

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

Quarter	Dates	<b>Amplify Core Content</b> <b>Unit 1 Balancing Forces</b>
Q1	Aug. 21-23	Community building/routines/procedures
	Aug. 26-29	Balancing Forces: Lessons 1-2
	Sept. 3-6	Balancing Forces: Lessons 3-4
	Sept. 9-13	Balancing Forces: Lessons 5-6
	Sept. 16-20	Balancing Forces: Lessons 7-8
	Sept. 23-26	<b>Chapter 3:</b> Why does the train fall? Lessons 3.1 (Observing Evidence of Gravity), 3.2 (Reading About Gravity), 3.3 (Observing Forces in Chain Reactions)
	Sept. 30-Oct. 4	Lessons 3.4 (Modeling and Explaining the Falling Train) <b>Chapter 4:</b> Why does the train float, even though gravity is acting on it? Lessons 4.1 (One Object, Two Forces), 4.2 (Investigating Balanced Forces)
	Oct. 7-11	Lessons 4.3 (Explaining a Bridge), 4.4 (Modeling and Explaining Balanced Forces) <b>Chapter 5:</b> Why does the train change from floating to falling? Lessons 5.1 (Investigating Unbalanced Forces), 5.2 (Hoverboard)

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Quarter	Dates	Amplify Core Content Cont. Unit 1 Balancing Forces
Q1	Oct. 14-17	Lessons 5.3 (Electromagnets and Predicting Patterns), 5.4 (Modeling the Train) 5.5 (End of Unit Assessment: Students' Explanations)
	Oct. 21-25	Flex Week-This week is used to review or catch-up to pacing expectations. This week can also be used for math instruction.

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Quarter	Dates	<b>Amplify Core Content</b> <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? 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	Lessons: 1.7 (Explaining Variation) <b>Chapter 2:</b> Why is Wolf 44's color similar to one pack but different from the other? 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? 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	

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Quarter	Dates	<b>Amplify Core Content</b> <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	Lessons 3.6 (End of Unit Assessment) Part 1 Chapter 4: How can scientist investigate questions about traits? Lessons: 4.1 (Scorpion Scientist)

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

Quarter	Dates	<b>Amplify Core Content</b> <b>Unit: Inheritance and Traits Cont.</b> <b>Environments and Survival (22 Lessons)</b>
Q3	Jan. 22-26	<b>Chapter 4:</b> How can scientist investigate questions about traits? Lessons: 4.2 (End of Unit Assessment) Part 2
	Jan. 29-Feb. 2	Lessons 4.3 (Investigating Sparrow Offspring)
	Feb. 5-9	<b>Unit Environments and Survival</b> <b>Chapter 1:</b> Why are the snails with yellow shells not surviving well? 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? 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? 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 Used to catch-up with pacing, re-teach, and review

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

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Quarter	Dates	<b>Amplify Core Content</b> <b>Cont. Environments and Survival (22 Lessons)</b> <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? 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> <b>Chapter 1:</b> Which island's weather would be best for orangutans? 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	