

Ganado Unified School District (SCIENCE/3rd Grade)

1st QUARTER

PACING Guide SY 2021-2022



RESOURCES	ASSESSMENTS
<p>Vocabulary Cards Science Notebooks Inquiry Flipchart School to Home Resource Letters Leveled Readers Study Guide Foldables Visual Kinesthetic Vocabulary Notebook Foldables Graphic Organizers</p>	<p>Pre-Assessment Page Keeley Science Probes McGraw-Hill Module Pretest</p> <p>Formative Assessment Claim-Evidence-Reasoning Three-Dimensional Thinking questions Talk About It Inquiry Activities Quick Check</p> <p>Summative Assessment Lesson Reviews McGraw-Hill Lesson Checks Module Test Vocabulary Check STEM Module Project</p>


Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>1st Quarter Week 1 August 3</p> <p>How do Scientists investigate questions?</p> <p>Go online and print</p>	<p>INVESTIGATION QUESTIONS</p> <p>S1.C1.PO1 Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge</p>	<ul style="list-style-type: none"> • How do Scientists investigate questions? • What is science? • What do you see? • How can you predict the outcome of your experiment? • How do you use investigation in an experiment? 	<p>I will be able to:</p> <ul style="list-style-type: none"> * Use observations to make inferences * Explain different ways that science questions can be investigated * Plan and conduct an investigation to answer questions about magnets 	<p>observe infer questions predict investigation hypothesis experiment variable model conclusion</p>



UNIT 1: FORCES AROUND US

MODULE: FORCES AND MOTION

BIG IDEA: What is the relationship between force and motion?

<p>1st Quarter Week 2 August 9</p> <p>Lesson 1: Motion</p> <p>Teacher Edition (pg 5-20)</p> <p>Student Workbook (pg 5-20)</p> <p>Lesson 1 Review (pg19-20)</p>	<p>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.</p> <p>3-5-ETS-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.</p>	<ul style="list-style-type: none"> * What are patterns of motion? *  	<p>I will be able to:</p> <ul style="list-style-type: none"> * Consider how the different types of forces can cause different types of motion * Create a model to show knowledge of patterns of motion. 	<p>direction distance motion position speed</p>
<p>1st Quarter Week 3 August 13</p> <p>Lesson 2: Forces Can Change Motion</p> <p>Teacher Edition (pg 21c-40)</p> <p>Student Workbook (pg 21-40)</p> <p>Lesson 2 Review (pg39-40)</p>	<p>3-PS2-1 Plan and conduct an investigation to provide evident of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2 Make observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	<ul style="list-style-type: none"> • What happens when an object is pushed or pulled?  	<p>I will be able to:</p> <ul style="list-style-type: none"> * Understand that when a force is applied to an objects, its motion changes 	<p>balanced force force friction unbalanced forces</p>
<p>1st Quarter Week 4 August 23</p> <p>Module Project Planning</p> <p>Lesson 1: Design a Skatepark (pg41)</p>		<ul style="list-style-type: none"> • Why is it important for an architectural designer to know about motion and force for this project? • Why is it important that an engineer knows about electricity and magnetism? 	<p>I will be able to:</p> <ul style="list-style-type: none"> * To revisit the module phenomenon by explain the relationship between force and motion to describe how the skateboarder got to the top of the ramp 	

Lesson 2: Engineering Challenge (pg42-44)			* To use what I've learned throughout the module to design, build, and test a model for a self-closing gate.	
ELECTRICITY AND MAGNETISM				
1st Quarter Week 5 August 30 Lesson 1: Electricity and Designing Solution TE (pg 49-67) SW (pg 49-67)	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-ETS-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.	<ul style="list-style-type: none"> • How can some objects push or pull one another without even touching? • How does electricity affect an object's motion? 	I will be able to: <ul style="list-style-type: none"> * Consider how magnets and electricity can be used to move objects * To ask questions that can be investigated to explore the effects of static electricity on objects 	attract electrical charge repel static electricity
1st Quarter Week 6 September 7 Lesson 2: Magnetism and Designing Solutions TE (pg 67-83) SW (pg 67-83)	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 idea about magnets	<ul style="list-style-type: none"> * How do magnets affect an object's motion? 	I will be able to: <ul style="list-style-type: none"> * Explain how magnetic forces can be used in designing solutions to problems 	magnet magnetic field magnetism pole
1st Quarter Week 7 September 13 Module Project Planning	INVESTIGATION QUESTIONS S1.C1.PO1 Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior	<ul style="list-style-type: none"> * Why is it important that an engineer knows about electricity and magnetism? * What type of device can be used to keep a gate locked? 	I will be able to: <ul style="list-style-type: none"> * To use what they learn throughout the module to explain how electricity and magnetism can affect an object's motion. 	

