<b>Split:</b> This SOL has been	en <i>split</i> into more th	nan one nine-week	block.	<b>Integrate:</b> This skill should NOT be taught in isolation. <i>Integrate</i> the skill into daily lessons					
First Nine Weeks									
Week 1 Week 2	Week 3	Week 4	Week 5	Week	к б	Week 7	Week 8	Week 9	
Agriculture & Farming Unit Background for the Annual Gr. 3 Farm Tour at Holland Farms	3.4 Living System The student we that adaptation life needs and Key ideas ince a) populations b) adaptations and c) fossils prove organisms that	stems & Process will investigate a ns allow organi respond to the en lude may adapt over to may be behavior ride evidence abo t lived long	es and understand sms to satisfy wironment. time; ral or physical; out the types of	3.1 Scientific & (Teach general demonstration a The student will engineering pra a) asking askin	k Engineering components of and modeling.) Il demonstrate a actices by g questions and of sk questions and of sk questions and of sk questions and of ariable is change effine a simple durough the devel rocess, or system ng and carrying ith guidance, pl se appropriate n ollecting data stimate length, r measure length, r measure elapsed se tools and/or r evice that solves reting, analyzing rganize and repr raphs ad, interpret, an ictographs and b nalyze data from etermine if it wo ucting and critic nations	Practices the process as on an understanding defining problem t can be investig mes but what would h ed esign problem the lopment of an ob n g out investigatio an and conduct is nethods and/or to mass, volume, an S. Customary uni time materials to desig s a specific probl g, and evaluating resent data in pic noar graphs n tests of an obje porks as intended quing conclusion	utlined through of scientific and as ated and predict appen if a nat can be solved oject, tool, ns investigations ools for d temperature d temperature ts using proper gn and/or build a lem g data tographs or bar epresented in ct or tool to as and	Pacing Adjustment & Performance Based Assessment	

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	<ul> <li>use evidence (measurements, observations, patterns) to construct or support an explanation</li> <li>generate and/or compare multiple solutions to a problem</li> <li>describe how scientific ideas apply to design solutions</li> <li>e) developing and using models</li> <li>use models to demonstrate simple phenomena and natural processes</li> <li>develop a model (e.g., diagram or simple physical prototype) to illustrate a proposed object, tool, or process</li> <li>f) obtaining, evaluating, and communicating information</li> <li>read and comprehend reading-level appropriate texts and/or other reliable media</li> <li>communicate scientific information, design ideas, and/or solutions with others</li> </ul>			
Interactive Note Taking	Interactive Note Taking			
Curriculum Framework - pp. 11-12	Curriculum Framework - pp. 7-8			
Science Fusion – Unit 3 Lessons 4-6	Science Fusion – Units 1 & 2			

Split: This SOL has been <i>split</i> into more than one nine-week block.									
Second Nine Weeks									
Week 1	Week 2	Week 3	Week 4	Week 5 Week 6		Week 7	Week 8	Week 9	
<pre>3.1 a-f &lt; Enginee 3.5 Liv The stuc understa organisr respond include</pre>	Scient Scient	ntific & tices ns and Pr vestigate a uptations a y life need ronment. I may adap as may be l or physic vide evide types of or long ago a of their ents.	ocesses ind llow s and Key ideas ot over al; and ence rganisms is well as	<ul> <li>3.1 Scientific &amp; Eng (Intentional learning focu knowledge)</li> <li>The student will demonst scientific and engineering a) asking questions and de <ul> <li>ask questions and de</li> <li>ask questions and a variable is chare</li> <li>define a simple of solved through the object, tool, proceed through the object, tool, procee</li></ul></li></ul>	gineering Practices s on a) and b) for depth of rate an understanding of practices by efining problems at can be investigated and le outcomes out what would happen if nged lesign problem that can be he development of an cess, or system out investigations lan and conduct methods and/or tools for mass, volume, and mass, volume, and netric and U.S. Customary er tools time materials to design and/or at solves a specific	<ul> <li>3.1 a-f © Scientif</li> <li>Practices <ul> <li>(Intentional learning fodepth of knowledge)</li> <li>The student will demounderstanding of scient practices by</li> <li>c) interpreting, analyzidata</li> <li>organize and pictographs of read, interpreting represented in graphs</li> <li>analyze data or tool to detern intended</li> <li>constructing a conclusions a</li> <li>use evidence observations, or support an</li> <li>generate and/solutions to a</li> <li>describe how</li> </ul> </li> <li>3.3 Matter <ul> <li>The student will inveunderstand how materwater. Key ideas inclination of the student water water. Key ideas inclination of the student ways; and</li> </ul> </li> </ul>	ic & Engineering bous on c) and d) for instrate an tific and engineering ing, and evaluating represent data in r bar graphs et, and analyze data n pictographs and bar from tests of an object ermine if it works as and critiquing nd explanations (measurements, patterns) to construct explanation or compare multiple problem	Pacing Adjustment & Performance Based Assessment	

