**Third Grade Science, Social Studies, & Health Map**

\*Essential Standards

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| **Unit Window Dates**  **(34 weeks)** | **Domain and Standards from the Utah Core Standards** | **Resources** |
| August - September  2-3 weeks  Aug. 24 - Sept 11 | **Standard 3: Civic Responsibility**  **Objective 1**: **Describe** the rights and responsibilities inherent in being a contributing member of a community.  **Objective 2**: **Identify** ways community needs are met by the government.  **Objective 3**: **Apply** principles of civic responsibility. | * [Civic Symbols](https://www.uen.org/lessonplan/view/23793) * American Symbols (Aubri has ppts and activity) * [Community Services](https://www.uen.org/lessonplan/view/23821) * Federal vs State vs Local Government (Aubri has resources) * Town Hall - walking field trip * [Let students come up with ideas on how to improve a school/community problem](https://www.uen.org/lessonplan/view/23833) * Tanner Ainge * Lone Peak PD |
| **Plant/Animal Lifecycles**  September - October  4 weeks  Sept 14-Oct 13 | **Strand 3.2: Effects of Traits on Survival**  **3.2.1** **Develop and use models** to describe changes that organisms go through during their life cycles.  **3.2.2** **Analyze and interpret data** to identify patterns of traits that plants and animals have inherited from parents.  **3.2.3** **Construct an explanation** that the environment can affect the traits of an organism.  **3.2.4** **Construct an explanation** showing how variations in traits and behaviors can affect the ability of an individual to survive and reproduce.  **3.2.5 Engage in argument from evidence** that in a particular habitat (system) some organisms can survive well, some survive less well, and some cannot survive at all.  **3.2.6** **Design a solution** to a problem caused by a change in the environment that impacts the types of plants and animals living in that environment. | * Amy (lifecycle lesson)[Strand breakdown with links](https://docs.google.com/document/d/1F5EhjQPpV9TJ4LeBVGyWHUOB8Q0pifrnyoKVmKWhgjk/edit?usp=sharing) - * [Mystery Science Power of Flowers](https://mysteryscience.com/flowers/plant-life-cycle-heredity) * [Strand breakdown with links](https://docs.google.com/document/d/1F5EhjQPpV9TJ4LeBVGyWHUOB8Q0pifrnyoKVmKWhgjk/edit?usp=sharing) * LAB - plant or animal lifecyle |
| October - November  3 weeks  Oct 20 - Nov 6 | **Standard 1: Geography and Community**  **Objective 1**: **Determine** the relationships between human settlement and geography.  **Objective 2**: **Describe** how various communities have adapted to existing environments and how other communities have modified the environment.  **Objective 3**: **Analyze** ways cultures use, maintain, and preserve the physical environment.  **3.2.5 Engage in argument from evidence** that in a particular habitat (system) some organisms can survive well, some survive less well, and some cannot survive at all. | * [Map Features](https://www.superteacherworksheets.com/maps/neighborhood-map2_WMZNR.pdf?up=1466611200) * [Geographic features](https://docs.google.com/presentation/d/1UalkSrPGv-cuBzIM7eNNsyE4PC22VCHAdDO_Nr5Wyms/edit?usp=sharing) * [Geographic Features and Settlement](https://docs.google.com/presentation/d/1HUhmnYh2_FO0z7BdA7NuZZndPJHtQkfVTzhDKs3qPAw/edit?usp=sharing) * [Natural Resources](https://nearpod.com/t/science/3rd-grade/natural-resources-L379446) * [Create a Country Project](https://docs.google.com/document/d/1D67dQW3N2qwpNerzS7_RdgdOQT8oLdcY7dLBeWTxVZY/edit?usp=sharing) * [Recycling](https://www.weareteachers.com/free-recycling-lesson-plans/) * Habitats (Epic books, create a poster) |
| November  2-3 weeks  Nov 9 - 24 | **Standard 2: Cultural Factors Shaping Community**  **Objective 1**: **Evaluate** key factors that determine how a community develops.  **Objective 2**: **Explain** how selected indigenous cultures of the Americas have changed over time. | * Native American Unit Simplified (Epic) (Amy) * [Utah Ag. What’s For Lunch Lessons](https://utah.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=648&state_only=UT&grade=3&content=GEOGRAPHY) * [Whats for Lunch Opinion Writing](https://docs.google.com/presentation/d/1fn3MhZNr0zBCF78Pr7ltOjquGx5Lhhr0VhxlJ5iCS4I/edit?usp=sharing) Powerpoint * Nearpod\* * Native American resources (Aubri) |
| December | **Strand 4: Substance Abuse Prevention**  **3.SAP.1**: Demonstrate how to respond when approached by an individual and asked to make a poor choice.  **3.SAP.2**: Identify healthy alternatives to alcohol, tobacco, nicotine, and other harmful substances.  **3.SAP.3**: Examine the consequences to the brain, body and lungs when oxygen is limited through inhaling substances.  **3.SAP.4**: Examine the consequences to the brain and body when harmful substances are ingested. | * Aubri (ppt) * Red Ribbon Week |
