3rd Grade Science Teaching & Learning Framework						
Quarter 1		**Quarter 2**		**Quarter 3**		**Quarter 4**
Unit 1 **6 weeks** **Rocks and Minerals**	**Unit 2** **3 Weeks** **Soils**	**Unit 3** **1 week** **Weathering and Erosion**	**Unit 4** **4 weeks** **Fossils**	**Unit 5** **9 weeks** **Georgia Habitats & Adaptations**	**Unit 6** **6 weeks** **Conservation & Recycling**	**Unit 7** **7 weeks** **Heat**
S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils. a. Analyze data to classify rocks by their physical attributes using simple tests	**S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.** 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).	**S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.** c. Make observations of the local environment to construct an explanation of how water &/or wind have made changes to rocks &/or soil. (*Clarification statement:* Examples could include ripples in dirt on a playground and a hole formed under gutters.)	**S3E2. Obtain, evaluate, & communicate information on how fossils provide evidence of past organisms.** 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 b. Develop a model to describe the sequence & conditions required for an organism to become fossilized. (*Clarification statement:* Types of fossils (cast, mold, trace, and true) are not addressed in this standard.)	**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.** a. Ask questions to differentiate between plants, animals, & habitats found within Georgia's geographic regions. 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. c. Use evidence to construct an explanation of why some organisms can thrive in one habitat & not another.	**S3L2. Obtain, evaluate, & communicate information about the effects of pollution (air, land & water) and humans on the environment.** a. Ask questions to collect information & create records of sources & effects of pollution on the plants & animals of Georgia. b. Explore research, & communicate solutions, such as conservation of resources & recycling materials, to protect plants & animals of Georgia.	**S3P1 Obtain, evaluate, & communicate information about the ways heat energy is transferred & measured.** a. Ask questions to identify sources of heat energy. (*Clarification statement:* Examples could include sunlight, friction, and burning.) b. Plan & carry out an investigation to gather data using thermometers to produce tables & charts that illustrate the effect of sunlight on various objects (*Clarification statement:* The use of both Fahrenheit and Celsius temperature scales is expected.) c. Use tools & everyday materials to design & construct a device/ structure that will increase/ decrease the warming effects of sunlight on various materials. (*Clarification statement:* Conduction, convection, and radiation are taught in upper grades.)