

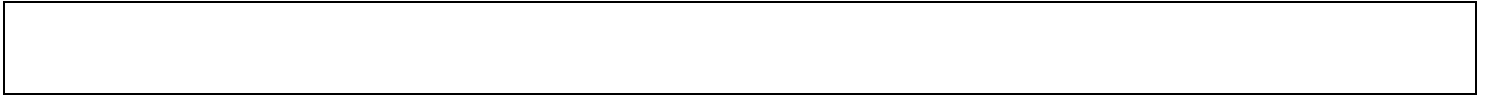
Big Idea: Investigating Questions UNIT 1

Big Idea: Investigating Questions UNIT 1							
Content Area: Science		Grade: 3 rd		Unit Time Frame: September 8 – September 26			
Essential Questions	Content	Skills	Key Terms	Assessment	CCCS/CCRAS	Text	NJCCCS
How do scientists investigate questions?	Scientific method Observation	Observe Infer Draw conclusions	Observe Infer Predict Investigation	formative assessments summative assessments	RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5	Text book Science virtual lessons	6.3.4.A.1 6.3.4.D.1 6.1.4.B.1 6.1.4.B.4
How can you use a model?	Scientific tools Measuring	Gather and record data	Experiment Variable Microscope Graduated cylinder	-written work -Observations of small group	RL.3.6 RL.3.7 RL.3.9 RL.3.10		6.1.4.D.3 6.1.4.B.4 6.1.4.D.2 6.1.4.A.1
How do scientists use tools?	Time and temperature	Hypothesize Predict	Temperature Data Evidence	discussion, independent or collaborative activities	RI.3.1 RI.3.2 RI.3.3 RI.3.4		6.1.4.C.4 6.1.4.C.6 6.1.4.C.7 6.1.4.C.8
How can you measure length?	Data Communicati ng	Identify and control variables Models	Data table Bar graph Chart Map model	collaborative activities -Tests and quizzes	RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9		6.1.4.C.10 6.1.4.B.6 6.1.4.A.2 6.1.4.A.5
How do scientists use data?	Graphing	Measure Compare		-Construct and use tables, charts, graphs,	RI.3.10 RF.3.3 RF.3.4 SL.3.1 SL.3.2		
How do your results compare?				-Class discussions -Student participation -Student notes -Unit project -Homework and Practice book	SL.3.3 SL.3.4 SL.3.5 SL.3.6 L.3 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6		

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Big Idea: The Engineering Process UNIT 2

Big Idea: The Engineering Process UNIT 2							
Content Area: Science		Grade: 3 rd		Unit Time Frame: October 5 – October 26			
Essential Questions	Content	Skills	Key Terms	Assessment	CCCS/ CCRAS	Text	NJCCCS
<p>How do engineers use the design process?</p> <p>How can you design a tree house?</p> <p>How are technology and society related?</p> <p>How can we improve a design?</p>	<p>Design process</p> <p>Technology</p> <p>Society</p> <p>Changes in technology</p> <p>Improving technology</p>	<p>Plan and draw a design</p> <p>Recording</p> <p>Observation</p> <p>Analyzing</p> <p>Drawing conclusions</p>	<p>Design process</p> <p>Technology</p>	<p>formative assessments</p> <p>summative assessments</p> <p>-written work</p> <p>-Observations of small group discussion, independent or collaborative activities</p> <p>-Tests and quizzes</p> <p>-Construct and use tables, charts, graphs,</p> <p>-Class discussions</p> <p>-Student participation</p> <p>-Student notes</p> <p>-Unit project</p> <p>-Homework and Practice book</p>	<p>RL.3.1</p> <p>RL.3.2</p> <p>RL.3.3</p> <p>RL.3.4</p> <p>RL.3.5</p> <p>RL.3.6</p> <p>RL.3.7</p> <p>RL.3.9</p> <p>RL.3.10</p> <p>RI.3.1</p> <p>RI.3.2</p> <p>RI.3.3</p> <p>RI.3.4</p> <p>RI.3.5</p> <p>RI.3.6</p> <p>RI.3.7</p> <p>RI.3.8</p> <p>RI.3.9</p> <p>RI.3.10</p> <p>RF.3.3</p> <p>RF.3.4</p> <p>SL.3.1</p> <p>SL.3.2</p> <p>SL.3.3</p> <p>SL.3.4</p> <p>SL.3.5</p> <p>SL.3.6</p> <p>L.3</p> <p>L.3.2</p> <p>L.3.3</p> <p>L.3.4</p> <p>L.3.5</p> <p>L.3.6</p>	<p>Text book</p> <p>Science virtual lessons</p>	<p>6.3.4.A.1</p> <p>6.3.4.D.1</p> <p>6.1.4.B.1</p> <p>6.1.4.B.4</p> <p>6.1.4.D.3</p> <p>6.1.4.B.4</p> <p>6.1.4.D.2</p> <p>6.1.4.A.1.</p> <p>6.1.4.C.4</p> <p>6.1.4.C.6</p> <p>6.1.4.C.7</p> <p>6.1.4.C.8</p> <p>6.1.4.C.10</p> <p>6.1.4.B.6</p> <p>6.1.4.A.2</p> <p>6.1.4.A.5</p>



