



MASTERY VIEW Predictive Assessments

Tennessee 3rd GRADE SCIENCE 2025-2026 Pacing Guide

Unit	Standards	Major Topics/Concepts
Engineering Design	3.ETS1.1 3.ETS1.2	Design a solution to a real-world problem that includes specified criteria and constraints. Apply evidence or research to support a design solution. <i>These topics do not need to be introduced in consecutive days, but all inquiry concepts will be assessed in the context of the standards assessed on all assessments.</i>
From Molecules to Organisms: Structures and Processes	3.LS1.1 3.LS1.2	Use graphical representations to compare how species including humans and other organisms have unique and diverse life cycles. Analyze the internal and external structures that aquatic and land organisms have to support survival, growth, behavior, and reproduction.
Ecosystems: Interactions, Energy, and Dynamics	3.LS2.1	Obtain information to compare various ways that groups organize (e.g., specialized roles for members vs same roles for members) to explain the benefits of animal group behavior.
Biological Change: Unity and Diversity	3.LS4.1 3.LS4.2	Use evidence to explain the cause and effect relationship between a naturally changing habitat and how well an organism survives. Use evidence to determine the changes between an environment's biodiversity and human resources.
1st Cumulative Assessment (covering all content to this point)		
Earth's Place in the Universe	3.ESS1.1	Use data to categorize different bodies in our solar system including inner and outer planets, moons, asteroids, comets, and meteoroids according to their physical properties and motion.
Earth's Systems	3.ESS2.1 3.ESS2.2 3.ESS2.3 3.ESS2.4	Develop a model to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. Develop a model to describe the cycling of water through Earth's spheres driven by energy from the sun. Use tables, graphs, and tools to describe precipitation, temperature, clouds, and wind (i.e., direction and speed) to predict local weather and climate. Incorporate weather data to describe major climates (e.g., polar, temperate, tropical) in different regions of the world.
Earth and Human Activity	3.ESS3.1	Evaluate existing solutions that reduce the impact of natural hazards (e.g., fires, landslides, earthquakes, volcanic eruptions, floods, severe weather) on the environment.
2nd Cumulative Assessment (covering all content to this point)		

Unit	Standards	Major Topics/Concepts
Matter and Its Interactions	3.PS1.1 3.PS1.2 3.PS1.3	<p>Develop a model of solids, liquids, and gasses to describe that each state of matter is made of particles too small to be seen.</p> <p>Construct an explanation about the effects of heating and cooling a substance differentiating between changes that can be reversed (i.e., freezing & melting) and those that cannot (e.g., baking a cake or burning fuel).</p> <p>Construct an argument based on evidence that materials have both fixed and changing properties, some of which are useful for identification of a material.</p>
Motion and Stability: Forces and Interactions	3.PS2.1	<p>Explain cause and effect relationships of forces that cannot be seen including interactions between two objects not in contact with each other (i.e., static electricity, magnetism and gravity).</p>
Energy	3.PS3.1 3.PS3.2 3.PS3.3	<p>Make observations of sound, light, heat, and motion to collect evidence that energy is present in a system.</p> <p>Develop a model to show that energy can be transferred from place to place by electric currents in a system (e.g., open, closed, simple, parallel, series circuits).</p> <p>Evaluate how magnets cause changes in the motion and position of objects, even when the objects are not touching the magnet.</p>
Final Comprehensive Assessment (covering all content)		