

# Lansing School District Third Grade Science Year-At-A-Glance Expected Pacing

| Quarter | Dates       | <b>Amplify Core Content</b><br><b>Unit 1 Balancing Forces</b>  |
|---------|-------------|--|
| Q1      | Aug. 28-31  | Community building/routines/procedures   |
|         | Sept. 5-8   | Balancing Forces: Lessons 1-2  |
|         | Sept. 11-15 | Balancing Forces: Lessons 3-4  |
|         | Sept. 18-22 | Balancing Forces: Lessons 5-6  |
|         | Sept. 25-29 | Balancing Forces: Lessons 7-8  |
|         | Oct. 2-6    | <b>Chapter 3:</b> Why does the train fall?<br>Lessons 3.1 (Observing Evidence of Gravity), 3.2 (Reading About Gravity), 3.3 (Observing Forces in Chain Reactions)  |
|         | Oct. 9-13   | Lesson 3.4 (Modeling and Explaining the Falling Train)<br><b>Chapter 4:</b> Why does the train float, even though gravity is acting on it?<br>Lessons 4.1 (One Object, Two Forces), 4.2 (Investigating Balanced Forces)      |
|         | Oct. 16-20  | Lessons 4.3 (Explaining a Bridge), 4.4 (Modeling and Explaining Balanced Forces)<br><b>Chapter 5:</b> Why does the train change from floating to falling?<br>Lessons 5.1 (Investigating Unbalanced Forces), 5.2 (Hoverboard) |

## Lansing School District Third Grade Science Year-At-A-Glance Expected Pacing

| Quarter | Dates           | <b>Amplify Core Content Cont.</b><br><b>Unit 1 Balancing Forces</b>   |
|---------|-----------------|---|
| Q1      | Oct. 23-27      | Lessons 5.3 (Electromagnets and Predicting Patterns), 5.4 (Modeling the Train) 5.5 (End of Unit Assessment: Students' Explanations) |
|         | Oct. 30- Nov. 3 | Flex Week-This week is used to review or catch-up to pacing expectations. This week can also be used for math instruction.          |
|         |                 |   |
|         |                 |   |

## Lansing School District Third Grade Science Year-At-A-Glance Expected Pacing

| Quarter | Dates       | <b>Amplify Core Content</b><br><b>Unit: Inheritance and Traits (22 Lessons)</b>   |
|---------|-------------|---|
| Q2      | Nov. 6-10   | <b>Chapter 1:</b> Why are wolves different even though they are all the same species?<br>Lessons: 1.1 ( Pre-Unit Assessment), 1.2 (Blue whales and Buttercups) and 1.3 (Observing Similarities and Differences) |
|         | Nov. 13-17  | Lessons: 1.4 (Introducing Species), and 1.5 (Variation in a Species) and Lessons: 1.6 (Making Sense of Variation)   |
|         | Nov. 20-24* | <b>Thanksgiving Break</b>   |
|         | Nov. 27-1   | Lesson: 1.7 (Explaining Variation)<br><b>Chapter 2:</b> Why is Wolf 44's color similar to one pack but different from the other?<br>Lessons: 2.1 (Asking Questions About Data), and 2.2 Exploring Patterns      |
|         | Dec. 4-8    | Lessons: 2.3 (The Code), and 2.4 (Exploring Inheritance) and 2.5 (Making Sense of Inheritance)  |
|         | Dec. 11-15  | <b>Chapter 3:</b> Why isn't Wolf 44 like the Bison Valley Pack in hunting style and size?<br>Lessons: 3.1 (Introducing Traits That Aren't Inherited) and 3.2 (How the Sparrow Learned Its Song)                 |
|         | Dec. 18-22  | Lessons: 3.3 Investigating What Determines Traits and 3.4 (The Role of the Environment)   |
|         | Dec. 25-29  | <b>Winter Break</b>   |
|         | Jan. 1-5    |   |

