



Grade 3 Science and Social Studies Year At-A-Glance

Science Theme: Interactions in Our World | Students study interactions of forces and matter and how plants and animals, including humans, interact with living and nonliving aspects of the environment.

Social Studies Theme: Ancient World Cultures | Students examine the social, cultural, and political characteristics of major ancient world cultures and recognize that they served as the foundation for modern governments, customs, traditions, and perspectives.

<u>Quarter 1</u>	<u>SOCIAL STUDIES</u> Unit 1: Civics – Good Citizenship (about 12 days)	<u>SCIENCE</u> Unit 1: Interactions with Water (about 13 days)	<u>SCIENCE</u> Unit 2: Earth’s Water (about 12 days)	<u>SOCIAL STUDIES</u> Unit 2: Geography and Map Skills (about 13 days)
<u>Quarter 2</u>	<u>SCIENCE</u> Unit 3: Interactions in Ecosystems (about 13 days)	<u>SOCIAL STUDIES</u> Unit 3: Economics (about 9 days)	<u>SOCIAL STUDIES</u> Unit 4: China and Egypt (about 11 days)	<u>SCIENCE</u> Begin Unit 4: Adaptations (about 6 days)
<u>Quarter 3</u>	<u>SCIENCE</u> Complete Unit 4: Adaptations (about 7 days)	<u>SOCIAL STUDIES</u> Unit 5: Greece and Rome (about 15 days)	<u>SOCIAL STUDIES</u> Unit 6: Mali (about 16 days)	<u>SCIENCE</u> Unit 5: Interactions with Soil (about 7 days)
<u>Quarter 4</u>	<u>SCIENCE</u> Unit 6: Interactions that Impact Ecosystems (about 16 days)	<u>SOCIAL STUDIES</u> Unit 7: Government (about 14 days)	<u>SCIENCE</u> Unit 7: Interactions and Forces (about 16 days)	

Unit guides will be released prior to the start of each quarter.

Note: Science and Engineering Practices (SEPs), SOL 3.1a-f, and Social Studies essential skills, SOL 3.1a-j, should be embedded throughout the year rather than taught in isolation.

Quarter 1: August 19 – October 31 (50 days)

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 1	<p><u>SOCIAL STUDIES</u> <u>Unit 1: Civics – Good Citizenship</u></p>	<p>about 12 days Assessment Window Week of 09/02/24 <i>required PBA (LAA)</i></p>	<p>3.11 The student will explain the responsibilities of a good citizen, with emphasis on</p> <ul style="list-style-type: none"> a) respecting and protecting the rights and property of others; b) taking part in the voting process when making classroom decision; c) describing actions that can improve the school and community; d) demonstrating self-discipline and self-reliance; e) practicing honesty and trustworthiness; and f) describing the purpose of rules.
	<p><u>SCIENCE</u> <u>Unit 1: Interactions with Water</u></p>	<p>about 13 days</p>	<p>3.3 The student will investigate and understand how materials interact with water. Key ideas include</p> <ul style="list-style-type: none"> a) solids and liquids mix with water in different ways; and b) many solids dissolve more easily in hot water than in cold water.
	<p><u>SCIENCE</u> <u>Unit 2: Earth’s Water</u></p>	<p>about 12 days</p>	<p>3.7 The student will investigate and understand that there is a water cycle and water is important to life on Earth. Key ideas include</p> <ul style="list-style-type: none"> a) there are many reservoirs of water on Earth; b) the energy from the sun drives the water cycle; and c) the water cycle involves specific processes.
	<p><u>SOCIAL STUDIES</u> <u>Unit 2: Geography and Map Skills</u></p>	<p>about 13 days Assessment Window Week of 10/28/24 <i>required PBA (LAA)</i></p>	<p>3.6 The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of</p> <ul style="list-style-type: none"> a) Africa; b) Asia; c) Europe; d) North America; and e) South America.

