

**West Carroll Special School District
Instructional Plan/Pacing Guide, 2016-2017**

Teacher: Sherri Pafford		Co-Teacher: N/A *Dates & activities are subject to change			
Subject: Science		Grade Level: Third			
Unit Title	TN Standard # ACT Standard # (When Applicable)	Major Topics and Concepts Addressed	Major Activities Assignments Field Trips	Assessing Student Mastery	Pacing (Beginning and ending dates of instruction)
				What student generated product will demonstrate that he/she has met the learning expectation?	
Unit A Ch. 1 Life Science	0307.1.1 0307.4.1. 0307.4.2	<ul style="list-style-type: none"> Identify specific parts of a plant & describe their function. Select an illustration that shows how an organism changes as it develops. Distinguish between characteristics that are transmitted from parents to offspring & those that are not. 	<ul style="list-style-type: none"> Create a foldable and correctly match each plant part to the correct part of the drawing and correctly identify what each part does. Write a summary of what occurs during photosynthesis. Sequence diagrams that illustrate various stages in the development of an organism. Differentiate among the stages in the life cycle of a plant, frog, & butterfly. Make a list of human characteristics that are transmitted from parents to their offspring. Chapter Test 	<ul style="list-style-type: none"> Create a foldable and correctly match each plant part to the correct part of the drawing and correctly identify what each part does. Write a summary of what occurs during photosynthesis. Sequence diagrams that illustrate various stages in the development of an organism. Differentiate among the stages in the life cycle of a plant, frog, & butterfly. Make a list of human characteristics that are transmitted from parents to their offspring. 	August 8 – Sept. 9

Unit A Ch.2 Life Science	0307.2.1 0307.2.2 0307.3.1 0307.3.2 0307.5.1	<ul style="list-style-type: none"> • Distinguish between living & non-living things. • Determine how plants & animals compete for resources such as food, space, water, air, & shelter. • Identify the basic needs of plants and animals. • Recognize that animals obtain their food by eating plants and other animals. • Investigate an organism's characteristics and evaluate how these features enable it to survive in a particular environment. 	<ul style="list-style-type: none"> • Use a T-chart to compare & contrast the characteristics of living and non-living things. • Label a drawing of an environment to illustrate interrelationships among plants and animals • Create representations of animals that have characteristics necessary to survive in a particular environment. • Investigate the connection between an organism's characteristics and its ability to survive in a specific environment. • Describe how environmental factors change over place and time. • Determine how changes in an environmental variable can affect plants and animals of an area. • Chapter Test 	<ul style="list-style-type: none"> • Use a T-chart to compare & contrast the characteristics of living and non-living things. • Label a drawing of an environment to illustrate interrelationships among plants and animals • Create representations of animals that have characteristics necessary to survive in a particular environment. • Investigate the connection between an organism's characteristics and its ability to survive in a specific environment. • Describe how environmental factors change over place and time. • Determine how changes in an environmental variable can affect plants and animals of an area. 	Sept. 12 – Oct. 7
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Unit A Ch. 3 Life Science	0307.5.2 0307.5.3	<ul style="list-style-type: none"> Investigate populations of different organisms and classify them as thriving, threatened, endangered, or extinct. Match the organism with evidence of its prior existence. 	<ul style="list-style-type: none"> Identify evidence used to determine the previous existence of an organism. Use a data chart or informational text to classify organisms as thriving, threatened, endangered, or extinct. Chapter Test 	<ul style="list-style-type: none"> Identify evidence used to determine the previous existence of an organism. Use a data chart or informational text to classify organisms as thriving, threatened, endangered, or extinct. 	Oct. 17 – Nov. 11
Unit B Ch. 4 Earth Science	0307.T/E.1&2 0307.6.1	<ul style="list-style-type: none"> Select a tool, technology, or invention that was used to solve a human problem. Recognize the connection between a scientific advance and the development of a new tool or technology. Identify the major components of the solar system, i.e., sun, planets, and moons 	<ul style="list-style-type: none"> Explain how different inventions and technologies impact people and other living organisms. Evaluate an invention that solves a problem and determine ways to improve the design. Create a model of the solar system depicting the major components and their relative positions and sizes. Chapter Test 	<ul style="list-style-type: none"> Explain how different inventions and technologies impact people and other living organisms. Evaluate an invention that solves a problem and determine ways to improve the design. Create a model of the solar system depicting the major components and their relative positions and sizes. 	Nov. 14 – Dec. 9

Unit B Ch. 5 Earth Science	0307.7.1 0307.7.2 0307.7.3 0307.7.4	<ul style="list-style-type: none"> Classify landforms and bodies of water according to their geological features and identify them on a map. Describe how rocks can be classified according to their physical characteristics. Identify an object as natural or man-made. Determine methods for conserving natural resources. 	<ul style="list-style-type: none"> Use a Venn diagram to compare and contrast two different landforms or bodies of water. Analyze the physical characteristics of different kinds of rocks. Use a magnifier to observe, describe, and compare materials to determine if they are natural or man-made. Design and evaluate a method for reusing or recycling classroom materials. Create a web that demonstrates the link between basic human needs and the earth's resources. Chapter Test 	<ul style="list-style-type: none"> Use a Venn diagram to compare and contrast two different landforms or bodies of water. Analyze the physical characteristics of different kinds of rocks. Use a magnifier to observe, describe, and compare materials to determine if they are natural or man-made. Design and evaluate a method for reusing or recycling classroom materials. Create a web that demonstrates the link between basic human needs and the earth's resources. 	Dec. 12 – Jan. 13