# Lansing School District Third Grade Science Year-At-A-Glance Expected Pacing

| Quarter | Dates      | <b>Amplify Core Content</b><br><b>Unit: Inheritance and Traits Cont.</b>   |
|---------|------------|--|
| Q2      | Jan. 8-12  | Lessons: 3.5 (Making Sense of Traits) and Flex used for catch up to pacing or an additional time for math interventions                            |
|         | Jan. 15-19 | Lesson 3.6 (End of Unit Assessment) Part 1<br>Chapter 4: How can scientist investigate questions about traits?<br>Lesson: 4.1 (Scorpion Scientist) |
|         |            |  |
|         |            |  |

## Lansing School District: Third Grade Science Year-At-A-Glance Expected Pacing

| Quarter | Dates          | <b>Amplify Core Content</b><br><b>Unit: Inheritance and Traits Cont.</b><br><b>Environments and Survival (22 lessons)</b>   |
|---------|----------------|---|
| Q3      | Jan. 22-26     | <b>Chapter 4:</b> How can scientist investigate questions about traits?<br>Lessons: 4.2 (End of Unit Assessment) Part 2   |
|         | Jan. 29-Feb. 2 | Lesson 4.3 (Investigating Sparrow Offspring)  |
|         | Feb. 5-9       | <b>Unit Environments and Survival</b><br><b>Chapter 1:</b> Why are the snails with yellow shells not surviving well?<br>Lessons: 1.1 (Pre-Unit Assessment), and 1.2 (Investigating Needs for Survival)  |
|         | Feb. 12-16     | Lessons: 1.3 (Earthworms Underground), 1.4 (The Survival Model) and 1.5 (Writing an Explanation of Snails' Survival)  |
|         | Feb. 19-23     | <b>Chapter 2:</b> Why are the snails with banded shells more likely to survive than the snails with yellow shells?<br>Lessons: 2.2 (The Hummingbird Model), 2.2 (Mystery Mouths) and 2.3 (Investigating Traits and Survival)                        |
|         | Feb. 26-Mar. 1 | Lessons 2.4 (The Survival Model: Traits), 2.5 (Making Sense of Traits and Survival) and 2.6 (Writing About Snail Traits and Survival)   |
|         | Mar. 4-8       | Lessons 2.7 (Using Snail Traits to Inspire a Design) and 2.8 (Sharing and Revising Designs)   |
|         | Mar. 11-15     | <b>Chapter 3:</b> Why were snails with yellow shells more likely to survive in their environment 10 years ago?<br>Lessons: 3.1 (The Survival Model: Changing Environment), 3.2 (Environment News) and 3.3 Environmental Change and Adaptive Traits) |
|         | Mar. 18-22     | Flex week<br>Used to catch-up with pacing, re-teach, and review   |

# Lansing School District: Third Grade Science Year-At-A-Glance Expected Pacing

| Quarter | Dates      | <b>Amplify Core Content</b><br><b>Unit: Environments and Survival Cont.</b> |
|---------|------------|---|
| Q3      | Mar. 25-29 | Spring Break  |
|         | April 1-5  | 3.4 (End of Unit Assessment) Part 1   |

## Lansing School District: Third Grade Science Year-At-A-Glance Expected Pacing

| Quarter | Dates          | <b>Amplify Core Content</b><br><b>Cont. Environments and Survival (22 lessons)</b><br><b>Weather and Climate (22 lessons)</b>   |
|---------|----------------|---|
| Q4      | April 8-12     | <b>Chapter 4:</b> How can engineers use what they learn from organisms' traits to design solutions?<br>Lessons: 4.1 (Cockroach Robots), 4.2 (Planning Designs) and 4.3 (Making and Testing Designs)         |
|         | April 15-19    | Lessons: 4.4 (End of Unit Assessment Part 2) and 4.5 (Presenting Design Arguments)  |
|         | April 22-26    | <b>Social Studies</b>   |
|         | April 29-May 3 |   |
|         | May 6-10       | <b>Unit: Weather and Climate</b><br><b>Chapter 1:</b> Which island's weather would be best for orangutans?<br>Lessons: 1.1 (Pre-Unit Assessment), 1.2 (Measuring Rainfall), and 1.3 (Measuring Temperature) |
|         | May 13-17      | Lessons: 1.4 (Sky Notebook), 1.5 (Making Sense of Weather Data) and 1.6 (Writing Island Arguments)  |
|         | May 20-24      | <b>Social Studies</b>   |
|         | May 27-31      |   |
|         | June 3-7       |   |