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 2	<p><u>SCIENCE</u> <u>Unit 3:</u> <u>Interactions in Ecosystems</u></p>	<p>about 13 days</p>	<p>3.5 The student will investigate and understand that aquatic and terrestrial ecosystems support a diversity of organisms. Key ideas include</p> <ul style="list-style-type: none"> a) ecosystems are made of living and nonliving components of the environment; and b) relationships exist among organisms in an ecosystem.
	<p><u>SOCIAL STUDIES</u> <u>Unit 3:</u> <u>Economics</u></p>	<p>about 9 days Assessment Window Week of 12/09/24 <i>required PBA (LAA)</i></p>	<p>3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p> <p>3.10 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</p>
	<p><u>SOCIAL STUDIES</u> <u>Unit 4: China and Egypt</u></p>	<p>about 11 days Assessment Window Week of 01/06/25 <i>required PBA (LAA)</i></p>	<p>3.2 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.</p> <p>3.5 The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps</p> <ul style="list-style-type: none"> a) at the beginning of their culture; b) during their period of greatest influence; and c) today. <p>3.7 The student will describe how people in ancient world cultures adapted to their environment.</p> <p>3.8 The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they are used in the production of goods and services.</p>
	<p><u>SCIENCE</u> <u>Begin Unit 4:</u> <u>Adaptations</u></p>	<p>about 6 days</p>	<p>3.4 The student will investigate and understand that adaptations allow organisms to satisfy life needs and respond to the environment. Key ideas include</p> <ul style="list-style-type: none"> a) populations may adapt over time; b) adaptations may be behavioral or physical; and c) fossils provide evidence about the types of organisms that lived long ago as well as the nature of their environments.

Quarter 3: January 23 – March 27 (45 Days)

Quarter 3 Unit Guides will be released on January 2, 2025

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 3	<p>SCIENCE Complete Unit <u>4: Adaptations</u></p>	<p>about 7 days Assessment Window Week of 02/03/25 <i>required PBA (LAA)</i></p>	<p>3.4 The student will investigate and understand that adaptations allow organisms to satisfy life needs and respond to the environment. Key ideas include</p> <ul style="list-style-type: none"> a) populations may adapt over time; b) adaptations may be behavioral or physical; and c) fossils provide evidence about the types of organisms that lived long ago as well as the nature of their environments.
	<p>SOCIAL STUDIES Unit 5: <u>Greece and Rome</u></p>	<p>about 15 days Assessment Window Week of 02/17/25 <i>required PBA (LAA)</i></p>	<p>3.3 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.</p> <p>3.5 (a-c), 3.7, 3.8 [see Quarter 2]</p>
	<p>SOCIAL STUDIES Unit 6: <u>Mali</u></p>	<p>about 16 days Assessment Window Week of 03/10/25 <i>required PBA (LAA)</i></p>	<p>3.4 The student will describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali.</p> <p>3.5 (a-c), 3.7, 3.8 [see Quarter 2]</p>
	<p>SCIENCE Unit 5: <u>Interactions with Soil</u></p>	<p>about 7 days</p>	<p>3.6 The student will investigate and understand that soil is important in ecosystems. Key ideas include</p> <ul style="list-style-type: none"> a) soil, with its different components, is important to organisms; and b) soil provides support and nutrients necessary for plant growth.

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 4	<p><u>SCIENCE</u> <u>Unit 6:</u> <u>Interactions that Impact Ecosystems</u></p>	<p>about 16 days</p>	<p>3.8 The student will investigate and understand that natural events and humans influence ecosystems. Key ideas include</p> <ul style="list-style-type: none"> a) human activity affects the quality of air, water, and habitats; b) water is limited and needs to be conserved; c) fire, flood, disease, and erosion affect ecosystems; and d) soil is a natural resource and should be conserved.
	<p><u>SOCIAL STUDIES</u> <u>Unit 7:</u> <u>Government</u></p>	<p>about 14 days Assessment Window Week of 05/19/25 <i>required PBA (LAA)</i></p>	<p>3.12 The student will recognize the importance of government in the community, Virginia, and the United States of America by</p> <ul style="list-style-type: none"> a) explaining the purpose of laws; b) explaining the basic purposes of government are to make laws, carry out laws, and decide of laws have been broken; and c) explaining that government protects the rights and property of individuals. <p>3.13 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government and respect for individual rights and freedoms.</p>
	<p><u>SCIENCE</u> <u>Unit 7:</u> <u>Interactions and Forces</u></p>	<p>about 16 days Assessment Window Week of 05/26/25 <i>required PBA (LAA)</i></p>	<p>3.2 The student will investigate and understand that the direction and size of force affects the motion of an object. Key ideas include</p> <ul style="list-style-type: none"> a) multiple forces may act on an object; b) the net force on an object determines how an object moves; c) simple machines increase or change the direction of a force; and d) simple and compound machines have many applications.