

Joliet Public Schools District 86
Grade 3 Science Curriculum

Unit Title	NGSS Standards	Unit Overview
<p><u>Weather & Climate</u></p> <p>Trimester 1</p> <p>~ 6 weeks</p>	<ul style="list-style-type: none"> ● <u>3-ESS2-1</u> - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. ● <u>3-ESS2-2</u> - Obtain and combine information to describe climates in different regions of the world. ● <u>3-ESS3-1</u> - Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. ● <u>3-ETS1-2</u> - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 	<p>This unit explores weather and climate, along with discovering the powerful forces of nature and different types of natural hazards. Students will understand that natural hazards result from natural processes as some are weather related such as hurricanes or flash flooding. Students will then design a structure to withstand a possible natural disaster (flood, hurricane, earthquake).</p>
<p><u>Growth and Development</u></p> <p>Trimester 2</p> <p>~ 6 weeks</p>	<ul style="list-style-type: none"> ● <u>3-LS1-1</u> - Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. ● <u>3-LS3-1</u> - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. ● <u>3-LS3-2</u> - Use evidence to support the explanation that traits can be influenced by the environment. ● <u>3-LS4-1</u> - Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. ● <u>3-LS4-2</u> - Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. ● <u>3-LS4-3</u> - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. 	<p>By examining the diverse life cycles of plants and animals, students will recognize that different organisms vary in how they look and function because they have different inherited information. They will also be able to identify how the environment affects the traits that an organism develops.</p>
<p><u>Forces and Motion</u></p> <p>Trimester 3</p> <p>~ 6 weeks</p>	<ul style="list-style-type: none"> ● <u>3-PS2-1</u> - Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. ● <u>3-PS2-2</u> - Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. ● <u>3-PS2-3</u> - Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. ● <u>3-PS2-4</u> - Define a simple design problem that can be solved by applying scientific ideas about magnets. 	<p>This unit is centered around Newton's Laws of Motion. Students will be able to observe and apply these laws to everyday phenomena.</p>