

**Middle Township School District  
Curriculum/Pacing Guide 2011  
Elementary #2 Grade 3 Science**

Content/Unit	CPI	Pacing (when & how long)	Assessment (Benchmark)
Science Practices:	5.1.4.A.2,3 5.1.4.B.1,2,3,4 5.1.4.C.1,2,3 5.1.4.D.1,2,3,4	January-June *woven through all the content	*Science Fair *Experiments *Investigations
Earth Science (Rocks and Minerals) Unit C Chapter 1 Lessons 1,3	5.4.4.B.2 5.4.4.C.2	Beginning 3 <sup>rd</sup> Marking Period – 4 Days	*Investigative Log WB62,63 *Workbook 65,73
Earth Science (Soils) Unit C Chapter 3 Lesson 1	5.4.4.C.1	Beginning 3 <sup>rd</sup> Marking Period 3 Days	*Investigate Log WB90,91,93 (Quiz) *Teacher Observation
Earth Science (Water Cycle) Unit D Lessons 1 and 2	5.4.4.G.3	7 Days	*Water Cycle Diagram/Poster *Life as a Water Droplet (Writing Across Curriculum) *Chapter Test WB125 *Investigative Log
Earth Science (Clouds – Supplemental Information Text/ <i>Clouds</i> by Maryellen Gregoire)	5.4.4.G.1,2	5 Days	*Cloud *Diagram/Poster *Cloud Foldable *Brain Pop *Quiz
Earth Science (Solar System) Unit D Chapter 3 Lessons 1,2,3	5.4.4.A.1,2,3,4	15 Days	*Experiments *Investigate Log WB142, 143, 144, 146, 147, 150, 151 *Workbook 145, 149, 153 *Unit Test
Physical Science (Matter) Unit E Chapter 1 Lessons 1,2,3	5.2.4.A.1,2,3 5.2.4.E.3	15 Days	*Investigate Log 160, 161, 164, 165, 168, 169 *Workbook 163, 167, 171, 172 *Foldable *Test/Quiz

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Physical Science (Light) Unit F Chapter 2 Lesson 1	5.2.4.A.4	1 Day	*Workbook 187
Life Science (Plant Life) Unit A Chapter 1 Lessons 1,2, 3 or <i>Seed to Plant</i> by Gail Gibbons	5.3.4.A.2 5.3.4.B.1 5.3.4.D.1 5.3.4.E.1	10 Days	*Diagram Parts of a Plant *Investigate Log WB2, 3, 6, 7, 10, 11 *Workbook 5, 9, 13 *Life of a Seed Sequence *Quiz
Life Science (Types of Animals) Unit A Chapter 2 Lessons 1,2,3	5.3.4.A.1,2 5.3.4.B.1 5.3.4.C.1 5.3.4.D.1	10 Days	*Animal Research Project (Writing Across Curriculum) *Workbook 19, 23, 27, 28

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**Modification Strategies:**

Special Education:

- Acceleration and reviewing
- Graphic organizers
- Re-teaching material
- On on one and small group instruction
- Differentiated instruction
- Extended time for testing
- Errorless learning i.e. test correction opportunities
- Kinesthetic manipulative materials
- Retest verbally
- Provide copy of notes
- Open book assessment
- Preferential seating
- Provide word bank
- In-class support
- Use of calculators

Gifted and Talented Students:

- Differentiation by product, process, or presentation
- Open-ended questioning
- Performance based assessments
- Classroom prompts to stimulate debates
- Interdisciplinary/thematic units
- Independent study and project opportunities
- Individualized alternative assignments

English Language Learners:

- Mixed level grouping and partners to allow for peer teaching scenarios
- Use of pictures, real world objects, and video support
- Simplify oral or written directions
- Oral assessments- reduced pencil and paper tasks

**Middle Township School District  
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Elementary #2/ Science Grade 4**

<b>Content/Unit</b>	<b>CPI</b>	<b>Pacing (when &amp; how long)</b>	<b>Assessment (Benchmark)</b>
Scientific Process/ Inquiry	5.1.4.A.2, A.3, 5.1.4.B.1, B.2, B.3, B.4 5.1.4.C.1, C.2, C.3 5.1.4.D.1 5.1.4.D.2 5.1.4.D.3	January - April (2 <sup>nd</sup> & 3 <sup>rd</sup> marking period) *Woven through all the content	Science fair-optional  Investigations/ Experiments
Life Sciences ( <b>Animal Adaptations</b> )	5.3.4.A.1, A.2 5.3.4.B.1 5.3.4.C.1 5.3.4.D.1 5.3.4.E.1, E.2	Beginning 2 <sup>nd</sup> marking period – 1 ½ weeks	Formal assessments  Flashcard activity – (pictures of animal adaptations) depicting types of beaks, feet, mimicry, camouflage & metamorphosis  Animal Growth & Adaptations- student booklet  Vocabulary cards  Workbook pages
Life Sciences- ( <b>Plant Adaptations</b> )	5.3.4.A.1, A.2 5.3.4.B.1 5.3.4.C.1 5.3.4.D.1 5.3.4.E.1, E.2	February- 2 weeks	Photosynthesis –draw & label diagram (pg. A65)  Investigations  Formal Assessments  Vocabulary cards  Workbook pages
Life Sciences- ( <b>Human Body</b> )	5.3.4.A.3	Mid year- 4 weeks	Formal/ Informal Assessments