Big Idea: Plants and Animals UNIT 3

Content Area: Science		Grade: 3 rd		Unit Time Frame: May 2 – June 3			
Essential Questions	Content	Skills	Key Terms	Assessment	CCCS/ CCRAS	Text	NJCCCS
What are some plant life cycles?	Life cycles Adaptations	Compare and contrast	Life cycle Germinate	formative assessments summative assessments	RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5 RL.3.6	Text book Science virtual lessons	6.3.4.A.1 6.3.4.D.1 6.1.4.B.1 6.1.4.B.4 6.1.4.D.3 6.1.4.B.4
What are some animal life cycles?	Plants Animals	Sequencing Visual aids	Flower Reproduce	-written work	RL.3.7 RL.3.9 RL.3.10		6.1.4.D.2 6.1.4.A.1
How do living things change?		Communication	Cone Pollen Pollination	-Observations of small group discussion, independent or collaborative activities	RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7		6.1.4.C.4 6.1.4.C.6 6.1.4.C.7 6.1.4.C.8 6.1.4.C.10 6.1.4.B.6 6.1.4.A.2 6.1.4.A.5
What are structural adaptations			Spore Metamorphosis	-Tests and quizzes	RI.3.8 RI.3.9 RI.3.10		
How can we model a physical adaptation?			Tadpole Larva	-Construct and use tables, charts, graphs,	RF.3.3 RF.3.4 SL.3.1 SL.3.2		
What are behavioral adaptations			Pupa Adaptation Camouflage Mimicry Behavior Learned behavior Instinct Migration hibernate	-Class discussions -Student participation -Student notes -Unit project -Homework and Practice book	SL.3.3 SL.3.4 SL.3.5 SL.3.6 L.3 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6		

Big Idea: Ecosystems and Interactions UNIT 4

Content: Science		Grade: 3 rd		Unit Time Frame: October 27 – November 13			
Essential Questions	Content	Skills	Key Terms	Assessment	CCCS/CCRAS	Text	NJCCCS
What are ecosystems?	Ecosystems	Compare	Environment Ecosystem Habitat Population Community Producer Consumer Photosynthesis Food chain Decomposer Erosion Flood Drought	-formative assessments	RL.3.1 RL.3.2	Text book	6.3.4.A.1 6.3.4.D.1
What's in an ecosystem?	Food Chains	Infer		-summative assessments	RL.3.3 RL.3.4	Science virtual lessons	6.1.4.B.1 6.1.4.B.4
What is a food chain?	Environmental changes	Classify/Order		-written work	RL.3.5 RL.3.6		6.1.4.D.3 6.1.4.B.4
What are some food chains?		Hypothesize Observe		-Observations of small group discussion, independent or collaborative activities	RL.3.7 RL.3.9 RL.3.10		6.1.4.D.2 6.1.4.A.1.
How do environmental changes affect living things?		Draw Conclusions		-Tests and quizzes	RI.3.1 RI.3.2 RI.3.3 RI.3.4		6.1.4.C.4 6.1.4.C.6 6.1.4.C.7 6.1.4.C.8 6.1.4.C.10
				-Construct and use tables, charts, graphs,	RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10		6.1.4.B.6 6.1.4.A.2 6.1.4.A.5
			-Class discussions	RF.3.3 RF.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6 L.3 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6			
			-Student participation				
			-Student notes				
			-Unit project				
			-Homework and Practice book				

