

## Grade 3 Science: Year at a Glance

UNIT 1: WEATHER AND CLIMATE				Instructional days: 12	
Performance Expectations	Learning Goals (Foundation Box)			Connections to the CCSS – ELA	Connections to the CCSS – Mathematics
	Disciplinary Core Ideas	Science and Engineering Practices	Crosscutting Concepts		
3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	ESS2.D	Analyzing and Interpreting Data	Patterns		MP.2 MP.4 MP.5 3.MD.A.2 3.MD.B.3
3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.	ESS2.D	Obtaining, Evaluating, and Communicating Information	Patterns	RI.3.1 RI.3.9 W.3.9	MP.2 MP.4
3-ESS3-1* Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*	ESS3.B	Engaging in Argument from Evidence	Cause and Effect	W.3.1 W.3.7	MP.2 MP.4
3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	ETS1.A	Asking Questions and Defining Problems		W.3.7 W.3.8 W.3.9	MP.2 MP.4 MP.5 3-5.OA
<b>Teacher Notes</b>					
<p><b>Instructional implementation is based on a 100-day time frame—for example, 33 weeks of instruction x 3 days per week = 99 days + 1 = 100 days of instruction. This time frame assumes a 45–60 minute instruction block. Teachers should calculate the instructional days based on their time frame.</b></p>					

\* Indicates connection to Engineering

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<b>UNIT 2: FORCE AND MOTION</b>				<b>Instructional days: 15</b>	
<b>Performance Expectations</b>	<b>Learning Goals (Foundation Box)</b>			<b>Connections to the CCSS – ELA</b>	<b>Connections to the CCSS – Mathematics</b>
	<b>Disciplinary Core Ideas</b>	<b>Science and Engineering Practices</b>	<b>Crosscutting Concepts</b>		
3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	PS2.A PS2.B	Planning and Carrying Out Investigations	Cause and Effect	RI.3.1 W.3.7 W.3.8	MP.2 MP.5 3.MD.A.2
3-PS2-2 Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.	PS2.A	Planning and Carrying Out Investigations	Patterns	W.3.7 W.3.8	
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<b>UNIT 3: ELECTRIC AND MAGNETIC FORCES</b>				<b>Instructional days: 13</b>	
<b>Performance Expectations</b>	<b>Learning Goals (Foundation Box)</b>			<b>Connections to the CCSS – ELA</b>	<b>Connections to the CCSS – Mathematics</b>
	<b>Disciplinary Core Ideas</b>	<b>Science and Engineering Practices</b>	<b>Crosscutting Concepts</b>		
3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	PS2.B	Asking Questions and Defining Problems	Cause and Effect	RI.3.1 RI.3.3 RI.3.8 SL.3.3	
3-PS2-4* Define a simple design problem that can be solved by applying scientific ideas about magnets.*	PS2.B	Asking Questions and Defining Problems			
3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	ETS1.A	Asking Questions and Defining Problems		W.3.7 W.3.8 W.3.9	MP.2 MP.4 MP.5 3-5.OA
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## Grade 3 Science: Year at a Glance

UNIT 4: TRAITS				Instructional days: 15	
Performance Expectations	Learning Goals (Foundation Box)			Connections to the CCSS – ELA	Connections to the CCSS – Mathematics
	Disciplinary Core Ideas	Science and Engineering Practices	Crosscutting Concepts		
3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	LS3.A LS3.B	Analyzing and Interpreting Data	Patterns	RI.3.1 RI.3.2 RI.3.3 W.3.2 SL.3.4	MP.2 MP.4 3.MD.B.4
3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.	LS3.A LS3.B	Constructing Explanations and Designing Solutions	Cause and Effect	RI.3.1 RI.3.2 RI.3.3 W.3.2 SL.3.4	MP.2 MP.4 3.MD.B.4
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## Grade 3 Science: Year at a Glance

UNIT 5: CONTINUING THE CYCLE				Instructional days: 20		
Performance Expectations	Learning Goals (Foundation Box)			Connections to the CCSS – ELA	Connections to the CCSS – Mathematics	
	Disciplinary Core Ideas	Science and Engineering Practices	Crosscutting Concepts			
3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	LS1.B	Developing and Using Models	Patterns	RI.3.7 SL.3.5	MP.4 3.NBT 3.NF
3-LS4-2	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	LS4.B	Constructing Explanations and Designing Solutions	Cause and Effect	RI.3.1 RI.3.2 RI.3.3 W.3.2 SL.3.4	MP.2 MP.4 3.MD.B.3
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<b>UNIT 6: ORGANISMS AND ENVIRONMENTS</b>				<b>Instructional days: 10</b>	
<b>Performance Expectations</b>	<b>Learning Goals (Foundation Box)</b>			<b>Connections to the CCSS – ELA</b>	<b>Connections to the CCSS – Mathematics</b>
	<b>Disciplinary Core Ideas</b>	<b>Science and Engineering Practices</b>	<b>Crosscutting Concepts</b>		
3-LS2-1     Construct an argument that some animals form groups that help members survive.	LS2.D	Engaging in Argument from Evidence	Cause and Effect	RI.3.1 RI.3.3 W.3.1	MP.4 3.NBT
3-LS4-3     Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	LS4.C	Engaging in Argument from Evidence	Cause and Effect	RI.3.1 RI.3.2 RI.3.3 W.3.1 W.3.2 SL.3.4	MP.2 MP.4 3.MD.B.3
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<b>UNIT 7: USING EVIDENCE TO UNDERSTAND CHANGE IN ENVIRONMENTS</b>				<b>Instructional days: 15</b>	
<b>Performance Expectations</b>	<b>Learning Goals (Foundation Box)</b>			<b>Connections to the CCSS – ELA</b>	<b>Connections to the CCSS – Mathematics</b>
	<b>Disciplinary Core Ideas</b>	<b>Science and Engineering Practices</b>	<b>Crosscutting Concepts</b>		
3-LS4-1  Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	LS4.A	Analyzing and Interpreting Data	Scale, Proportion, and Quantity	RI.3.1 RI.3.2 RI.3.3 W.3.1 W.3.2 W.3.9	MP.2 MP.4 MP.5 3.MD.B.4
3.LS4-4*  Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*	LS2.C LS4.D	Engaging in Argument from Evidence	Systems and System Models	RI.3.1 RI.3.2 RI.3.3 W.3.1 W.3.2 SL.3.4	MP.2 MP.4
3-5-ETS1-1  Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	ETS1.A	Asking Questions and Defining Problems		W.3.7 W.3.8 W.3.9	MP.2 MP.4 MP.5 3-5.OA
<b>Teacher Notes</b>					

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