

**RIDGECROFT SCHOOL
GRADE 3 SCIENCE**

PACING GUIDE

TOPICS/CONCEPTS	TIME	CURRICULUM OBJECTIVES	RESOURCE(S)
FIRST GRADING PERIOD			
SOIL PROPERTIES	30	1.01, 1.02, 1.03, 1.04, 1.05, 1.06	STC Kit: Soils TEXTBOOK: Chapter 3 Earth's Rocks
SECOND GRADING PERIOD			
SOIL PROPERTIES	30	1.01, 1.02, 1.03, 1.04, 1.05, 1.06	STC Kit: Soils
THIRD GRADING PERIOD			
EARTH / MOON / SUN SYSTEM	30	2.01, 2.02, 2.03, 2.04, 2.05, 2.06	AIMS Module: Out of This World TEXBOOK: Chapter 7 Comparing Earth and the Moon
FOURTH GRADING PERIOD			
EARTH / MOON / SUN SYSTEM	15	2.01, 2.02, 2.03, 2.04, 2.05, 2.06	AIMS Module: Out of This World TEXBOOK: Chapter 7 Comparing Earth and the Moon
FOOD PROVIDES ENERGY AND MATERIALS FOR GROWTH AND REPAIR OF THE BODY	15	3.01, 3.02, 3.03, 3.04, 3.05	AIMS Module: Jaw Breakers AIMS Module: Fun with Foods TEXTBOOK: Chapter 8 Health and the Environment STC Kit: Food Chemistry (Purchase 2 nd year)
FIFTH GRADING PERIOD			
FOOD PROVIDES ENERGY AND MATERIALS FOR GROWTH AND REPAIR OF THE BODY	20	3.01, 3.02, 3.03, 3.04, 3.05	AIMS Module: Jaw Breakers AIMS Module: Fun with Foods TEXTBOOK: Chapter 8 Health and the Environment STC Kit: Food Chemistry (Purchase 2 nd year)
FORM AND FUNCTION OF THE SKELETAL AND MUSCLE SYSTEMS OF THE HUMAN BODY	10	4.01, 4.02, 4.03, 4.04, 4.05	AIMS Module: From Head to Toe
SIXTH GRADING PERIOD			
FORM AND FUNCTION OF THE SKELETAL AND MUSCLE SYSTEMS OF THE HUMAN BODY	30	4.01, 4.02, 4.03, 4.04, 4.05	AIMS Module: From Head to Toe

7/22/07

GOALS AND OBJECTIVES

NOTE: The goals and objectives for Grades K-5 science are based on a reclustering of the NC Standard Course of Study.

<p>GOAL 1: The learner will conduct investigations to build understanding of soil properties.</p> <p>1.01 Observe and describe the properties of soil:</p> <ul style="list-style-type: none"> • Color. • Texture. • Capacity to hold water. <p>1.02 Investigate and observe that different soils absorb water at different rates.</p> <p>1.03 Determine the ability of soil to support the growth of many plants, including those important to our food supply.</p> <p>1.04 Identify the basic components of soil:</p> <ul style="list-style-type: none"> • Sand. • Clay. • Humus. <p>1.05 Determine how composting can be used to recycle discarded plant and animal material.</p> <p>1.06 Determine the relationship between heat and decaying plant matter in a compost pile.</p>	<p>GOAL 2: The learner will make observations and use appropriate technology to build an understanding of the earth/moon/sun system.</p> <p>2.01 Observe that light travels in a straight line until it strikes an object and is reflected and/or absorbed.</p> <p>2.02 Observe that objects in the sky have patterns of movement including:</p> <ul style="list-style-type: none"> • Sun. • Moon. • Stars. <p>2.03 Using shadows, follow and record the apparent movement of the sun in the sky during the day.</p> <p>2.04 Use appropriate tools to make observations of the moon.</p> <p>2.05 Observe and record the change in the apparent shape of the moon from day to day over several months and describe the pattern of changes.</p> <p>2.06 Observe that patterns of stars in the sky stay the same, although they appear to move across the sky nightly.</p>	<p>GOAL 3: The learner will conduct investigations and use appropriate technology to build an understanding of how food provides energy and materials for growth and repair of the body.</p> <p>3.01 Explain why organisms require energy to live and grow.</p> <p>3.02 Show how calories can be used to compare the chemical energy of different foods.</p> <p>3.03 Discuss how foods provide both energy and nutrients for living organisms.</p> <p>3.04 Identify starches and sugars as carbohydrates.</p> <p>3.05 Determine that foods are made up of a variety of components.</p>	<p>GOAL 4: The learner will conduct investigations and use appropriate technology to build an understanding of the form and function of the skeletal and muscle systems of the human body.</p> <p>4.01 Identify the skeleton as a system of the human body.</p> <p>4.02 Describe several functions of bones:</p> <ul style="list-style-type: none"> • Support. • Protection. • Locomotion. <p>4.03 Describe the functions of different types of joints:</p> <ul style="list-style-type: none"> • Hinge. • Ball and socket. • Gliding. <p>4.04 Describe how different kinds of joints allow movement and compare this to the movement of mechanical devices.</p> <p>4.05 Observe and describe how muscles cause the body to move.</p>
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