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	<ul> <li>a) soil, with its different components, is important to organisms; and soil provides support and nutrients</li> </ul>	b) many solids dissolve more easily in hot water than in cold water.
	necessary for plant growth.	
Interactive Note Taking	Interactive Note Taking	Interactive Note Taking
Curriculum Framework - pp. 7-8	Curriculum Framework - pp. 7 & 14	Curriculum Framework - pp. 7-8 &
& 12-14	Science Fusion – Unit 6 Lesson 3	10-11
Science Fusion – Unit 4 Lessons		Science Fusion – Unit 9
1-4		

			l l	Symbol Key				
Split: This SOL has been <i>split</i> into more than one nine-week block.				<b>Integrate:</b> This skill should NOT be taught in isolation. <i>Integrate</i> the skill into daily lessons.				
Third Nine Weeks								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<ul> <li>3.1 a-f ♦☺ &amp; Engineering Practices (Intentional learning focus on e) and f) for depth of knowledge) The student will demonstrate an understanding of scientific and engineering practices by e) developing and using models <ul> <li>use models to demonstrate simple phenomena and natural processes</li> <li>develop a model (e.g., diagram or simple physical prototype) to illustrate a proposed object, tool, or process</li> <li>f) obtaining, evaluating, and communicating information <ul> <li>read and comprehend reading-level appropriate texts and/or other reliable media</li> </ul> </li> <li>3.7 Earth &amp; Space Systems</li> <li>The student will investigate and understand that there is a water cycle and water is important to life on Earth. Key ideas include <ul> <li>a) there are many reservoirs of water on Earth;</li> <li>b) the energy from the sun drives the water cycle; and</li> <li>c) the water cycle involves specific processes.</li> </ul> </li> </ul></li></ul>				3.1 a-f ◆ S 3.8 Earth Rea The student w and humans influe a) 1 b) c) 1 d)	cientific & Engine sources ill investigate and ence ecosystems. K numan activity affe habitats; water is limited and fire, flood, disease, and soil is a natural res	eering Practices understand that Yey ideas include ects the quality of d needs to be con , and erosion affo ource and should	natural events of air, water, and nserved; ect ecosystems; d be conserved.	Pacing Adjustment & Performance Based Assessment
Interactive Note Taking				Interactive Note Taking				
Curriculum Framework - pp. 7-8 & 15			Curriculum Framework - pp. 7-8 & 16-17					
Science Fusion – Unit 7 Lesson 1				Science Fusion – Unit 4 Lesson 5, Unit 6 Lessons 1 & 2				

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				Symbol Key				
• <b>Split:</b> This SOL has been <i>split</i> into more than one nine-				<b>Integrate:</b> This skill should NOT be taught in isolation. <i>Integrate</i> the skill				
WEEK DIOCK.				Into daily lesso	0118.			
Fourth Nine V	Veeks							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
3.1 a-f ◆ Scientific & Engineering Practices			Introduction t	to Gr. 4 Conten	nt			
<ul> <li>3.2 Force, Motion, and Energy The student will investigate and understand that the direction and size of force affects the motion of an object. Key ideas include  <ul> <li>a) multiple forces may act on an object;</li> <li>b) the net force on an object determines how an object moves;</li> <li>c) simple machines increase or change the direction of a force; and </li> <li>d) simple and compound machines have many applications.</li> </ul></li></ul>			<b>4.6 Earth and</b> The student wi relationships and relationships in a) the motion b) the causes c) the causes relationship to d) the relative moon, and the	Pacing Adjustment & Performance Based Assessment				
Interactive No	te Taking			Interactive No	ote Taking			
Curriculum Framework - pp. 7-10				Science Fusion – Unit 8				
Science Fusior	<b>-</b> Unit 10							

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