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Elementary #2/ Science Grade 4**

<b>Content/Unit</b>	<b>CPI</b>	<b>Pacing (when &amp; how long)</b>	<b>Assessment (Benchmark)</b>
<b>Systems)</b> *Unit delivered by Physical Education teacher			
Life Sciences- <b>(Ecosystems)</b> *Food Chains & Food Webs (using 3 <sup>rd</sup> grade text)	5.3.4.A.1 5.3.4.B.1 5.3.4.C.1 5.3.4.D.1 5.3.4.E.2	March- 3 weeks	Diagrams- food chain & food webs  Investigations  Formal/ Informal Assessments  Vocabulary cards  Workbook pages
Earth Science <b>(Weather)</b> *Lesson 2	5.3.4.E.1 5.4.4.F.1	March – 2 days	Weather Chart  Weather map – reading & making predications
Physical Science – <b>(Heat)</b>	5.2.4.A.4 5.3.4.C.1 5.3.4.C.2 5.3.4.C.3	March – 1 week	Investigations  Workbook pages  Vocabulary cards  Formal/ Informal Assessments
Physical Science - <b>(Electricity &amp; Magnets)</b>	5.2.4.C.1 5.2.4.C.2 5.2.4.D.1	April – 2 days	Workbook pg. 232-233  Create a functioning electrical circuit  Diagram a circuit
Physical Science – <b>(Force)</b>	5.2.4.E.1	April - 1 ½ weeks	Investigations

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	5.2.4.E.2 5.2.4.E.4		Vocabulary cards  Formal/ Informal Assessments

**Core Instructional Materials**

- Harcourt Science Text – Units A-F
- Harcourt workbooks/assessments
- Internet resources
- Movies/ Videos
- Presentation (i.e. Cape May County Zookeepers)
- Consumable/ Non-Consumable Materials (for investigations/ experiments)

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**Elementary #2 - Course/Grade: Science, 5<sup>th</sup> Grade**

Content/Unit	CPI	Pacing (When & How Long)	Assessment (Benchmark)
Scientific Process/Inquiry	5.1 A-D	Sept-June *woven through all the contents	Science Fair (optional)  Lab Reports  Experiments
Matter and Its Properties (Unit E, Chapter 1) <ul style="list-style-type: none"> <li>• Volume through displacement</li> <li>• Density</li> <li>• Solubility</li> <li>• Boiling and Melting Point</li> </ul> E8-10, E18	5.2.6 A1 A2 A3 E4	3 <sup>rd</sup> Marking Period End January to the Beginning of February 2 weeks	Experiment of Displacement  Create mixtures and solutions  Demonstration of boiling and melting points
Physical and Chemical Changes  E20-E27	5.2.6 B1	3 <sup>rd</sup> Marking Period Middle of February 1 week	Lab Investigation (E20-E21) and Written Lab Report  Demonstrations
Gravitational Forces (Magnetism and Friction)  F4-F9	5.2.6 E2 E3	3 <sup>rd</sup> Marking Period End of February 1 Week	Lab Investigation and Written Lab Report (F4-F5)  Hands-On Activity (TE, p F8)

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**Elementary #2 - Course/Grade: Science, 5<sup>th</sup> Grade**

<p>Circuits and Electricity</p> <p>F66-F73</p>	<p>5.2.6 D1</p>	<p>3<sup>rd</sup> Marking Period Beginning of March 1 week</p>	<p>Lab Investigation and Written Lab Report (F66-F67)</p> <p>Demonstrate the 2 different kinds of circuits (series and parallel)</p>
<p>Changing Landforms</p> <p>C4-C25</p>	<p>5.4.6 B1 B2 B3 B4 D1 D2 D3 D4</p>	<p>3<sup>rd</sup>- 4<sup>th</sup> Marking Period Middle of March to Middle of April 4 weeks</p>	<p>Lab Investigations and Written Reports (C4-C5, C12-13, C20-21)</p> <p>Hand-On Activities (C10, C18, C21, )</p> <p>Construct a model of Pangea</p>
<p>Weather and Climate</p> <p>*Omit Water Cycle and Types of Clouds</p> <p>C60-83</p>	<p>5.4.6 F1 F2 G1</p>	<p>4<sup>th</sup> Marking Period End of April to End of May 4 weeks</p>	<p>Lab Investigation (Home or Class Assignment) p C62-63</p> <p>Process Skill Transparency (TE, p C71)</p> <p>Create a Climatographic Map</p>



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Elementary #2 - Course/Grade: Science, 5<sup>th</sup> Grade

The Sun and the Solar System	5.4.6 A3 A4 E1	4 <sup>th</sup> Marking Period Beginning of June 2 weeks	Lesson Demonstration- <a href="http://www.noao.edu/education/peppercorn/pcmain.html">http://www.noao.edu/education/peppercorn/pcmain.html</a>
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Special Education:

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Gifted and Talented Students:

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- Open-ended questioning
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- Classroom prompts to stimulate debates
- Interdisciplinary/thematic units
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### English Language Learners:

- Mixed level grouping and partners to allow for peer teaching scenarios
- Use of pictures, real world objects, and video support
- Simplify oral or written directions
- Oral assessments- reduced pencil and paper tasks
- Provide extended school time for assignment completion
- Preferential seating

### Core Instructional Materials:

- Harcourt Science, 2000- differentiated within Teacher's Edition
- Videos
- Electronic Resources