

**Third Grade Science Pacing Guide
Fall 2018**

1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
<p><u>Scientific Investigation, Reasoning, & Logic*</u></p> <ul style="list-style-type: none"> • Questions & hypotheses (3.1g) • Predictions (3.1b) • Observations (3.1a) • Classifying (3.1 c) • Graphing (3.1b) • Metric measurement (3.1e-f) • Inferences (3.1j) • Sequencing (3.1 d) • Gathering data- charting, graphing, and analyzing • Unexplained or unusual quantitative data is recognized (3.1i) • Data is communicated (3.1k) • Models are designed and built (3.1i) • Current applications are used to reinforce science concepts (3.1m) 	<p><u>Investigating Matter</u></p> <ul style="list-style-type: none"> • Objects are made of more than one material (3.3a) • Physical properties remain the same as material is reduced in size (3.3b) • Visible physical changes are identified (3.3c) <p><u>Investigating Simple & Compound Machines</u></p> <ul style="list-style-type: none"> • How simple machines function (3.2a) • Types of simple machines (lever, screw, pulley, wheel & axle, inclined plane, wedge) (3.2b) • Compound machines (scissors, wheelbarrow, bike) (3.2c) • Examples of simple machines in school/home/work environments (3.2d) 	<p><u>Investigating Life Processes: Animal Adaptations</u></p> <ul style="list-style-type: none"> • Methods of gathering/storing food, finding shelter, defending themselves, and rearing young/behavioral adaptations (3.4a) • Hibernation, migration, camouflage, mimicry, instinct, and learned behavior/physical adaptations (3.4b) <p><u>Investigating Living Systems: Food Chains</u></p> <ul style="list-style-type: none"> • Producer, consumer, and decomposer in aquatic and terrestrial food chains (3.5a) • Herbivore, carnivore, and omnivore in aquatic and terrestrial food chains (3.5b) • Predator and prey in aquatic and terrestrial food chains (3.5c) 	<p><u>Investigating Living Systems: Environments</u></p> <ul style="list-style-type: none"> • Water-related environments (pond, marshland, swamp, stream, river, and ocean)/aquatic ecosystems (3.6a) • Dry-land environments (desert, grassland, rain forest, and forest)/terrestrial ecosystems (3.6b) • Population and community (3.6c) • Human role in conserving limited resources (3.6d) <p><u>Investigating Resources: Survival of Organisms</u></p> <ul style="list-style-type: none"> • Interdependence of plants/animals (3.10a) • Effects of human activity on quality of air, water and habitat (3.10b) • Effects of fire, flood, disease, and erosion (3.10c) • Conservation and resource renewal (3.10d) 	<p><u>Investigating Earth Cycles, Pattern & Change: Natural Cycles</u></p> <p>Natural events are sequenced chronologically (3.1)</p> <ul style="list-style-type: none"> • Patterns of natural events (day/night, seasonal changes, phases of moon, tides) (3.8a) • Animal life cycles (3.8b) • Plant life cycles (3.8c) <p><u>Investigating Earth Cycles, Pattern & Change: Water Cycle</u></p> <p>There are many sources of water on Earth (3.9a)</p> <ul style="list-style-type: none"> • Energy from sun drives water cycle (3.9b) • Processes involved: evaporation, condensation, precipitation (3.9c) • Water is essential for living things (3.9d) • Water on Earth is limited and needs to be conserved (3.9e) 	<p><u>Investigating Interrelationships in Earth/Space Systems: Soil</u></p> <ul style="list-style-type: none"> • Soil provides support and nutrients for plant growth (3.7a) • Topsoil is natural product of subsoil and bedrock (3.7b) • Rock, clay, silt, sand and humus are components of soil (3.7c) • Soil is natural resource that should be conserved (3.7d) <p><u>Investigating Resources: Energy Resources</u></p> <ul style="list-style-type: none"> • Sun's ability to produce light and heat energy (3.11a) • Sources of energy (3.11b) • Fossil fuels (coal, oil, natural gas) and wood (3.11c) • Renewable and nonrenewable energy resources (3.11d)

Michigan Third Grade Pacing Guide For Science

TD Snyder



Michigan Third Grade Pacing Guide For Science:

Enjoying the Song of Phrase: An Psychological Symphony within **Michigan Third Grade Pacing Guide For Science**

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