

## Long Beach Island Consolidated School District Pacing Guide 2018-2019

**Unit 1 Title:** *Engineering*  
**September-October**

**Target Course/Grade Level:** 3<sup>th</sup> Grade Science

**Interdisciplinary Connections:** Integrated throughout the unit are connections to New Jersey Student Learning Standards for ELA, Math, and Technology.

**Standards:**

**3-5-ETS1-1:** Define a simple design problem 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 problem.

**3-5-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 prototype that can be improved.

<b>Lesson and Assessment</b>	<b>Days for Instruction and Assessment</b>
Lesson 1: "How Do We Define a Problem"	5
Lesson 2: "How Can We Design a Solution?"	5
Lesson 3: "How Do We Test and Improve a Solution?"	5
You Solve It (digital)*	1
Unit 1 Performance Task*	1
Performance-Based Assessment*	1
Unit 1 Review and Unit Test	2
Unit 1 Project*	2
<b>Total Days</b>	<b>22</b>

\*Omit for core path of instruction

## Long Beach Island Consolidated School District Pacing Guide 2018-2019

**Unit 2 Title:** *Forces*  
**October-November**

**Target Course/Grade Level:** 3<sup>th</sup> Grade Science

**Interdisciplinary Connections:** Integrated throughout the unit are connections to New Jersey Student Learning Standards for ELA, Math, and Technology.

**Standards:**

**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-PS2-3:** Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

**3-PS2-4:** Define a simple design problem that can be solved by applying scientific ideas about magnets.

Lesson and Assessment	Days for Instruction and Assessment
Lesson 1: "What are Forces?"	5
Lesson 2: "What are Some Types of Forces?"	5
Lesson 3: "What Forces Act From a Distance?"	5
You Solve It (digital)*	1
Unit 2 Performance Task*	1
Performance-Based Assessment*	1
Unit 2 Review and Unit Test	2
Unit 2 Project*	2
<b>Total Days</b>	<b>22</b>

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## Long Beach Island Consolidated School District Pacing Guide 2018-2019

**Unit 3 Title:** *Motion*  
**November-December**

**Target Course/Grade Level:** 3<sup>th</sup> Grade Science

**Interdisciplinary Connections:** Integrated throughout the unit are connections to New Jersey Student Learning Standards for ELA, Math, and Technology.

**Standards:**

**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 that a pattern can be used to predict future motion.

Lesson and Assessment	Days for Instruction and Assessment
Lesson 1: "What is Motion?"	5
Lesson 2: "What are Some Patterns in Motion?"	5
You Solve It (digital)*	1
Unit 3 Performance Task*	1
Performance-Based Assessment*	1
Unit 3 Review and Unit Test	2
Unit 3 Project*	2
<b>Total Days</b>	<b>17</b>

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**Unit 4 Title:** *Life Cycles and Inherited Traits*

**December-January**

**Target Course/Grade Level:** 3<sup>th</sup> Grade Science

**Interdisciplinary Connections:** Integrated throughout the unit are connections to New Jersey Student Learning Standards for ELA, Math, and Technology.

**Standards:**

**3-LS1-1:** Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

**3-LS3-1:** 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.

<b>Lesson and Assessment</b>	<b>Days for Instruction and Assessment</b>
Lesson 1: “What are Some Plant Life Cycles?”	5
Lesson 2: “What are Some Animal Life Cycles?”	5
Lesson 3: “What are Inherited Plant and Animal Traits?”	5
You Solve It (digital)*	1
Unit 4 Performance Task*	1
Performance-Based Assessment*	1
Unit 4 Review and Unit Test	2
Unit 4 Project*	2
<b>Total Days</b>	<b>22</b>

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## Long Beach Island Consolidated School District Pacing Guide 2018-2019

**Unit 5 Title:** *Organisms and Their Environments* **January-February**

**Target Course/Grade Level:** 3<sup>th</sup> Grade Science

**Interdisciplinary Connections:** Integrated throughout the unit are connections to New Jersey Student Learning Standards for ELA, Math, and Technology.

**Standards:**

**3-LS3-1:** Construct an argument that some animals form groups that help members survive.

**3-LS3-2:** Use evidence to support the explanation that traits can be influenced by the environment.

**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.

**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-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.

Lesson and Assessment	Days for Instruction and Assessment
Lesson 1: "How Does the Environment Affect Traits?"	5
Lesson 2: "What are Adaptations?"	5
Lesson 3: "How Can Organisms Succeed in Their Environments?"	5
Lesson 4: "What Happens When Environments Change?"	5
You Solve It (digital)*	1
Unit 5 Performance Task*	1
Performance-Based Assessment*	1
Unit 5 Review and Unit Test	2
Unit 5 Project*	2
<b>Total Days</b>	<b>27</b>

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**Unit 6 Title:** *Fossils*

**March-April**

**Target Course/Grade Level:** 3<sup>th</sup> Grade Science

**Interdisciplinary Connections:** Integrated throughout the unit are connections to New Jersey Student Learning Standards for ELA, Math, and Technology.

**Standards:**

**2-ESS1-1:** Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

**2-ESS2-1:** Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

<b>Lesson and Assessment</b>	<b>Days for Instruction and Assessment</b>
Lesson 1: “What is a Fossil?”	5
Lesson 2: “What do Fossils Tell Us About the Past?”	5
You Solve It (digital)*	1
Unit 5 Performance Task*	1
Performance-Based Assessment*	1
Unit 5 Review and Unit Test	2
Unit 5 Project*	2
<b>Total Days</b>	<b>17</b>

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**Unit 7 Title:** *Weather and Patterns*

**May-June**

**Target Course/Grade Level:** 3<sup>th</sup> Grade Science

**Interdisciplinary Connections:** Integrated throughout the unit are connections to New Jersey Student Learning Standards for ELA, Math, and Technology.

**Standards:**

**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.

<b>Lesson and Assessment</b>	<b>Days for Instruction and Assessment</b>
Lesson 1: “How is Weather Measured?”	5
Lesson 2: “How Can We Predict the Weather?”	5
Lesson 3: “What are Some Severe Weather Impacts?”	5
Lesson 4: “What are Some Types of Climates?”	5
You Solve It (digital)*	1
Unit 5 Performance Task*	1
Performance-Based Assessment*	1
Unit 5 Review and Unit Test	2
Unit 5 Project*	2
<b>Total Days</b>	<b>27</b>

\*Omit for core path of instruction