Western Line
SCHOOL DISTRICT

Science Grade 3

TERM 1	
Term 1 Dates	**MS College and Career Readiness Standards**
WK 1: Aug 6-16	**Plants and Animals- External & Internal Structures** L.3.1.1 Examine evidence to communicate information that the internal and external structures of animals *(e.g., heart, stomach, bone, lung, brain, skin, ears, appendages) function to support survival, growth, and behavior.*
WK 2: Aug 19-23	L.3.1.2 Examine evidence to communicate information that the internal and external structures of a plant *(e.g., thorns, leaves, stems, roots, or colored petals) function to support survival, growth, behavior, and reproduction.* L.3.1.3 Obtain and communicate examples of physical features or behaviors of vertebrates and invertebrates and how these characteristics help them survive in particular environments *(e.g., animals hibernate, migrate, or estivate to stay alive when food is scarce or temperatures are not favorable).* *Lit Integration: RI.3.1, RI.3.3, RI.3.4, RI.3.8, RI.3.10, W.3.2, SL.3.1, SL.3.4*
	Unit Assessment 1
WK 3: Aug 26-30	**Adapting to Environments** L.3.4.1 Obtain data from informational text to explain how changes in habitats (both those that occur naturally and those caused by organisms) can be beneficial or harmful to the organisms that live there. L.3.4.2 Ask questions to predict how natural or man-made changes in a habitat cause plants and animals to respond in different ways, including hibernating, migrating, responding to light, death, or extinction *(e.g., sea turtles, the dodo bird, or nocturnal species).*
WK 4: Sept 2-6	Lesson 1 Lesson 10 *Lit Integration: RI.3.1, RI.3.3, RI.3.4, RI.3.8, RI.3.10, W.3.2, SL.3.1, SL.3.4*
	Mid-term OR Unit Assessment 2 (WK 4.5/ WK 5)
WK 5: Sept 9-13	**Adaptations & Diversity** L.3.4.3 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 *(e.g., plants with larger thorns being less likely to be eaten by predators or animals with better camouflage colorations being more likely to survive and bear offspring).*
WK 6: Sept 16-20	L.3.4.4 Define and improve a solution to a problem created by environmental changes and any resulting impacts on the types of density and distribution of plant and animal populations living in the environment *(e.g., replanting sea oats in coastal areas or developing or preserving wildlife corridors and green belts). Use an engineering design process to define the problem, design, construct, evaluate, and improve the environment.**

	L.3.4.5 Construct a scientific argument using evidence from fossils of plants and animals that lived long ago to infer the characteristics of early environments *(e.g., marine fossils on dry land, tropical plant fossils in arctic areas, or fossils of extinct organisms in any environment).* ***Lit Integration: RI.3.1, RI.3.3, RI.3.4, RI.3.8, RI.3.10, W.3.2, SL.3.1, SL.3.4***
***Unit Assessment 3***
WK 7: Sept 23-27	**States of Matter** P.3.5.1 Plan and conduct scientific investigations to determine how changes in heat (i.e., an increase or decrease) change matter from one state to another (e.g., melting, freezing, condensing, boiling, or evaporating).
WK 8: Sept 30- Oct 4	P.3.5.2 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 (e.g., inflation and shape of a balloon, wind blowing leaves, or dust suspended in the air). P.3.5.3 Plan and conduct investigations that particles speed up or slow down with addition or removal of heat. ***Lit Integration: RI.3.1, RI.3.3, RI.3.4, RI.3.8, RI.3.10, W.3.2, SL.3.1, SL.3.4***
***Unit Assessment 4*** *optional due to BMA*
WK 9: Oct 7-11	***Review & Benchmark OR Unit Assessment***

