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| **3rd Grade Science Teaching & Learning Framework** |
| **Quarter 1** | **Quarter 2** | **Quarter 3** | **Quarter 4** |
| **Unit 1****8 weeks**  | **Unit 2****5 Weeks**  | **Unit 3****5 weeks** | **Unit 4** **7 weeks** | **Unit 5****5 weeks** | **Unit 6****6 weeks** |
| **Rocks and Minerals**  | **Soils**  | **Fossils**  | **Georgia Habitats & Adaptations**  | **Conservation & Recycling** |  **Heat** |
| **S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.**a. Analyze data to classify rocks by their physical attributes using simple tests  | **S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.**b. Plan & carry out investigations to describe properties (color, texture, capacity to retain water & support growth of plants) of soils and soil types (sand, clay, loam).c. Make observations of the local environment to construct an explanation of how water &/or wind have made changes to rocks &/or soil.(*Clarification statement:* Examples could include ripples in dirt on a playground and a hole formed under gutters.) | **S3E2. Obtain, evaluate, & communicate information on how fossils provide evidence of past organisms.**a. Construct an argument from observations of fossils (authentic or reproductions)to communicate how they serve as evidence of past organisms & environments in which they livedb. Develop a model to describe the sequence & conditions required for an organism to become fossilized.(*Clarification statement:* Types of fossils (cast, mold, trace, and true) are not addressed in this standard.) | **S3L1. Obtain, evaluate, & communicate information about the similarities & differences between plants, animals, & habitats found within geographic regions (Blue Ridge Mtns., Piedmont, Coastal Plains, valley & Ridge, and Appalachian Plateau) of Georgia.**a. Ask questions to differentiate between plants, animals, & habitats found within Georgia’s geographic regions.b. Identify external features & adaptations (camouflage, hibernation, protection, migration, mimicry) of animals to construct an explanation of how these features/adaptations allow survival in their habitat.c. Use evidence to construct an explanation of why some organisms can thrive in one habitat & not another. |  **S3L2. Obtain, evaluate, & communicate information about the effects of pollution (air, land & water) and humans on the environment.**a. Ask questions to collect information & create records of sources & effects of pollution on the plants & animals of Georgia.b. Explore research, & communicate solutions, such as conservation of resources & recycling materials, to protect plants & animals of Georgia.  | **S3P1 Obtain, evaluate, & communicate information about the ways heat energy is transferred & measured.**a. Ask questions to identify sources of heat energy.(*Clarification statement:* Examples could include sunlight, friction, and burning.)b. Plan & carry out an investigation to gather data using thermometers to produce tables & charts that illustrate the effect of sunlight on various objects (*Clarification statement:* The use of both Fahrenheit and Celsius temperature scales is expected.)c. .Use tools & every day materials to design & construct a device/ structure that will increase/ decrease the warming effects of sunlight on various materials.(*Clarification statement:* Conduction, convection, and radiation are taught in upper grades.) |