



MIAMI-DADE COUNTY PUBLIC SCHOOLS

DISTRICT PACING GUIDE

2015-2016 YEAR-AT-A-GLANCE

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DISTRICT PACING GUIDE

2016-2017 YEAR-AT-A-GLANCE

Grade 3

COURSE CODE: 5000030

Big Idea 1: The Practice of Science

A. Scientific inquiry is a multifaceted activity. The processes of science include the formulation of scientifically investigateable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B. The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C. Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D. Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

Big Idea 1 benchmarks should be **introduced during the first nine weeks**, and then **embedded in all science lessons** throughout the year as they blend easily with teaching inquiry and are the basis of an activity/lab-based science curriculum.

- SC.2.N.1.1 Question, Investigate, Explain
- SC.2.N.1.2 Compare Observations, Explain Differences
- SC.2.N.1.3 Reason and Explain

- SC.2.N.1.4 Repetition of Experiment and Similar Conclusions
- SC.2.N.1.5 Empirical Observation and Inferences
- SC.2.N.1.6 Investigation by Scientists

1st Nine Weeks

Big Idea 1: The Practice of Science – Introduction to Matter
I. Practicing Science (08/23-08/26)

Big Idea 2: Properties of Matter
II. SC.2.P.2.1 Observe and Measure Objects According to Their Properties
SC.2.P.2.5 Measure and Compare Temperatures
SC.2.P.2.6 Measure and Compare Volumes of Liquids (08/29-09/09)

III. SC.2.P.2.2 Forms of Matter
SC.2.P.2.3 Characteristics of a Solid, Liquid, and Gas (09/03-09/23)

IV. SC.2.P.2.4 Observe and Describe Water as a Solid, Liquid, and Gas (09/26-10/07)

Big Idea 3: Changes in Matter
V. SC.2.P.2.1 Investigate How Matter Can Change (10/10-10/20)

2nd Nine Weeks

Big Idea 10: Forces of Energy
VI. SC.2.P.10.1 Uses of Electricity and Other Forms of Energy (10/31-11/16)

Big Idea 12: Forces and Changes in Motion
VII. SC.2.P.12.1 Effect of Pushes and Pulls on Objects
SC.2.P.12.4 Demonstrate that the Greater the Applied Force, the Greater the Change in Motion (11/21-12/09)

VIII. SC.2.P.12.3 Effects of Gravity (12/12-12/23)

IX. SC.2.P.12.2 How Magnets Work (12/09-01/03)

3rd Nine Weeks

Big Idea 14: Organization and Development of Living Organisms
X. SC.2.L.14.1 Distinguish Human Body Parts and Their Functions
HE.2.O.1.6 Recognize the locations and functions of major human organs. (01/24-02/10)

Big Idea 17: Interdependence
XI. SC.2.L.17.1 Compare and Contrast Basic Needs of Living Things for Survival (02/13-02/17)

XII. SC.2.L.17.2 Recognize and Explain that Habitats Must Provide Basic Needs (02/21-03/03)

Big Idea 16: Heredity and Reproduction
XIII. SC.2.L.16.1 Major Stages of Life Cycles in Plants and Animals (03/06-03/23)

4th Nine Weeks

Big Idea 6: Earth Structures
XIV. SC.2.E.6.1 Earth is Made of Rocks That Come in Many Shapes and Sizes
SC.2.E.6.2 How Soil Forms
SC.2.E.6.3 Classify Soil Types (03/27-04/07)

Big Idea 7: Earth Systems and Patterns
XV. SC.2.E.7.2 The Sun's Energy
SC.2.E.7.3 Investigate, Observe, and Describe How Water Evaporates
SC.2.E.7.4 Air and Wind (04/17-05/05)

XVI. SC.2.E.7.1 Compare and Describe Changing Patterns in Nature (04/04-05/19)

XVII. SC.2.E.7.5 Preparing for Severe Weather (05/22-05/08)



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Lauren Gardner

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Resources in Education ,1984 **Calendar of the LaPorte Public Schools for ...** LaPorte (Ind.). Board of Education,1877 **List of Outstanding Teaching and Learning Materials** Association for Supervision and Curriculum Development,1967 **Report of State Officers, Board and Committees to the General Assembly of the State of South Carolina** South Carolina. General Assembly,1879 *Educational Weekly* ,1878 **The Educational Weekly** ,1879
House documents ,1880 **Virginia Journal of Science** Ruskin Skidmore Freer,2000 **The Year-book of Australia** ,1899 **Atlantic Monthly** ,1897 **The Atlantic Monthly** ,1897 **The Educational Journal of Virginia** Charles Henry Winston,Richard M. Smith,D. Lee Powell,John Meredith Strother,H. H. Harris,John Patrick McGuire,Rodes Massie,William Fayette Fox,Harry Fishburne Estill (F.),Richard Ratcliffe Farr,John Lee Buchanan,George R. Pace,1889
Catalogue Harvard University. Graduate School of Design. Library,1968 **Report superintendent for public instruction** Iowa,1891 **Primary Education** ,1894 **Children Learn the Language Arts** Mildred Agnes Dawson,Frieda Hayes Dingee,1959 **Official Manual of the State of Missouri** Missouri. Office of the Secretary of State,1953 **Current Topics in Education** ,1972 **Democracy** ,2007 **Current Index to Journals in Education** ,2001

The Enigmatic Realm of **Miami Dade Schools Pacing Guide**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Miami Dade Schools Pacing Guide** a literary masterpiece penned by a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect on the hearts and minds of those that partake in its reading experience.

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