TERM 1	
Recurring Standards **Standards taught the first 4-5 weeks; the mid-term data will indicate the remediation needed.**	
WK 5: Sept 9-13	L.3.1.1, L.3.1.2 & L.3.1.3
WK 6: Sept 16-20	L.3.4.1 & L.3.4.2
WK 7: Sept 23-27	L.3.4.3, L.3.4.4 & L.3.4.5

Science Grade 3

TERM 2	
Term 2 Dates	**MS College and Career Readiness Standards**
WK 1: Oct 14-18	**Forces** P.3.6.1 Compare and contrast the effects of different strengths and directions of forces on the motion of an object (e.g., gravity, polarity, attraction, repulsion, or strength). P.3.6.2 Plan an experiment to investigate the relationship between a force applied to an object (e.g., friction, gravity) and resulting motion of the object. P.3.6.3 Research and communicate information to explain how magnets are used in everyday life**.**
WK 2: Oct 21-25	P.3.6.4 Define and solve a simple design problem by applying scientific ideas about magnets (e.g., can opener, door latches, paper clip holders, finding studs in walls, magnetized paint). Use an engineering design process to define the problem, design, construct, evaluate, and improve the magnet.* Lesson 18 *Lit integration: RI.3.1, RI.3.3, RI.3.4, RI.3.8, RI.3.10, W.3.2, SL.3.1, SL.3.4*
Unit Assessment 1	
WK 3: Oct 28- Nov 1	**Rocks and Fossils** E.3.7A.1 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. E.3.7A.2 Develop and use models to demonstrate the processes involved in the
WK 4: Nov 4-8	development of various rock formations, including superposition, and how those formations can fracture and move over time. E.3.7A.3 Ask questions to generate testable hypotheses regarding the formation and location of fossil types, including their presence in some sedimentary rock. *Lit integration: RI.3.1, RI.3.3, RI.3.4, RI.3.8, RI.3.10, W.3.2, SL.3.1, SL.3.4*
Mid-term OR Unit Assessment 2 (WK 4.5/ WK 5)	
WK 5: Nov 11-15	**Earth's Processes: Composition and Landforms** E.3.7B.1 Obtain and evaluate scientific information (e.g. using technology) to describe the four major layers of Earth and the varying compositions of each layer.
WK 6: Nov 18-22	E.3.7B.2 Develop and use models to describe the characteristics of Earth's continental landforms and classify landforms as volcanoes, mountains, valleys, canyons, planes, and islands.
WK 7: Dec 2-6	*Lit integration: RI.3.1, RI.3.3, RI.3.4, RI.3.8, RI.3.10, W.3.2, SL.3.1, SL.3.4*
Unit Assessment 3 optional due to BMA	

WK 8: Dec 9-13	*Review*
WK 9: Dec 16-20	*Benchmark OR Unit Assessment*

TERM 2		
Recurring Standards **Standards taught the first 4-5 weeks; the mid-term data will indicate the remediation needed.**		
WK 5: Nov 11-15	P.3.6.1 & P.3.6.2	
WK 6: Nov 18-22	P.3.6.3 & P.3.6.4	
WK 7: Dec 2-6	E.7A.1, E.7A.2 & E.7A.3	

