3rd Grade Science
Curriculum Mapping
2025-2026
Katie Strand

<table>
<tr><td colspan="2">Unit 1: Life Cycles and Traits</td><td colspan="2">Time: August-October</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td colspan="4">Standards Taught</td></tr>
<tr><td colspan="4">• 3-LS1-1 Develop models to describe those organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
• 3-LS2-1 construct an argument that some animals form groups that help members survive.
• 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms.
• 3-LS4-2 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.</td></tr>
<tr><td>Differentiation/Assessment:</td><td colspan="2">Classroom Management and Environment:</td><td>What will the students be doing?</td></tr>
<tr><td>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</td><td colspan="2">Our classroom is set up with each student having their own desk with whole group discussion. At the end of each unit, we will conduct a lab experiment and students will work in small groups.</td><td>• Reading the lessons
• Answering comprehension questions
• Participating in class discussions
• Science Labs</td></tr>
<tr><td>Relevance</td><td colspan="2">Vocabulary</td><td>Assessments</td></tr>
<tr><td>Children will understand that all living things go through a cycle of growth and that living adaptations that help them survive in their environments.</td><td>- Life cycle
- Pollination
- reproduce
- inherited trait
- trait
- variation
- Germinate
- Flower
- Cone
- Pollen
- Spore
- Metamorphosis
- Learned trait
- Group
- Population</td><td>- Birth
- Environmental trait
- survive
- Larva
- Pupa
- Adaptation
- Camouflage
- Mimicry
- Learned behavior
- Instinct
- Migration
- Hibernate</td><td>• Workbook comprehension questions
• Class discussions
• Observations</td></tr>
<tr><td colspan="4">Essential Questions:
• What are some plant life cycles?
• How do plants grow and develop?</td></tr>
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- *How are plants similar and different from their parents?*
- *How do seeds grow?*
- *Why is a flower a different color from the rest?*
- *How do animals grow and develop?*
- *How are animals similar and different from their parents and siblings?*
- *What are some animal life cycles?*
- *How do living things change?*
- *What are structural adaptations?*
- *How can we model a physical adaptation?*
- *What are behavioral adaptations?*

Unit 2: Different Environments	**Time:** *October-December*

Standards Taught

- 3-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototypes that can be improved.
- 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.
- 3-LS4-3 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.
- 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, times, or cost.
- 3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

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Relevance	**Vocabulary**		**Assessments**
Children will understand that all the living, once living, and nonliving things interact in an ecosystem. How all living	- *competition* - *Ecosystem* - *Resources* - *Adaptations*	- *Photosynthesis* - *Food chain* - *Extinction* - *Fossils*	• *Workbook comprehension questions* • *Class discussions*

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things need energy to survive and grow in an ecosystem?	- *Behavior* - *Camouflage* - *Mimicry* - *Learned behavior* - *Instinct* - *Migration* - *Hibernate* - *Environment*	- *Invasive species* - *Ecosystem* - *Habitat* - *Population* - *Community* - *Producer* - *Consumer*	• *Observations*

Essential Questions:

- *What do organisms need to survive?*
- *How do organisms survive in their environments?*
- *How do animals survive in environments?*
- *How do trees survive?*
- *How do animals survive in environments?*
- *How do fossils tell us about the environment?*
- *How does a changing environment affect organisms?*
- *What are ecosystems?*
- *How can changes affect ecosystems?*
- *What is a food chain?*
- *What are some food chains?*
- *Why don't some animals exist anymore?*
- *What do Archaeologist Do?*
- *How can changes affect organisms?*

Unit 3: Observing Weather	**Time:** *January-March*

Standards Taught

- 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.
- 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather related hazard.
- 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2 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.

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who need extra help will receive guidance from our	*Our classroom is set up with each student having their own desk*	• *Reading the lessons*

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Participating in class discussions
Science Labs</td></tr>
<tr><td>Relevance</td><td colspan="2">Vocabulary</td><td>Assessments</td></tr>
<tr><td>Children will understand that how natural hazards affect environments, different weather patterns, and will obtain and combine information to describe climate in different regions.</td><td>Axis
Climate
Season
Natural Hazard
Levee
Lightning rod</td><td>Precipitation
Atmosphere
Oxygen
Weather
Temperature
Floodwall</td><td>Workbook comprehension questions
Class discussions
Observations</td></tr>
<tr><td colspan="4">Essential Questions:
How does weather change and how can natural hazards change environment?
How does weather change?
How does the weather in the United States compare to other parts of the world?
How do natural hazards affect environments?
How can we prepare for natural hazards?
Where does all the water come from?
How can it be Sunny in one place and cloudy in another?
What does a Meteorologist Do?
Why do trees change throughout the year?
What does climatologists do?
What are different types that affect plant growth?
What are different types of environmental changes?
How can you stay safe in severe weather?</td></tr>
<tr><td colspan="4"></td></tr>
</table>

Unit 4: Forces Around Us	**Time:** *March-May*
Standards Taught	
• 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. • 3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence for how a pattern can be used to predict future motion. • 3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	

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- 3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.
- 3-5-ETS1-1 Define a simple design problems reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problems.

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
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Relevance	**Vocabulary**		**Assessments**
Children will understand that machines make work easier to do by changing the direction or size of a force. That magnets and electricity can be used to move objects.	- *Direction* - *Distance* - *Motion* - *Position* - *Speed* - *Balanced force* - *Magnet* - *Magnetic field* - *Magnetism pole*	- *Force* - *Friction* - *Unbalanced forces* - *Attract* - *Electrical charge* - *Repel* - *Static electricity* - *Positive charge* - *Negative charge*	• *Workbook comprehension questions* • *Class discussions* • *Observations*

Essential Questions:

- *What is the relationship between force and motion?*
- *What are patterns in motion?*
- *What happens when an object is pushed or pulled?*
- *What/how, did the skateboard get to the top of a ramp?*
- *Why does a carnival ride need motion?*
- *What are different types of motion?*
- *How can forces change motion?*
- *What are balanced and unbalanced forces?*
- *How can some objects push/pull one another without even touching?*
- *How does electricity affect an objects motion?*

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- *How do magnets affect an object's motion?*
- *What makes objects move?*
- *What does electricity have to do with a balloon attracting hair?*