<p>Lesson 1: Design a Self-Closing Gate (pg85)</p> <p>Lesson 2: Engineering Challenge (pg86-90)</p>	<p>knowledge</p>			
<p>1st Quarter</p> <p>Week 8 September 20</p> <p>MODULE WRAP-UP</p> <p>Lesson 1: pg45</p> <p>Lesson 2: pg91</p>		<ul style="list-style-type: none"> * How do the results of your project can help you explain how the skateboarder is moving? * Think about how you designed your skatepark. How did you apply your knowledge of forces and motion? * Explain how electricity and magnets can be used to move objects? 	<p>I will be able to:</p> <ul style="list-style-type: none"> * To revisit the module phenomenon by explain the relationship between force and motion to describe how the skateboarder got to the top of the ramp * To use what I've learned throughout the module to design, build, and test a model for a self-closing gate. 	
<p>Week 9 September 27</p> <p>Week 10 October 4</p> <p>INQUIRY ACTIVITY:</p> <ul style="list-style-type: none"> ✓ Movement of a Wind-Up Toy (pg16-17) ✓ On the Move (pg36-37) ✓ Eliminate Static Electricity (pg63-64) ✓ Make an Electromagnet (pg76-77) 	<p>INVESTIGATION QUESTIONS</p> <p>S1.C1.PO1 Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge</p>	<ul style="list-style-type: none"> • How do Scientists investigate questions? • What is science? • What do you see? • How can you predict the outcome of your experiment? * How do you use investigation in an experiment? 	<p>I will be able to:</p> <ul style="list-style-type: none"> * Use observations to make inferences * Explain different ways that science questions can be investigated * Explain how models may be used in investigations * Follow directions for an investigation to make inferences * Plan and conduct and investigation to answer questions about magnets 	<p>Observe Infer Questions Predict Investigation Hypothesis Experiment Variable Model Conclusion</p>



Ganado Unified School District

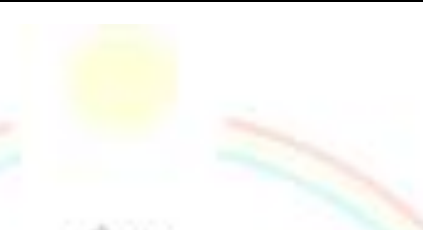
(SCIENCE/3RD Grade)

2ND QUARTER

PACING Guide SY 2021-2022

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
UNIT 2: LIFE CYCLES AND TRAITS				
MODULE: PLANTS				
BIG IDEA: How do plants grow, develop, and reproduce?				
<p>2nd Quarter Week 11 October 12</p> <p>Lesson 1: Plant Life Cycles</p> <p>TE (pg 6C-20)</p> <p>SW (pg 5-20)</p>	<p>3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in a common birth, growth, reproduction, and death.</p> <p>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.</p>	<p>* How do plants grow and develop?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> * Explore the life cycles of plants and the traits they inherit. * Develop and use models to describe patterns in plant life cycles 	<p>germinate life cycle pollination reproduce</p>
<p>2nd Quarter Week 12 October 18</p> <p>Lesson 2: Plant Traits</p> <p>TE (pg 22C-36)</p> <p>SW (pg 21-36)</p>	<p>3-LS4-2 Use evidence to construct an explanation from how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p>	<p>* How are plants similar and different from their parents?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> * Explore 	<p>inherited trait trait variation</p>