Big Idea: CHANGES TO EARTH'S SURFACE - UNIT 5

Content Area: Science		Grade: 3 rd	Unit Time Frame: November 16 – December 8				
Essential Questions	Content	Skills	Key Terms	Assessment	CCCS/CCRAS	Text	NJCCCS
<p>What are some landforms?</p> <p>How does earth's surface change slowly?</p> <p>How can we model erosion?</p> <p>How does earth's surface change quickly?</p>	<p>Landforms</p> <p>Earth's Surface</p> <p>Erosion</p>	<p>Predict</p> <p>Observe</p> <p>Infer</p> <p>Communicate</p> <p>Draw</p> <p>Conclusions</p> <p>Hypothesize</p> <p>Measure</p>	<p>Landform</p> <p>Valle</p> <p>Canyon</p> <p>Mountain</p> <p>Plain</p> <p>Plateau</p> <p>Weathering</p> <p>Erosion</p> <p>Glacier</p> <p>Earthquake</p> <p>Volcano</p> <p>Flood</p>	<p>-formative assessments</p> <p>-summative assessments</p> <p>-written work</p> <p>-Observations of small group discussion, independent or collaborative activities</p> <p>-Tests and quizzes</p> <p>-Construct and use tables, charts, graphs,</p> <p>-Class discussions</p> <p>-Student participation</p> <p>-Student notes</p> <p>-Unit project</p> <p>-Homework and Practice book</p>	<p>RL.3.1</p> <p>RL.3.2</p> <p>RL.3.3</p> <p>RL.3.4</p> <p>RL.3.5</p> <p>RL.3.6</p> <p>RL.3.7</p> <p>RL.3.9</p> <p>RL.3.10</p> <p>RI.3.1</p> <p>RI.3.2</p> <p>RI.3.3</p> <p>RI.3.4</p> <p>RI.3.5</p> <p>RI.3.6</p> <p>RI.3.7</p> <p>RI.3.8</p> <p>RI.3.9</p> <p>RI.3.10</p> <p>RF.3.3</p> <p>RF.3.4</p> <p>SL.3.1</p> <p>SL.3.2</p> <p>SL.3.3</p> <p>SL.3.4</p> <p>SL.3.5</p> <p>SL.3.6</p> <p>L.3</p> <p>L.3.2</p> <p>L.3.3</p> <p>L.3.4</p> <p>L.3.5</p> <p>L.3.6</p>	<p>Text book</p> <p>Science virtual lessons</p>	<p>6.3.4.A.1</p> <p>6.3.4.D.1</p> <p>6.1.4.B.1</p> <p>6.1.4.B.4</p> <p>6.1.4.D.3</p> <p>6.1.4.B.4</p> <p>6.1.4.D.2</p> <p>6.1.4.A.1.</p> <p>6.1.4.C.4</p> <p>6.1.4.C.6</p> <p>6.1.4.C.7</p> <p>6.1.4.C.8</p> <p>6.1.4.C.10</p> <p>6.1.4.B.6</p> <p>6.1.4.A.2</p> <p>6.1.4.A.5</p>

Big Idea: PEOPLE AND RESOURCES - UNIT 6

Content: Science		Grade: 3 rd		Unit Time Frame: December 8 – December 23			
Essential Questions	Content	Skills	Key Terms	Assessment	CCCS/CCRAS	Text	NJCCCS
What are some natural resources?	Natural Resources	Observe	Natural resources	-formative assessments	RL.3.1 RL.3.2 RL.3.3	Text book	6.3.4.A.1 6.3.4.D.1 6.1.4.B.1 6.1.4.B.4
How can we conserve resources?	Conservation	Compare	Renewable resource	-summative assessments	RL.3.4 RL.3.5 RL.3.6	Science virtual lessons	6.1.4.D.3 6.1.4.B.4 6.1.4.D.2 6.1.4.A.1.
What is soil?	Soil	Draw conclusions	Nonrenewable resource	-written work	RL.3.7 RL.3.9 RL.3.10		
		Compare	Fossil fuels	-Observations of small group discussion, independent or collaborative activities	RI.3.1 RI.3.2 RI.3.3 RI.3.4		6.1.4.C.4 6.1.4.C.6 6.1.4.C.7 6.1.4.C.8 6.1.4.C.10
		Classify/Order	Conservation	-Tests and quizzes	RI.3.5 RI.3.6 RI.3.7		6.1.4.B.6 6.1.4.A.2 6.1.4.A.5
		Communicate	Pollution	-Construct and use tables, charts, graphs,	RI.3.8 RI.3.9 RI.3.10		
		Experiment	Soil	-Class discussions	RF.3.3 RF.3.4		
			Humus	-Student participation	SL.3.1 SL.3.2 SL.3.3		
			Sand	-Student notes	SL.3.4 SL.3.5		
			Silt	-Unit project	SL.3.6		
			Clay	-Homework and Practice book	L.3 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6		
			Nutrients				