Unit B Ch. 6 Earth Science	0307.8.1 0307.8.2	<ul style="list-style-type: none"> Choose the correct tool for measuring a particular atmospheric condition. Match major cloud types with specific atmospheric conditions. 	<ul style="list-style-type: none"> Select appropriate tools used for collecting weather data that correspond to the atmospheric condition being measured. Identify major cloud types and associate them with particular weather conditions. Chapter Test 	<ul style="list-style-type: none"> Select appropriate tools used for collecting weather data that correspond to the atmospheric condition being measured. Identify major cloud types and associate them with particular weather conditions. 	Jan. 16 – Feb. 3
Unit C Ch. 7 Physical Science	0307.9.1 0307.9.2	<ul style="list-style-type: none"> Describe a substance in terms of its physical properties. Identify methods for separating different types of mixtures. 	<ul style="list-style-type: none"> Use physical properties to compare and contrast substances. Compare and contrast events that demonstrate evaporation, crystallization, and melting. Make predictions and conduct experiments about conditions needed to change the physical properties of particular substances. Classify combinations of materials according to whether they have retained or lost their individual properties. 	<ul style="list-style-type: none"> Use physical properties to compare and contrast substances. Compare and contrast events that demonstrate evaporation, crystallization, and melting. Make predictions and conduct experiments about conditions needed to change the physical properties of particular substances. Classify combinations of materials according to whether they have retained or 	Feb. 6 – Feb. 24

			<ul style="list-style-type: none"> Investigate different ways to separate mixtures such as filtration, evaporation, settling, or using a sieve. Chapter Test 	<p>lost their individual properties.</p> <ul style="list-style-type: none"> Investigate different ways to separate mixtures such as filtration, evaporation, settling, or using a sieve. 	
Unit C Ch. 8 Physical Science	0307.10.1 0307.10.2	<ul style="list-style-type: none"> Use an illustration to identify various sources of heat energy. Classify materials according to their ability to conduct heat. 	<ul style="list-style-type: none"> Associate the sun's energy with the melting of an ice cube placed in a window. Investigate various materials to explore heat conduction. Chapter Test 	<ul style="list-style-type: none"> Associate the sun's energy with the melting of an ice cube placed in a window. Investigate various materials to explore heat conduction. 	Feb. 27 – March 3
Unit C Ch. 9 Physical Science	0307.11.1 0307.11.2 0307.11.3 0307.11.4 0307.12.1 0307.12.2	<ul style="list-style-type: none"> Identify how the direction of a moving object is changed by an applied force. Demonstrate how changing the mass affects a balanced system. Distinguish between pitch and volume. 	<ul style="list-style-type: none"> Plan an investigation to illustrate how changing the mass affects a balanced system, Use a variety of materials to produce sounds of different pitch and volume. Classify a variety of taped sounds 	<ul style="list-style-type: none"> Plan an investigation to illustrate how changing the mass affects a balanced system, Use a variety of materials to produce sounds of different pitch and volume. Classify a variety of taped sounds 	March 6 – March 17

		<ul style="list-style-type: none"> Identify how sounds with different pitch and volume are produced. Recognize that magnets can move objects without touching them. Identify objects that are attracted to magnets. 	<p>according to their pitch and volume.</p> <ul style="list-style-type: none"> Experiment with magnets to determine how distance affects magnetic attraction. Determine that only certain types of objects are attracted to magnets. Chapter Test 	<p>according to their pitch and volume.</p> <ul style="list-style-type: none"> Experiment with magnets to determine how distance affects magnetic attraction. Determine that only certain types of objects are attracted to magnets. 	
Review	All previously listed	All the standards that have been previously taught will be reviewed.	The students will review through the use of Brainpop Jr. videos, Magic School Bus episodes, games, group activities, and short reading passages.	The students will review through the use of Brainpop Jr. videos, Magic School Bus episodes, games, group activities, and short reading passages.	March 20 – April 28
Start preparing for 4 th grade science	0407.8.1 0407.8.2	<ul style="list-style-type: none"> Identify the basic features of the water cycle and describe their importance to life on earth. Distinguish between weather and climate. 	<ul style="list-style-type: none"> Prepare a model that illustrates the basic features of the water cycle. Use long term weather data to distinguish between weather and climate. Use an illustration to predict and draw conclusions about how weather and climate affect the water cycle. 	<ul style="list-style-type: none"> Prepare a model that illustrates the basic features of the water cycle. Use long term weather data to distinguish between weather and climate. Use an illustration to predict and draw conclusions about how weather and climate affect the water cycle. 	May 1 – May 18