<p>2nd Quarter Week 13 October 25 Week 14 November 1</p> <p>STEM Module Project Lesson 1: Growing Plants (pg37)</p> <p>Lesson 2: Science Challenge (pg38-42)</p>	<p>INVESTIGATION QUESTIONS</p> <p>S1.C1.PO1 Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge</p>	<ul style="list-style-type: none"> * How does knowing about plant life cycles affect your module planning * How does inherited traits and plant life cycles influence your model designs. 	<p>I will be able to:</p> <ul style="list-style-type: none"> * Reflect on what I've learned and how that may affect my thinking about growing plants, knowledge of inherited traits, and life cycle of a plant. 	
<p>MODULE: ANIMALS BIG IDEA: HOW DO ANIMALS LIVE, GROW, AND SURVIVE?</p>				
<p>2nd Quarter Week 14 November 1</p> <p>Lesson 1: Animals Life Cycle</p> <p>TE (pg 48A-59) SW (pg -59) LESSON 1 REVIEW</p>	<p>3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in a common birth, growth, reproduction, and death.</p> <p>3-LS2-1 Construct an argument that some animals form groups that help members survive.</p>	<ul style="list-style-type: none"> * How do animals grow and develop? 	<ul style="list-style-type: none"> * To explore the life cycles of animals, the traits they inherit, and their social interactions * Use models to describe patterns in animal's life cycles * 	<p>birth metamorphosis</p>
<p>2nd Quarter Week 15 November 8</p> <p>Lesson 2: Animal Traits</p> <p>TE (pg 64A-75) SW (pg 67-83) LESSON 2 REVIEW</p>	<p>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.</p>	<ul style="list-style-type: none"> * How does living in a group help some animals survive better? 	<ul style="list-style-type: none"> * To explain patterns in the inheritance of traits by animals, and how variations provide animals advantages for survival 	<p>environmental trait instinct learned trait</p>
<p>2nd Quarter Week 16 November 15</p>	<p>3-LS4-2 Use evidence to construct an explanation from how the</p>	<ul style="list-style-type: none"> * How does living in a group help some animals survive better? 	<ul style="list-style-type: none"> * Engage in argument to explain how some animals form groups that help them survive. 	<p>group population survive</p>

<p>Lesson 3: Animal Group Survival</p> <p>TE (pg 79-93) SW (pg 79-93) LESSON 3 REVIEW</p>	<p>variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p>			
<p>2nd Quarter Week 17 November 29</p> <p>Module Project Planning</p> <p>Lesson 1-3: Design a Habitat (pg97)</p> <p>MODULE WRAP-UP</p> <p>Lesson 1: pg43 Lesson 3: pg103</p>	<p>INVESTIGATION QUESTIONS</p> <p>S1.C1.PO1 Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge</p>	<ul style="list-style-type: none"> * How does knowing about animal life cycles affect your habitat design? * THINKING * COMMUNICATION * CAREER 	<ul style="list-style-type: none"> * To use what I've have learned throughout the module to design a habitat for a new animal at a zoo * Choose an animal, identify habitat components that would support the animals' survival, and present my finding. 	
<p>2nd Quarter Week 18 December 6 Week 19 December 13</p> <p>INQUIRY ACTIVITIES</p> <ul style="list-style-type: none"> ✓ Seed Growth (pg8-9) ✓ Parent Plants (pg28-29) ✓ Mealworms (pg54-55) ✓ Inherited Traits (pg66-67) ✓ Traits and Survival (pg75) ✓ Ant Workers (pg82-83) ✓ Zebrafish Observations (pg90-91) 	<p>INVESTIGATION QUESTIONS</p> <p>S1.C1.PO1 Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge</p>	<ul style="list-style-type: none"> • How do Scientists investigate questions? • What is science? • What do you see? • How can you predict the outcome of your experiment? * How do you use investigation in an experiment? 	<p>I will be able to:</p> <ul style="list-style-type: none"> * Use observations to make inferences * Explain different ways that science questions can be investigated * Explain how models may be used in investigations * Follow directions for an investigation to make inferences * Plan and conduct an investigation to answer questions about magnets 	<p>Observe Infer Questions Predict Investigation Hypothesis Experiment Variable Model Conclusion</p>


