

Gwinnett County Public Schools Science Grade 3 – Instructional Calendar 2020-2021

| 1 st Nine Weeks | | 2 nd Nine Weeks | |
|---|---|---|--|
| Heat 6 weeks | Rocks and Minerals 3 weeks | Soil 4.5 weeks | Fossils 4.5 weeks |
| <p>1. obtain, evaluate, and communicate information about the ways heat energy is transferred and measured (GSE S3P1) 1a. ask questions to identify sources of heat energy (GSE S3P1a) <i>(Clarification statement: Examples could include sunlight, friction, and burning.)</i> 1b. plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects (GSE S3P1b) <i>(Clarification statement: The use of both Fahrenheit and Celsius temperature scales is expected.) (Aligns to AKS.NBT.1)</i> 1c. use tools and everyday materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials (GSE S3P1c) <i>(Clarification statement: Conduction, convection, and radiation are taught in upper grades.) (Aligns to AKS 3.OA.3)</i></p> | <p>2. obtain, evaluate, and communicate information about the physical attributes of rocks, minerals, and soils (GSE S3E1) 2a. ask questions to differentiate between rocks and minerals 2b. ask questions and analyze data to classify rocks and minerals by their physical attributes (i.e., color, texture, luster, and hardness) using simple tests (GSE S3E1a) <i>(Clarification statement: Mohs scale should be studied at this level. The process of rock formation can be addressed to provide background knowledge for fossil formation. Cleavage, streak, and the classification of rocks as sedimentary, igneous, and metamorphic are addressed in sixth grade.) (Aligns to AKS 24.MD.3)</i></p> | <p>2. obtain, evaluate, and communicate information about the physical attributes of rocks, minerals, and soils (GSE S3E1) 2c. plan and carry out investigations to describe properties of soils (i.e., color, texture, capacity to retain water, and ability to support growth of plants) and soil types (i.e., sand, clay, loam) (GSE S3E1b) <i>(Aligns with AKS 8.OA.8 and 24.MD.3)</i> 2d. make observations of the local environment to construct an explanation of how water and wind have made changes to soil and rocks over time (GSE S3E1c) <i>(Clarification statement: Examples could include ripples in dirt on a playground and a hole formed under gutters.)</i></p> | <p>3. obtain, evaluate, and communicate information on how fossils provide evidence of past organisms (GSE S3E2) 3a. construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived (GSE S3E2a) 3b. develop a model to describe the sequence and conditions required for an organism to become fossilized (GSE S3E2b) <i>(Clarification statement: Types of fossils (cast, mold, trace, and true) are not addressed in this standard.)</i></p> |

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| 3rd Nine Weeks | | 4th Nine Weeks |
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| Pollution and Environment 5 weeks | Habitats 4 weeks | Habitats 4 weeks |
| <p>5. obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment (GSE S3L2) 5a. ask questions to collect information on the different types of pollution (i.e., air, land, and water) and create records of sources and effects of pollution on the plants and animals of Georgia (GSE S3L2a) 5b. construct an explanation to describe the relationship between the types of pollution and the impact of humans on the environment 5c. investigate and communicate solutions, such as conservation of resources and recycling materials, to protect plants and animals of Georgia (GSE S3L2b) (Aligns to AKS 24.MD.3)</p> | <p>4. obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats (mountains, piedmont, marsh/swamp, coast, Atlantic Ocean) found within geographic regions (Blue Ridge Mountains, Appalachian Plateau, Valley and Ridge, Piedmont, Coastal Plains) of Georgia (GSE S3L1) 4a. ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions (GSE S3L1a) 4b. ask questions to identify features of plants that allow them to live and thrive in different habitats of Georgia</p> | <p>4. obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats (mountains, piedmont, marsh/swamp, coast, Atlantic Ocean) found within geographic regions (Blue Ridge Mountains, Appalachian Plateau, Valley and Ridge, Piedmont, Coastal Plains) of Georgia (GSE S3L1) 4c. construct an explanation using evidence of how external features and adaptations (e.g., camouflage, use of hibernation, protection, migration, mimicry) of animals allow them to survive in their habitat (GSE S3L1b) 4d. use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another (GSE S3L1c) 4e. construct an explanation to communicate what will happen to an organism if a habitat is manipulated or changed (e.g., destruction of forests, advancement of technology, effects of migration)</p> |