Western Line
SCHOOL DISTRICT

Science Grade 3

TERM 3	
Term 3 Dates	**MS College and Career Readiness Standards**
WK 1: Jan 6-10 WK 2: Jan 13-17	**Earth's Processes: Features and Changes** E.3.7B.3 Develop and use models of weathering, erosion, and deposition processes which explain the appearance of various Earth features (e.g., the Grand Canyon, Arches National Park in Utah, Plymouth Bluff in Columbus, or Red Bluff in Marion County, Mississippi). E.3.7B.4 Compare and contrast constructive (e.g., deposition, volcano) and destructive (e.g., weathering, erosion, earthquake) processes of the Earth. *Lit integration: RI.3.1, RI.3.3, RI.3.4, RI.3.8, RI.3.10, W.3.2, SL.3.1, SL.3.4*
	Unit Assessment 1
WK 3: Jan 20-24 WK 4: Jan 27-31	**Earth's Systems** E.3.9.1 Develop models to communicate the characteristics of the Earth's major systems, including the geosphere, hydrosphere, atmosphere, and biosphere (e.g., digital models, illustrations, flip books, diagrams, charts, tables). E.3.9.2 Construct explanations of how different landforms and surface features result from the location and movement of water on Earth's surface (e.g., watersheds, drainage basins, deltas, or rivers). E.3.9.3 Use graphical representations to communicate the distribution of freshwater and saltwater on Earth (e.g., oceans, lakes, rivers, glaciers, groundwater, or polar ice caps). *Lit integration:RI.3.1, RI.3.3, RI.3.4, RI.3.8, RI.3.10, W.3.2, SL.3.1, SL.3.4*
	Mid-term OR Unit Assessment 2 (WK 4.5/ WK 5)
WK 5: Feb 3-7 WK 6: Feb 10-14	**Natural Resources** E.3.10.1 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 renewable or nonrenewable. E.3.10.2 Obtain and communicate information to exemplify how humans attain, use, and protect renewable and nonrenewable Earth resources. *Lit integration: RI.3.1, RI.3.3, RI.3.4, RI.3.8, RI.3.10, W.3.2, SL.3.1, SL.3.4*
	Unit Assessment 3
WK 7: Feb 17-21 WK 8: Feb 24-28	**Natural Resources & Environmental Impact** E.3.10.3 Use maps and historical information to identify natural resources in the state connecting (a) how resources are used for human needs and (b) how the use of those resources impacts the environment. E.3.10.4 Design a process for cleaning a polluted environment (e.g., simulating an oil spill in the ocean or a flood in a city and creating a solution for containment and/or cleanup). Use

	an engineering design process to define the problem, design, construct, evaluate, and improve the environment.* *Lit integration: RI.3.1, RI.3.3, RI.3.4, RI.3.8, RI.3.10, W.3.2, SL.3.1, SL.3.4*
Unit Assessment 4 optional due to BMA	
WK 9: March 3-7	*Review & Benchmark OR Unit Assessment*

TERM 3	
Recurring Standards **Standards taught the first 4-5 weeks; the mid-term data will indicate the remediation needed.**	
WK 5: Feb 3-7	E.3.7B.3 & E.3.7B.4
WK 6: Feb 10-14	E.3.9.1, E.3.9.2 & E.3.9.3
WK 7: Feb 17-21	E.3.10.1 & E.3.10.2

Western Line SCHOOL DISTRICT

Science Grade 3

TERM 4	
Term 4 Dates	**MS College and Career Readiness Standards**
WK 1: March 17-21	TBD using Benchmark/ Unit Assessment data and/or remediation time needed for other grade level tested areas
	Checkpoint 1
WK 2: March 24-28	TBD using Benchmark/ Unit Assessment data and/or remediation time needed for other grade level tested areas
	Checkpoint 2
WK 3: March 31- April 4	TBD using Benchmark/ Unit Assessment data and/ or remediation time needed for other grade level tested areas
	Checkpoint 3
WK 4: April 7-11	TBD using Benchmark/ Unit Assessment data and/ or remediation time needed for other grade level tested areas
	Checkpoint 4
WK 5: April 14-18	*N/A; benchmark testing*
WK 6: April 21-25	*N/A; benchmark testing*
WK 7: April 28- May 2	*N/A; benchmark testing*
WK 8: May 5-9	*N/A; benchmark testing*
WK 9: May 12-21	***Review & EOY Assessment***

TERM 4	
Recurring Standards **Standards taught the first 4-5 weeks; the mid-term data will indicate the remediation needed.**	
WK 5: April 14-18	*N/A; benchmark testing*
WK 6: April 21-25	*N/A; benchmark testing*
WK 7: April 28- May 2	*N/A; benchmark testing*