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3RD QUARTER

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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
UNIT 3: WEATHER PATTERNS				
MODULE: SURVIVE THE ENVIRONMENT				
BIG IDEA: HOW DO SOME ORGANISMS SURVIVE IN SOME ENVORNMENTS BUT OTHER CANNOT?				
<p>3rd Quarter Week 20 January 3</p> <p>Lesson 1: Survival of Organisms</p> <p>TE (pg 5-22) SW (pg 5-22) Lesson 1: Review</p>	<p>3-5-ETS-1-3 Plan and carry out fair tests in which variables re controlled and failure points are considered to identify aspects of a model or prototype of that can be improved</p> <p>3-LS3-2 Use evidence to support he explanation that traits can be influenced by the environment</p>	<ul style="list-style-type: none"> What do organisms need to survive? 	<p>I will be able to:</p> <ul style="list-style-type: none"> * Explore how different organisms survive in different environment * Use evidence to explain what causes organisms to survive in their environment. 	<p>competition ecosystem resource</p>
<p>3rd Quarter Week 21 January 10</p> <p>Lesson 2: Adaptations and Variations</p> <p>TE (pg 23-47) SW (pg 23-47) Lesson 2: Review</p>	<p>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</p>	<ul style="list-style-type: none"> How do organisms survive in their environments? 	<p>I will be able to:</p> <ul style="list-style-type: none"> * Argue from evidence that some animals survive better in certain environments than others. 	<p>adaptation behavior camouflage hibernation migrate mimicry</p>
<p>3rd Quarter Week 22 January 18 Week 23 January 24</p>	<p>INVESTIGATION QUESTIONS</p> <p>S1.C1.PO1 Formulate relevant questions about the properties</p>	<ul style="list-style-type: none"> What do all animals need to survive that you need to include? 	<p>I will be able to:</p> <ul style="list-style-type: none"> * Reflect on what I've learned and how that may affect my thinking 	


<p>STEM Module Project Lesson 1: Design an Animal's Adaptation (pg43) Lesson 2: Science Challenge (pg44-46)</p>	<p>of objects, organisms, and events of the environment using observations and prior knowledge</p>	<ul style="list-style-type: none"> • What do plants need to survive? • What do animals need to survive? 	<p>about the module project as an animal curator.</p> <ul style="list-style-type: none"> * Make a connection with how the skills of a curator of birds and mammals would help me with this project. 	
<p>MODULE: CHANGE THE ENVIRONMENT BIG IDEA: HOW DO CHANGES IN THE ECOSYSTEM AFFECT THE ORGANISMS THAT LIVE THERE?</p>				
<p>3rd Quarter Week 24 January 31 Lesson 1: Fossils TE (pg 48-68) SW (pg -51-68) Lesson 1: Review</p>	<p>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.</p> <p>4-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p>	<ul style="list-style-type: none"> • What do fossils tell us about the environment? 	<p>I will be able to:</p> <ul style="list-style-type: none"> * Explore how environmental changes affect the organisms that live there * Analyze and interpret data about fossils to provide evidence about where they lived long ago * 	<p>extinction fossils</p>
<p>3rd Quarter Week 25 February 7 Lesson 2: Changes Affect Organisms TE (pg 69-84) SW (pg 69-84) Lesson 2: Review</p>	<p>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.</p>	<ul style="list-style-type: none"> • How does a changing environment affect organisms? 	<p>I will be able to:</p> <ul style="list-style-type: none"> * Explain changes to the environment and how those changes affect living things 	<p>invasive species</p>
<p>3rd Quarter Week 26 February 14 Week 27 February 22 Module Project Planning</p>	<p>INVESTIGATION QUESTIONS S1.C1.PO1 Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior</p>	<ul style="list-style-type: none"> * How can you use fossils to create a model of the forest? * How can fossils be used to know what the forest looked like long ago? 	<p>I will be able to:</p> <ul style="list-style-type: none"> * Use what they've learned thought the module to make models of a forest before a fire, immediately after a forest 	


<p>Lesson 1: Past, Present, Future (pg85)</p> <p>Lesson 2: Science Challenge (pg86-90)</p> <p>MODULE WRAP-UP</p> <p>Lesson 1: pg43 Lesson 2: pg103</p>	<p>knowledge</p>		<p>fire, and four years into the future</p> <ul style="list-style-type: none"> * Act as a wildlife rehabilitator and reflect on what they learned and how that may affect their thinking about the module project 	
<p>3rd Quarter Week 28 February 28 Week 29 March 7</p> <p>INQUIRY ACTIVITY</p> <ul style="list-style-type: none"> ✓ Plant Hunt (pg7) ✓ Needs of Plants (pg11) ✓ Bird Beak Shapes (pg26) ✓ Design a Bird (pg38) ✓ Layers and Fossils-Prt 1 (pg54) ✓ Layers and Fossils-Prt 2 (pg59) ✓ Fossil Dig (pg61) ✓ Fossil Mystery (pg64) 	<p>INVESTIGATION QUESTIONS</p> <p>S1.C1.PO1 Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge</p>	<ul style="list-style-type: none"> • How do Scientists investigate questions? • What is science? • What do you see? • How can you predict the outcome of your experiment? * How do you use investigation in an experiment? 	<p>I will be able to:</p> <ul style="list-style-type: none"> * Use observations to make inferences * Explain different ways that science questions can be investigated * Explain how models may be used in investigations * Follow directions for an investigation to make inferences * Plan and conduct an investigation to answer questions about magnets 	<p>Observe Infer Questions Predict Investigation Hypothesis Experiment Variable Model Conclusion</p>

