

Cobb County School District 2019-2020

3rd Grade Science Teaching & Learning Framework

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Quarter 1		Quarter 2		Quarter 3		Quarter 4
Unit 1 6 weeks	Unit 2 3 Weeks	Unit 3 1 week	Unit 4 4 weeks	Unit 5 9 weeks	Unit 6 6 weeks	Unit 7 7 weeks
Rocks and Minerals	Soils	Weathering and Erosion	Fossils	Georgia Habitats & Adaptations	Conservation & Recycling	Heat
<p>S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.</p> <p>a. Analyze data to classify rocks by their physical attributes using simple tests</p>	<p>S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.</p> <p>b. Plan & carry out investigations to describe properties (color, texture, capacity to retain water & support growth of plants) of soils and soil types (sand, clay, loam).</p>	<p>S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.</p> <p>c. Make observations of the local environment to construct an explanation of how water &/or wind have made changes to rocks &/or soil. <i>(Clarification statement: Examples could include ripples in dirt on a playground and a hole formed under gutters.)</i></p>	<p>S3E2. Obtain, evaluate, & communicate information on how fossils provide evidence of past organisms.</p> <p>a. Construct an argument from observations of fossils (authentic or reproductions)to communicate how they serve as evidence of past organisms & environments in which they lived</p> <p>b. Develop a model to describe the sequence & conditions required for an organism to become fossilized. <i>(Clarification statement: Types of fossils (cast, mold, trace, and true) are not addressed in this standard.)</i></p>	<p>S3L1. Obtain, evaluate, & communicate information about the similarities & differences between plants, animals, & habitats found within geographic regions (Blue Ridge Mtns., Piedmont, Coastal Plains, valley & Ridge, and Appalachian Plateau) of Georgia.</p> <p>a. Ask questions to differentiate between plants, animals, & habitats found within Georgia’s geographic regions.</p> <p>b. Identify external features & adaptations (camouflage, hibernation, protection, migration, mimicry) of animals to construct an explanation of how these features/adaptations allow survival in their habitat.</p> <p>c. Use evidence to construct an explanation of why some organisms can thrive in one habitat & not another.</p>	<p>S3L2. Obtain, evaluate, & communicate information about the effects of pollution (air, land & water) and humans on the environment.</p> <p>a. Ask questions to collect information & create records of sources & effects of pollution on the plants & animals of Georgia.</p> <p>b. Explore research, & communicate solutions, such as conservation of resources & recycling materials, to protect plants & animals of Georgia.</p>	<p>S3P1 Obtain, evaluate, & communicate information about the ways heat energy is transferred & measured.</p> <p>a. Ask questions to identify sources of heat energy. <i>(Clarification statement: Examples could include sunlight, friction, and burning.)</i></p> <p>b. Plan & carry out an investigation to gather data using thermometers to produce tables & charts that illustrate the effect of sunlight on various objects <i>(Clarification statement: The use of both Fahrenheit and Celsius temperature scales is expected.)</i></p> <p>c. .Use tools & every day materials to design & construct a device/ structure that will increase/ decrease the warming effects of sunlight on various materials. <i>(Clarification statement: Conduction, convection, and radiation are taught in upper grades.)</i></p>