

GRADE 3 Yearlong Scope and Sequence by Instructional Weeks

Week 1 9/9	Week 2 9/16	Week 3 9/23	Week 4 9/30	Week 5 10/7	Week 6 10/14	Week 7 10/21	Week 8 10/28	Week 9 11/4*	Week 10 11/11	Week 11 11/18	Week 12 11/25*
<div><div><div>UNIT 1 – Earth Science: Water and Climate (Sept 23rd to Dec 13th)</div><div><div>Investigation 1: Water Observations (2 Weeks) Students investigate water — a critical factor defining weather and climate.</div><div>Investigation 2: Hot Water, Cold Water (2 Weeks) Students investigate properties of water and observe the phenomenon of how temperature affects water’s state and density.</div><div>Investigation 3: Weather and Water (3 Weeks) Students compare local weather data that they observe and collect to meteorologists’ forecasts and historical weather data. Students explore the phenomena of evaporation and condensation and find out how these transformations are the key drivers of the water cycle.</div><div>Investigation 4: Season and Climate (2 Weeks) Students analyze weather data, the everyday observable phenomena in the local atmosphere and think about the long-term patterns of weather in a place or region, known as climate.</div></div></div></div>											
Week 13 12/2	Week 14 12/9	Week 15 12/16	Week 16 12/23*	Week 17 12/30*	Week 18 1/6	Week 19 1/13	Week 20 1/20	Week 21 1/27	Week 22 2/3	Week 23 2/10	Week 24 2/17*
<div><div><div>UNIT 1 – Earth Science Investigation 5: Waterworks (2 Weeks) Students investigate how water, a renewal resource, percolates (drains) down through soils.</div><div>UNIT 2 – Physical Science: Motion and Matter (Dec 16th to Feb 28th) <div><div>Investigation 1: Forces (2 Weeks) Students explore phenomena that can affect the motion of masses— the forces of magnetism and gravity. Students find that both magnetism and gravity can pull, and magnetism can push.</div><div>Investigation 2: Patterns of Motion (2 Weeks) Students use a variety of systems as phenomena to explore patterns of motion.</div><div>Investigation 3: Engineering (2 ½ Weeks) Students tackle an engineering design challenge in incremental steps then tackle an engineering design challenge.</div><div>Investigation 4: Mixtures (2 Weeks) Student quantify data to determine the conservation of mass.</div></div><div>February Break</div></div></div></div>											
Week 25 2/24	Week 26 3/2	Week 27 3/9	Week 28 3/16	Week 29 3/23	Week 30 3/30	Week 31 4/6	Week 32 4/13*	Week 33 4/20	Week 34 4/27	Week 35 5/4	Week 36 5/11
<div><div><div>UNIT 2 Investig. 4: Mixtures (2 Weeks) <i>*Cont’d</i></div><div>UNIT 3 – Life Science: Structures of Life (Mar 3rd to June 15th) <div><div>Investigation 1: Origin of Seeds (3 Weeks) Students conduct a seed hunt by opening fresh fruit and locating the seeds. They describe and compare seed properties. They investigate the effect water has on seeds. And investigate seed dispersal mechanisms.</div><div>Investigation 2: Growing Further (3 Weeks, + 6 Weeks of observation/monitoring) Students examine germinated seeds to determine similarities and differences in the way the organisms grow. They set up a hydroponic garden to observe the life cycle of a bean plant.</div><div>Spring Break</div><div>Investigation 3: Meet the Crayfish (4 Weeks) Students observe and record some of the structures of a crustacean, the crayfish, and compare it to other organisms. They establish a feeding and maintenance schedule for the organisms. Students investigate crayfish behavior and map where the crayfish spend time within their habitat.</div></div></div></div></div>											
Week 37 5/18	Week 38 5/25	Week 38 6/1	Week 40 6/8	Week 41 6/15	Week 42 6/22	* All days off are taken into planning					
<div><div>Unit 3 – Life Science: Structures of Life (Mar 3rd to June 15th) Investigation 4: Human Body (4 Weeks) Students observe the human skeletal system in action, use posters and a sense of touch to estimate a count of the 206 human bones, and build skeleton puzzles. Students dissect bones from owl pellets and compare them to human bones.</div></div>											