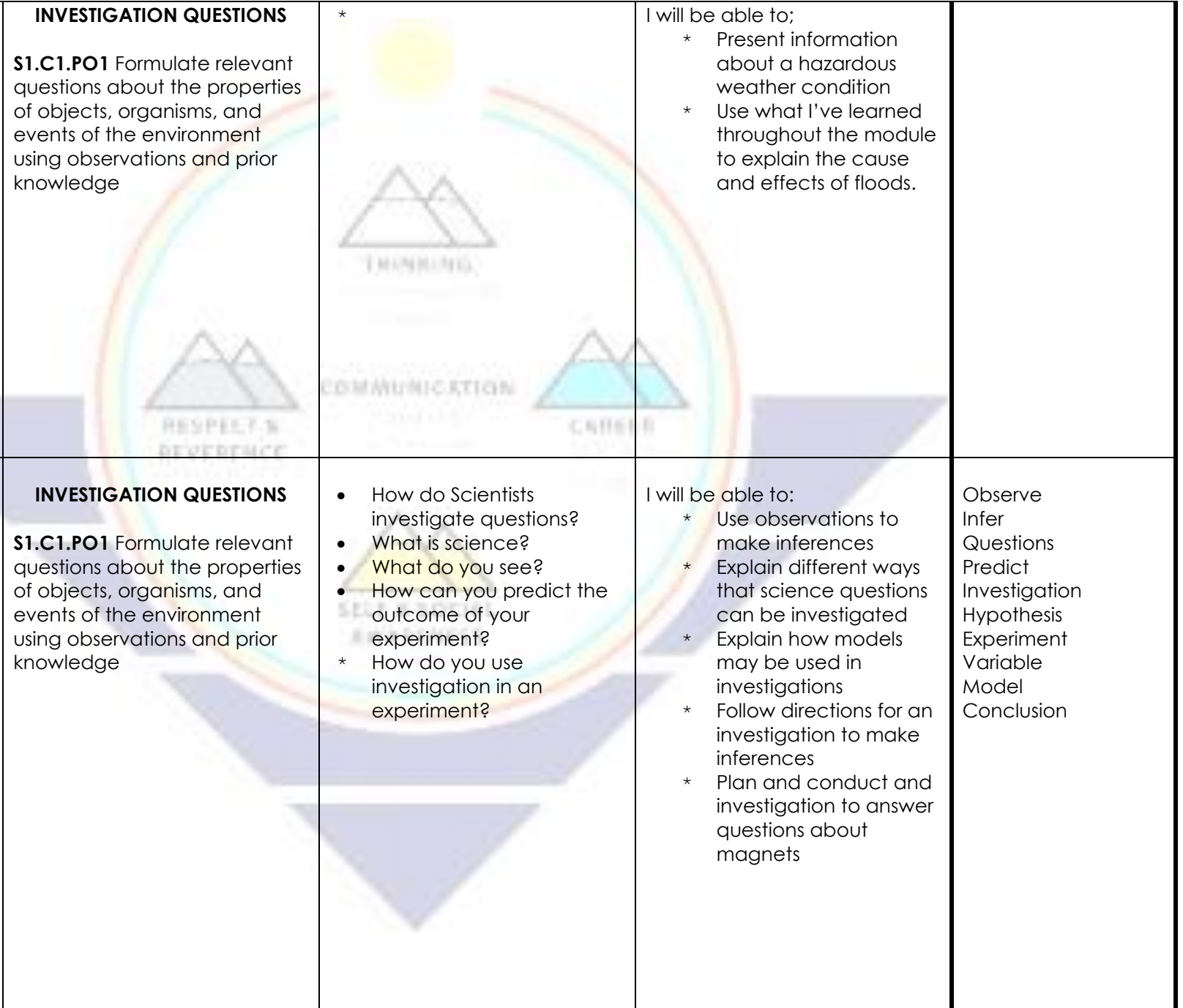
Ganado Unified School District (SCIENCE/3RD Grade)