Big Idea: WATER AND WEATHER - UNIT 7

Content: Science		Grade: 3 rd	Unit Time Frame: January 4 – January 27				
Essential Questions	Content	Skills	Key Terms	Assessment	CCCS/CCRAS	Text	NJCCCS
What is the water cycle?	Water cycle	Observe	Salt water	-formative assessments	RL.3.1 RL.3.2	Text book	6.3.4.A.1 6.3.4.D.1
What is weather?	Weather	Infer	Fresh water	-summative assessments	RL.3.3 RL.3.4 RL.3.5	Science virtual lessons	6.1.4.B.1 6.1.4.B.4
How can we measure weather?	Measuring weather	Communicate	Evaporation	-written work	RL.3.6 RL.3.7 RL.3.9		6.1.4.D.3 6.1.4.B.4 6.1.4.D.2 6.1.4.A.1.
		Compare	Condensation	-Observations of small group discussion, independent or collaborative activities	RL.3.10 RI.3.1 RI.3.2 RI.3.3		6.1.4.C.4 6.1.4.C.6 6.1.4.C.7 6.1.4.C.8
		Experiment	Water cycle		RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8		6.1.4.C.10 6.1.4.B.6 6.1.4.A.2 6.1.4.A.5
		Draw conclusions	Precipitation	-Tests and quizzes	RI.3.9 RI.3.10		
		Measure	Atmosphere	-Construct and use tables, charts, graphs,	RF.3.3 RF.3.4		
		Predict	Weather	-Class discussions	SL.3.1 SL.3.2 SL.3.3 SL.3.4		
			Temperature	-Student participation	SL.3.5 SL.3.6		
				-Student notes	L.3 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6		
				-Unit project			
				-Homework and Practice book			

Big Idea: Earth And Its Moon

Content: Science		Grade: 3 rd	Unit Time Frame: January 28 – February 24				
Essential Questions	Content	Skills	Key Terms	Assessment	CCCS/CCRAS	Text	NJCCCS
<p>How do Earth and the moon move?</p> <p>How can we model the moon's phases?</p>	<p>Earth's rotation</p> <p>Moon phases</p>	<p>Infer</p> <p>Communicate</p> <p>Use models</p> <p>Observe</p> <p>Draw conclusions</p> <p>Make a model</p>	<p>Axis</p> <p>Rotation</p> <p>Revolution</p> <p>Tides</p>	<p>-formative assessments</p> <p>-summative assessments</p> <p>-written work</p> <p>-Observations of small group discussion, independent or collaborative activities</p> <p>-Tests and quizzes</p> <p>-Construct and use tables, charts, graphs,</p> <p>-Class discussions</p> <p>-Student participation</p> <p>-Student notes</p> <p>-Unit project</p> <p>-Homework and Practice book</p>	<p>RL.3.1</p> <p>RL.3.2</p> <p>RL.3.3</p> <p>RL.3.4</p> <p>RL.3.5</p> <p>RL.3.6</p> <p>RL.3.7</p> <p>RL.3.9</p> <p>RL.3.10</p> <p>RI.3.1</p> <p>RI.3.2</p> <p>RI.3.3</p> <p>RI.3.4</p> <p>RI.3.5</p> <p>RI.3.6</p> <p>RI.3.7</p> <p>RI.3.8</p> <p>RI.3.9</p> <p>RI.3.10</p> <p>RF.3.3</p> <p>RF.3.4</p> <p>SL.3.1</p> <p>SL.3.2</p> <p>SL.3.3</p> <p>SL.3.4</p> <p>SL.3.5</p> <p>SL.3.6</p> <p>L.3</p> <p>L.3.2</p> <p>L.3.3</p> <p>L.3.4</p> <p>L.3.5</p> <p>L.3.6</p>	<p>Text book</p> <p>Science virtual lessons</p>	<p>6.3.4.A.1</p> <p>6.3.4.D.1</p> <p>6.1.4.B.1</p> <p>6.1.4.B.4</p> <p>6.1.4.D.3</p> <p>6.1.4.B.4</p> <p>6.1.4.D.2</p> <p>6.1.4.A.1.</p> <p>6.1.4.C.4</p> <p>6.1.4.C.6</p> <p>6.1.4.C.7</p> <p>6.1.4.C.8</p> <p>6.1.4.C.10</p> <p>6.1.4.B.6</p> <p>6.1.4.A.2</p> <p>6.1.4.A.5</p>

