

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
Date Revised: 6/01/15

Grade Level: 3rd	Subject: Science	Time: 2015-2016	Core Text:
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Time	Strand:	Concept:	Skills (Verbs)	Standards	Assessments
Q1-4	Strand 1: Inquiry Process	Concept 1: Observations, Questions, and Hypotheses	<ul style="list-style-type: none"> ● Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge ● Predict the results of an investigation based on observed patterns, not random guessing 	S1C1PO1 S1C1PO2	
Q1-4	Strand 2: Inquiry Process	Concept 2: Scientific Testing (Investigating and Modeling)	<ul style="list-style-type: none"> ● Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry ● Plan a simple investigation (e.g., one plant receives adequate water, one receives too much water, and one receives too little water) based on the formulated questions 	S1C2PO1 S1C2PO2	
Q1-4	Strand 1: Inquiry Process	Concept 3: Analysis and Conclusions	<ul style="list-style-type: none"> ● Organize data using the following methods with appropriate labels: <ul style="list-style-type: none"> * bar graphs * pictographs * tally charts ● Construct reasonable interpretations of the collected data based on formulated questions 	S1C3PO1 S1C3PO2	

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			<ul style="list-style-type: none"> ● Compare the results of the investigation to predictions made prior to the investigation ● Generate questions for possible future investigations based on the conclusions of the investigation 	<p>S1C3PO3</p> <p>S1C3PO4</p> <p>S1C3PO5</p>	
Q1-4	Strand 1: Inquiry Process	Concept 4: Communication	<ul style="list-style-type: none"> ● Communicate investigations and explanations using evidence and appropriate terminology ● Describe an investigation in ways that enable others to repeat it ● Communicate with other groups to describe the results of an investigation 	<p>S1C4PO1</p> <p>S1C4PO2</p> <p>S1C4PO3</p>	
Q1	Strand 4: Life Science	Concept 1: Characteristics of Organisms	<ul style="list-style-type: none"> ● Describe the function of the following plant structures: <ul style="list-style-type: none"> * roots - absorb nutrients * stems - provide support * leaves - synthesize food * flowers - attract pollinators and produce seeds for reproduction 	<p>S4C1PO1</p>	
Q1	Strand 4: Life Science	Concept 2: Life Cycles	<ul style="list-style-type: none"> ● Compare life cycles of various plants (e.g., conifers, flowering plants, ferns) ● Explain how growth, death, and decay are part of the plant life cycle 	<p>S4C2PO1</p> <p>S4C2PO2</p>	
Q1	Strand 4: Life Science	Concept 3: Organisms and Environments	<ul style="list-style-type: none"> ● Identify the living and nonliving components of an ecosystem ● Examine an ecosystem to identify microscopic and macroscopic organisms ● Explain the interrelationships among plants and animals in different environments: 	<p>S4C3PO1</p> <p>S4C3PO2</p> <p>S4C3PO3</p>	

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			<ul style="list-style-type: none"> * producers - plants * consumers - animals * decomposers - fungi, insects, bacteria ● Describe how plants and animals cause change in their environment ● Describe how environmental factors (e.g., soil composition, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce, and thrive 	S4C3PO4	
				S4C3PO5	
Q1	Strand 4: Life Science	Concept 4: Diversity, Adaptation, and Behavior	<ul style="list-style-type: none"> ● Describe Identify adaptations of plants and animals that allow them to live in specific environments ● Describe ways that species adapt when introduced into new environments ● Cite examples of how a species' inability to adapt to changing conditions in the ecosystem led to the extinction of that species 	S4C4PO1	
				S4C4PO2	
				S4C4PO3	
Q2	Strand 6: Earth and Space Science	Concept 1: Properties of Earth Materials	<ul style="list-style-type: none"> ● Identify the layers of the Earth: <ul style="list-style-type: none"> * crust * mantle * core ● Describe the different types of rocks and how they are formed: <ul style="list-style-type: none"> * metamorphic * igneous * sedimentary ● Classify rocks based on the following 	S6C1PO1	
				S6C1PO2	
				S6C1PO3	

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			<ul style="list-style-type: none"> physical properties: <ul style="list-style-type: none"> * color * texture ● Describe fossils as a record of past life forms ● Describe how fossils are formed ● Describe ways humans used Earth materials (e.g., fuel, building materials, growing food) 	<p>S6C1PO4</p> <p>S6C1PO5</p> <p>S6C1PO6</p>	
Q2	Strand 3: Science in Personal and Social Perspectives	Concept 1: Changes in Environments	<ul style="list-style-type: none"> ● Describe the major factors that could impact a human population (e.g., famine, drought, disease, improved transportation, medical breakthroughs) ● Describe the beneficial and harmful impacts of natural and human activities on the environment (e.g., forest fires, flooding, pesticides) 	<p>S3C1PO1</p> <p>S3C1PO2</p>	
Q3	Strand 5: Physical Science	Concept 3: Energy and Magnetism	<ul style="list-style-type: none"> ● Demonstrate that light can be: <ul style="list-style-type: none"> * reflected (with mirrors) * refracted (with prisms) * absorbed (by dark surfaces) ● Describe how light behaves on striking objects that are: <ul style="list-style-type: none"> * transparent (clear plastic) * translucent (waxed paper) * opaque (cardboard) ● Demonstrate that vibrating objects produce sound ● Demonstrate that the pitch of a sound depends on the rate of the vibration (e.g., a long rubber band has a lower pitch than a short pitch) 	<p>S5C3PO1</p> <p>S5C3PO2</p> <p>S5C3PO3</p> <p>S5C3PO4</p>	

