

August 2021						
S	M	T	W	T	F	S
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29	30	31				

September 2021						
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October 2021						
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November 2021						
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December 2021						
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January 2022						
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SCUC - Grade 3 Science	
Pacing Calendar 2021-2022	
{ }	CUA Scanning Deadline
*	STAAR Testing
[]	First/Last Instructional Days
■	Student/Staff Holiday
-----	Staff Development/Workday
PLC	PLC
△	Early Release Days
○	Inclement Weather Make-up Day

Intro	Working Like a Scientist 3.1A, 3.2A
Unit 1	Investigating Properties of Matter 3.5ABC 3.6A
Unit 2	Investigating Energy 3.6A
Unit 3	Investigating Force & Motion 3.6BC
Unit 4	Investigating the Natural World 3.7ABC
Unit 5	Investigating the Solar System 3.8BCD (Order Tadpoles)
Unit 6	Investigating Weather 3.8A
Unit 7	Investigating Ecosystems 3.9ABC
Unit 8	Investigating Structures & Functions of Organisms 3.10A
Unit 9	Investigating Life Cycles 3.10B

TEKS are supporting standards eligible for the STAAR Grade 5 test.

Process standards: 3.1-3.4 are embedded throughout instruction of the content. Detailed specificity per unit is located on the TRS Unit IFDs.

Nine Week Reporting Period		
1 st	Aug. 12 - Oct. 8	41 days
2 nd	Oct. 12 - Dec. 17	43 days
3 rd	Jan. 4 - Mar. 11	47 days
4 th	Mar. 14 - May 27	54 days

February 2022						
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27	28					

March 2022						
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April 2022						
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May 2022						
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June 2022						
S	M	T	W	T	F	S
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Scanning Deadline	Common Unit Assessments
September 25, 2021	Unit 1 - Investigating Properties of Matter
November 2, 2021	Unit 2/3 - Investigating Energy, Force and Motion
December 17, 2021	Unit 4- Investigating the Natural World
January 28, 2021	Unit 5 - Investigating the Solar System
February 11, 2022	Unit 6 - Investigating Weather
March 25, 2022	Unit 7 - Investigating Ecosystems
April 29, 2022	Unit 8 - Investigating Structure and Function of Organisms
May 26, 2022	Unit 9 - Life Cycles

Intro	<p>Working Like a Scientist</p> <p>3.1A Demonstrate safe practices as described in Texas Education Agency-approved safety standards during classroom and outdoor investigations using safety equipment as appropriate, including safety goggles or chemical splash goggles, as appropriate, and gloves.</p> <p>3.2A Plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world.</p>
Unit 1	<p>Investigating Physical Properties of Matter</p> <p>3.5A Measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float.</p> <p>3.5B Describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container.</p> <p>3.5C Predict, observe, and record changes in the state of matter caused by heating or cooling such as ice becoming liquid water, condensation forming on the outside of a glass of ice water, or liquid water being heated to the point of becoming water vapor. <i>Supporting Standard</i></p> <p>3.5D Explore and recognize that a mixture is created when two materials are combined such as gravel and sand or metal and plastic paper clips.</p>
Unit 2	<p>Investigating Energy</p> <p>3.6A Explore different forms of energy, including mechanical, light, sound, and thermal in everyday life.</p>
Unit 3	<p>Investigating Force & Motion</p> <p>3.6B Demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons. <i>Supporting Standard</i></p> <p>3.6C Observe forces such as magnetism and gravity acting on objects.</p>
Unit 4	<p>Investigating the Natural World</p> <p>3.7A Explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains.</p> <p>3.7B Investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides. <i>Supporting Standard</i></p> <p>3.7C Explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved.</p>
Unit 5	<p>Investigating the Solar System</p> <p>3.8B Describe and illustrate the Sun as a star composed of gases that provides light and thermal energy.</p> <p>3.8C Construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions.</p> <p>3.8D Identify the planets in Earth's solar system and their position in relation to the Sun. <i>Supporting Standard</i></p>
Unit 6	<p>Investigating Weather</p> <p>3.8A Observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation.</p>
Unit 7	<p>Investigating Ecosystems</p> <p>3.9A Observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem. <i>Supporting Standard</i></p> <p>3.9B Identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field.</p> <p>3.9C Describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.</p>
Unit 8	<p>Investigating Structure & Behaviors of Organisms</p> <p>3.10A Explore how structures and functions of plants and animals allow them to survive in a particular environment.</p>
Unit 9	<p>Investigating Life Cycles</p> <p>3.10C Investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and ladybugs.</p> <p><i>Supporting Standard</i></p>