3rd Grade Curriculum Unit Template

Taneyville R-II School
2021-2022

Grade 3 **Subject: Science** **Quarter: 1**
Unit Title: Plants

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<u>Life Cycle</u> 3.LS1.B.1 - Develop a model to compare and contrast observations on the life cycle [Clarification Statement: Changes organisms go through during their life form a pattern.] <u>Inheritance of Traits</u> 3.LS3.A.1 - Construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment. <u>Variation of Traits</u> 3.LS3.B.1 - Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving and finding mates. (Examples of cause and effect relationships could be plants that have larger thorns are less likely to be eaten by predators)	pollinate seed leaf germinate seedling fossil extinct	- Have students make a diagram of a plant. Label the roots, stem, and leaves. Then write a sentence about how each part of the plant helps the plant live and grow. - Have students make a diagram that shows the life cycle of a plant. Write a caption for each stage of the plant's life. - 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. - Mystery Science - Power of Flowers - K-5 Learning - Generation Genius - Study Jams	Assessment Book Teacher Made Tests Quizzes Student Models Mystery Science Assessments

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3.LS3.C Biodiversity and Humans 3.LS3.D			

Unit Title: Animals

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
Life Cycle 3.LS1.B.1 - Develop a model to compare and contrast observations on the life cycle [Clarification Statement: Changes organisms go through during their life form a pattern.] Inheritance of Traits 3.LS3.A.1 - Construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment. Variation of Traits 3.LS3.B.1 - Use evidence to construct an explanation for	vertebrate invertebrate adaptation inherited larva pupa migrate hibernate camouflage mimicry mold cast	- Have students list the basic needs of animals. Then have them describe how animals meet those needs. (water, food, air, and shelter) - Have students make a list of at least ten of their traits and indicate whether each trait is inherited or learned. - Have students write a paragraph that answers the following questions. How are the metamorphoses of a frog and butterfly the same? How are they different? - Have students make a list of the different ways body parts help animals to survive. - Have students choose an animal to observe. Have them use their observations to report on the animal's niche in the ecosystem in which it lives.	Assessment Book Teacher Made Tests Quizzes Student Models Mystery Science Assessments

how the variations in characteristics among individuals of the same species may provide advantages in surviving and finding mates.		- Mystery Science - Animals Through Time - K-5 Learning - Generation Genius - Study Jams	

Unit Title: Plant and Animal Interactions

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<u>Life Cycle</u> 3.LS1.B.1 - Develop a model to compare and contrast observations on the life cycle [Clarification Statement: Changes organisms go through during their life form a pattern.] <u>Inheritance of Traits</u> 3.LS3.A.1 - Construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment. <u>Variation of Traits</u> 3.LS3.B.1 - Use evidence to	producer consumer predator prey herbivore carnivore omnivore decomposer decay food chain food web	- Have students make a chart that lists five groups of vertebrates, describes two or more characteristics of each group, and gives two or more examples from each group. - Have students choose two vertebrate groups and explain how the animals in those groups are similar and how they are different. - Have students draw the food chain. - Have them identify the producers and consumers in this food chain. Review diagrams as a class. Label herbivores, carnivores, and omnivores. - shepardsoftware.com - Mystery Science	Assessment Book Teacher Made Tests Quizzes Student Models Mystery Science Assessments

construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving and finding mates.		- K-5 Learning - Generation Genius - Study Jams	

Unit Title: Water

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
3.PS1.A.1 - Predict and investigate that water can change from a liquid to a solid (freeze), and back again (melt), or from a liquid to a gas (evaporation), and back again (condensation) as the result of temperature changes.	water cycle water vapor evaporation condensation precipitation	- Have students draw and label diagrams of the water cycle. - Have students make a chart of each step of the water cycle and describe how and why water changes at each step. - Have students make a chart of the weather tools described in this lesson and name what each one measures. - Mystery Science - Students carry out an investigation by using a model to observe evaporation. They engage in argument from evidence using observations from their investigation to explain what clouds are. - K-5 Learning - Generation Genius - Study Jams	Assessment Book Teacher Made Tests Quizzes Student Models Mystery Science Assessments

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Unit Title: Changes in Matter

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
3.PS1.A.1 - Predict and investigate that water can change from a liquid to a solid (freeze), and back again (melt), or from a liquid to a gas (evaporation), and back again (condensation) as the result of temperature changes. 3.PS1.B.1 - Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	states of matter (solid, liquid, gas) physical change chemical change thermal energy	- Have students make a collage showing solids, liquids, and gases. - K-5 Learning - Generation Genius - Study Jams	Assessment Book Teacher Made Tests Quizzes Student Models Mystery Science Assessments

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Unit Title: Weather

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
3.ESS2.D.1 - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3.ESS2.D.2 - Obtain and combine information to describe climates in different regions of the world. 3.ESS3.B.1 - Make a claim about the merit of an existing design solution (e.g. levies,	weather temperature atmosphere hurricane tornado blizzard thermometer anemometer wind vane	- Have students draw a picture of the three weather factors described in this lesson. Label and explain each one. - Mystery Science - Stormy Skies - Students obtain and evaluate information about multiple location's weather. They communicate the information by color coding a map based on climate. Students analyze and interpret the data to determine climate patterns across the world. - K-5 Learning	Assessment Book Teacher Made Tests Quizzes Student Models Mystery Science Assessments

tornado shelters, sea walls, etc.) that reduces the impacts of a weather-related hazard. 3.ETS1.A.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. 3.ETS1.B.1 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 3.ETS1.C.1 - Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		- Generation Genius - Study Jams	

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Unit Title: Motion/Forces/Magnets

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
3.PS2.B.1 - Plan and conduct investigations to determine the cause and effect relationship of electric or magnetic interactions between two objects not in contact with each other. 3.ETS1.A.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. 3.ETS1.B.1 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 3.ETS1.C.1 - Plan and carry out fair tests in which variables are controlled and failure points are	force friction gravity magnetism attract repel	- Have students name ways that gravity affects them on a daily basis. - Have students race toy cars. Determine ahead of time the first, second, and third place cars based on the type of surface over which each car travels. - Mystery Science - Invisible Forces - Students ask questions about magnets and develop and carry out investigations to observe the different properties of them. - Students design a solution for a magnetic lock by developing a model. - K-5 Learning - Generation Genius - Study Jams	Assessment Book Teacher Made Tests Quizzes Student Models Mystery Science Assessments

considered to identify aspects of a model or prototype that can be improved.			