Big Idea: Matter

Content: Science		Grade: 3 rd	Unit Time Frame: February 18 – March 24				
Essential Questions	Content	Skills	Key Terms	Assessment	CCCS/CCRAS	Text	NJCCCS
What are some physical properties?	Matter	Observe	Matter	-formative assessments	RL.3.1 RL.3.2	Text book	6.3.4.A.1 6.3.4.D.1
What are the states of matter?	Chemical change	Measure	Physical property	-summative assessments	RL.3.3 RL.3.4	Science virtual lessons	6.1.4.B.1 6.1.4.B.4
What physical properties can we observe?	Physical change	Gather and record data	Mass	-written work	RL.3.5 RL.3.6 RL.3.7 RL.3.9		6.1.4.D.3 6.1.4.B.4 6.1.4.D.2 6.1.4.A.1.
What are some changes to matter?		Plan and conduct simple investigations	Volume	-Observations of small group discussion, independent or collaborative activities	RL.3.10 RI.3.1 RI.3.2		6.1.4.C.4 6.1.4.C.6 6.1.4.C.7
What changes can we observe?		Classify	Temperature	-Tests and quizzes	RI.3.3 RI.3.4		6.1.4.C.8 6.1.4.C.10
		compare	Solid	-Construct and use tables, charts, graphs,	RI.3.5 RI.3.6 RI.3.7		6.1.4.B.6 6.1.4.A.2 6.1.4.A.5
			Liquid	-Class discussions	RI.3.8 RI.3.9		
			Gas	-Student participation	RI.3.10 RF.3.3		
			Evaporation	-Student notes	RF.3.4 SL.3.1		
			Condensation	-Unit project	SL.3.2 SL.3.3		
			Physical change	-Homework and Practice book	SL.3.4 SL.3.5 SL.3.6		
			Mixture		L.3 L.3.2 L.3.3		
			Solution		L.3.4 L.3.5		
			Dissolve		L.3.6		

			Chemical change				
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Big Idea: Simple and Compound Machines

Content: Science		Grade: 3 rd		Unit Time Frame: April 4 – April 29			
Essential Questions	Content	Skills	Key Terms	Assessment	CCCS/CCRAS	Text	NJCCCS
What are simple machines?	Machines	Observe	Work	-formative assessments	RL.3.1 RL.3.2	Text book	6.3.4.A.1 6.3.4.D.1
What are some other simple machines?	Force	Measure	Simple machine	-summative assessments	RL.3.3 RL.3.4	Science virtual lessons	6.1.4.B.1 6.1.4.B.4
How do simple machines affect work?	Gravity	Gather and record data	Lever	-written work	RL.3.5 RL.3.6 RL.3.7 RL.3.9		6.1.4.D.3 6.1.4.B.4 6.1.4.D.2 6.1.4.A.1.
		Plan and conduct simple investigations	Fulcrum	-Observations of small group discussion, independent or collaborative activities	RL.3.10 RI.3.1 RI.3.2		6.1.4.C.4 6.1.4.C.6 6.1.4.C.7
		Classify	Wheel-and-axle	-Tests and quizzes	RI.3.3 RI.3.4		6.1.4.C.8 6.1.4.C.10
		compare	Pulley	-Construct and use tables, charts, graphs,	RI.3.5 RI.3.6 RI.3.7		6.1.4.B.6 6.1.4.A.2 6.1.4.A.5
			Inclined plane	-Class discussions	RI.3.8 RI.3.9		
			Wedge	-Student participation	RI.3.10 RF.3.3		
			Screw	-Student notes	RF.3.4 SL.3.1		
			Compound machine	-Unit project	SL.3.2 SL.3.3		
				-Homework and Practice book	SL.3.4 SL.3.5 SL.3.6		
					L.3 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6		