4TH QUARTER

PACING Guide SY 2021-2022

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
UNIT 3: WEATHER PATTERNS				
MODULE: SURVIVE THE ENVIRONMENT				
BIG IDEA: How does weather change, and how can natural hazards change environments?				
<p>4th Quarter Week 30 March 21</p> <p>Lesson 1: Weather Patterns</p> <p>Teacher Edition (pg 5-20)</p> <p>Student Workbook (pg 5-20)</p> <p>Lesson 1: Review</p>	<p>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season</p> <p>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.</p> <p>3-ESS3-1 Make a claim about the merit of a design solutions that reduces the impacts of a weather related hazard</p>	<p>* How does weather change?</p> 	<p>I will be able to:</p> <ul style="list-style-type: none"> * Explore different types of weather and climate, along with natural hazards and how to prepare for them * Analyze and interpret data to describe different weather patterns 	<p>atmosphere precipitation temperature weather</p>
<p>4th Quarter Week 31 March 28</p> <p>Lesson 2: Weather and Seasons</p> <p>Teacher Edition (pg 21-38)</p>	<p>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,</p>	<p>How does the weather in the United States compare to other parts of the world?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> * Obtain and combine information to describe climate in different regions 	<p>axis climate season</p>

<p>Student Workbook (pg 21-38)</p> <p>Lesson 2: Review</p>	<p>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</p>			
<p>4th Quarter Week 32 April 4</p> <p>Lesson 3: Natural Hazards and the Environment</p> <p>Teacher Edition (pg 39-54)</p> <p>Student Workbook (pg -39-54)</p> <p>Lesson 3: Review</p>	<p>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season</p> <p>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.</p> <p>3-ESS3-1 Make a claim about the merit of a design solutions that reduces the impacts of a weather related hazard</p>	<p>* How do natural hazards affect environments?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> * Use evidence to describe how natural hazards affect environments, and identify ways to reduce damage from natural disasters. 	<p>natural hazards</p>
<p>4th Quarter Week 33 April 11</p> <p>Lesson 4: Prepare for Natural Hazards</p> <p>Teacher Edition (pg 55-74)</p> <p>Student Workbook (pg 55-74)</p> <p>Lesson 4: Review</p>	<p>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.</p> <p>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</p>	<p>* How can we prepare for natural hazards?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> * Design and compare models to explain how to reduce the impact of natural hazards. 	<p>floodwall levee lightning rod</p>

<p>4th Quarter Week 34 April 18 Week 35 April 25</p> <p>Module Project Planning</p> <p>Lesson 1: Meteorologist for a Day(pg75)</p> <p>Lesson 2-3: Science Challenge (pg76)</p> <p>Lesson 4: 77-80</p> <p>MODULE WRAP-UP Lesson 1: pg43 Lesson 2: pg103</p>	<p>INVESTIGATION QUESTIONS</p> <p>S1.C1.PO1 Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge</p>	<p>*</p> 	<p>I will be able to;</p> <ul style="list-style-type: none"> * Present information about a hazardous weather condition * Use what I've learned throughout the module to explain the cause and effects of floods. 	
<p>4th Quarter Week 36 May 2 Week 37 May 9 Week 38 May 16</p> <p>INQUIRY ACTIVITIES</p> <ul style="list-style-type: none"> ✓ Predict Weather (pg8-9) ✓ Become a Meteorologist (pg16-17) ✓ Compare Weather Patterns (pg24-25) ✓ Land and temperature Change (pg34-35) ✓ Flooding Plants (pg42-43) ✓ Landslide (pg47-48) ✓ Natural Hazards (pg 50-51) 	<p>INVESTIGATION QUESTIONS</p> <p>S1.C1.PO1 Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge</p>	<ul style="list-style-type: none"> • How do Scientists investigate questions? • What is science? • What do you see? • How can you predict the outcome of your experiment? * How do you use investigation in an experiment? 	<p>I will be able to:</p> <ul style="list-style-type: none"> * Use observations to make inferences * Explain different ways that science questions can be investigated * Explain how models may be used in investigations * Follow directions for an investigation to make inferences * Plan and conduct an investigation to answer questions about magnets 	<p>Observe Infer Questions Predict Investigation Hypothesis Experiment Variable Model Conclusion</p>

<ul style="list-style-type: none"> ✓ Build Sugar Structures (pg58-59) ✓ Sandbags and Floods (pg64-65) ✓ Build Weatherproof Structures (pg70-71) ✓ Meteorologist for a Day (pg78-79) 				
4th Quarter Week 39 May 23	END OF THE YEAR (TESTING, GRADING, AND CLEAN UP)			

