible size (3.3b)• Visible physical changes are identified (3.3c) <p><u>Life Processes</u> (20 days)</p> <ul style="list-style-type: none">• Animals’ methods of gathering and storing food, finding shelter, defending themselves, rearing young; behavioral adaptations (3.4a)• Hibernation, migration, camouflage, mimicry; physical adaptations (3.4b) <p>Still includes compare and contrast instinct and learned behavior.</p>	<p><u>Living Systems</u> (20 days)</p> <p>Relationships in food chains:</p> <ul style="list-style-type: none">• Producer, consumer, decomposer (3.5a)• Herbivore, carnivore, omnivore (3.5b)• Predator/prey (3.5c) <p>Environments: Compare, Contrast and Analyze</p> <ul style="list-style-type: none">• Aquatic ecosystems (3.6a)• Terrestrial ecosystems (3.6b)• Populations and communities (3.6c)• The human role in conserving limited resources (3.6d)	<p><u>Interrelationships in Earth/Space Systems</u> (20 days)</p> <ul style="list-style-type: none">• Soil provides the support and nutrients necessary for plant growth (3.7a)• Topsoil is a natural product of subsoil and bedrock (3.7b)• Rock, clay, silt, sand, and humus are components of soils (3.7c)• Soil is a natural resource and should be conserved (3.7d) <p><u>Earth Patterns, Cycles, and Change</u> (10 days)</p> <ul style="list-style-type: none">• Patterns of natural events such as day and night, seasonal changes, simple phases of the moon, and tides (3.8a)

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<ul style="list-style-type: none"> • Questions are developed to formulate hypotheses (T3) (3.1g) • Data are gathered, charted, graphed, and analyzed (T3) (3.1h) • Unexpected or unusual quantitative data are recognized (T3) (3.1i) • Inferences are made and conclusions are drawn (T4) (3.1j) • Data are communicated (T4) (3.1k) • Models are designed and built (T4) (3.1l) • Current applications are used to reinforce science concepts (T4) (3.1m) 	<p><u>Earth Patterns, Cycles and Change (10 days)</u></p> <ul style="list-style-type: none"> • There are many sources of water on Earth (3.9a) • The energy from the sun drives the water cycle (3.9b) • The water cycle involves several processes (3.9c) • Water is essential for living things (3.9d) • Water on Earth is limited and needs to be conserved (3.9e) 	<p><u>Resources (3.10) (10 days)</u></p> <ul style="list-style-type: none"> • The interdependency of plants and animals (3.10a) • The effects of human activity on the quality of air, water, and habitat (3.10b) • The effects of fire, flood, disease, and erosion on organisms (3.10c) • Conservation and resource renewal (3.10d) 	<p><u>Resources (10 days)</u></p> <p>Different sources of energy:</p> <ul style="list-style-type: none"> • Sun’s ability to produce light and heat energy (3.11a) • Sources of renewable energy (3.11b) • Fossil fuels (coal, oil, natural gas) Sources of nonrenewable energy (3.11c)

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<p><u>Force, Motion, and Energy</u> (10 days)</p> <ul style="list-style-type: none">• Purpose and function of simple machines (3.2a)• Types of simple machines (3.2b)• Compound machines (3.2c)• Examples of simple and compound machines found in the school, home, and work environments (3.2d) <p><u>Earth Patterns, Cycles, and Change</u> (10 days)</p> <ul style="list-style-type: none">• Plant Life Cycle (3.8c)• Animal Life Cycle (3.8b)			

Third Grade Science Vocabulary

1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
<p>(3.1) Questions Hypothesis Predictions Observations Graphing Data Classifying Measuring Inferring Experimenting Sequence</p> <p>(3.2) Simple Machines: wedge, pulley, lever, wheel and axle, inclined plane, screw Compound machines</p>	<p>(3.3) Matter Physical properties Hard Soft Smooth Texture Materials Magnification Reduced Increase Decrease Smaller Larger</p> <p>(3.4) Hibernation Migration Camouflage Mimicry Instinct Learned behavior Defend Defense</p>	<p>(3.5) Producer Consumer Decomposer Herbivore Carnivore Omnivore Predator/prey</p> <p>(3.6) Water-related Environment Dry-land Environment Population Community Marshland Forest Rainforest Pond Habitat Stream River Grassland Rainforest Ocean Desert</p>	<p>(3.7) Soil Topsoil Nutrients Bedrock Clay Silt Humus Sand Rock Subsoil Natural resource</p> <p>(3.11) Conservation Fossil fuel Components Day Night Moon phases Tides Rotation Axis Revolution Seasonal Changes</p>

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(3.8) Earth cycles Animal life cycles Plant life cycles Interdependency Life cycle Egg Larva Pupa Chrysalis	Gathering/Storing Food Rearing Adaptation Physical adaptation Behavioral adaptation Shelter (3.9) Water cycle Evaporation Condensation Precipitation Water supply Conservation Energy Essential Process Cycle Pollution Analyze Fertilized environment	Limited resources (3.10) Natural event Conservation Natural events Human influence Survival Species Erosion Natural resource Resource renewal Effects of fire, flood, disease, and erosion	(3.11) Ability Produce Energy Light Heat Renewable Non-renewable Source Energy resources