| December | **Strand 5: Nutrition**  **3.N.1**: Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness and oral health including encouraging healthy food behavior and physical activity.  **3.N.2**: Identify healthy foods, including snacks, in appropriate portion sizes.  **3.N.3**: Describe the benefits of eating a nutritious breakfast.  **3.N.4**: Discuss how family, peers, culture, and media influence eating habits. | * Nurse * Local doctors * [Who Grew my Soup Activity Utah Ag. - Stone Soup ELA connection](https://utah.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=57) |
| December | **Strand 6: Human Development**  **3.HD.1**: Define hygiene and discuss its importance for health and well-being.  **3.HD.2**: Identify the building blocks of the human body.  **3.HD.3**: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe. | * Nurse * Prevent Child Abuse Utah |
| January - February  5 weeks  Jan 4 - Feb 5 | **Strand 3.3: Force Affects Motion**  **3.3.1** **Plan and carry out investigations** that provide evidence of the effects of balanced and unbalanced forces on the motion of an object.  **3.3.2** **Analyze and interpret data** from observations and measurements of an object’s motion to identify patterns in its motion that can be used to predict future motion.  **3.3.3** **Construct an explanation** that the gravitational force exerted by Earth causes objects to be directed downward, toward the center of the spherical Earth.  **3.3.4** **Ask questions to plan and carry out an investigation** to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.  **3.3.5** **Design a solution** to a problem in which a device functions by using scientific ideas about magnets. | * Rube Goldberg (book) * [OK Go Music video](https://www.youtube.com/watch?v=qybUFnY7Y8w) * [Force and Motion Simulations](https://phet.colorado.edu/en/simulation/forces-and-motion-basics) * SCIENCE LAB - roller coaster * SCIENCE LAB - magnet? * SCIENCE LAB - simple machines * [Design a Rover Engineering Task](https://drive.google.com/open?id=0Bw6ZUbtuVu2sUW1TTXJfemtLQnc) * [Mystery Science](https://mysteryscience.com/forces/forces-motion-magnets) * [Readworks - Force](https://www.readworks.org/article/The-Simple-Physics-of-Soccer/f2a4252c-af7a-4f86-9fcd-b9cd7f186385#!articleTab:content/) * [Readworks - Magnets](https://www.readworks.org/article/Magnetism---Magnets-Types-and-Uses/882f6944-600e-43d6-96b8-9855a9c58dcf#!articleTab:content/) * [Readworks - Force](https://www.readworks.org/article/Shoot-It-Harder-Shoot-It-Softer/867c3e9a-b432-4f2f-9294-53f26bd696d9#!articleTab:content/) * [Readworks - Magnets](https://www.readworks.org/article/The-Sad-Tale-of-the-Lonely-Magnet/8237334f-51b2-49c6-af3f-c3483cb1d0d7#!articleTab:content/) * Domino Effect activity |
| February - March  4 weeks  Feb 8 - March 5 | **Strand 3.1: Weather and Climate Patterns**  **3.1.1** **Analyze and interpret data** to reveal patterns that indicate typical weather conditions expected during a particular season.  **3.1.2** **Obtain and communicate information** to describe climate patterns in different regions of the world.  **3.1.3** **Design a solution** that reduces the effects of a weather-related hazard. | * Weather a day * Line plot - * ELA - hazards * Interactive games for students: <https://schools.tinybop.com/explore/weather> * [Rachel- Weather unit plan](https://drive.google.com/file/d/1tOAGo1LsH0JLtnSj6TUZtRpifr4Fs-2d/view?usp=sharing) |
| **Traits / Adaptations / Habitats**  April  8 weeks  Mar 8 - May 7 | **Strand 3.2: Effects of Traits on Survival**  **3.2.1** **Develop and use models** to describe changes that organisms go through during their life cycles.  **3.2.2** **Analyze and interpret data** to identify patterns of traits that plants and animals have inherited from parents.  **3.2.3** **Construct an explanation** that the environment can affect the traits of an organism.  **3.2.4** **Construct an explanation** showing how variations in traits and behaviors can affect the ability of an individual to survive and reproduce.  **3.2.5 Engage in argument from evidence** that in a particular habitat (system) some organisms can survive well, some survive less well, and some cannot survive at all.  **3.2.6** **Design a solution** to a problem caused by a change in the environment that impacts the types of plants and animals living in that environment. | * Amy FIX! * [Strand breakdown with links](https://docs.google.com/document/d/1F5EhjQPpV9TJ4LeBVGyWHUOB8Q0pifrnyoKVmKWhgjk/edit?usp=sharing) * Zoo project * Animal writing reports * LAB - Food source/ Food web * LAB - snake predator pray?? |
| Throughout the year | **Strand 1: Healthy Self**  **3.HF.1**: Set a measurable short-term goal and identify people who can help achieve that goal.  **3.HF.2**: Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict.  **3.HF.3**: Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.  **3.HF.4**: Describe the qualities of a healthy relationship.  **3.HF.5**: Explain how trusted adults are resources for advice and guidance when making decisions. | * Morning Meetings * In Class discussions * Class Dojo (Big Ideas) |
| Throughout the year | **Strand 2: Mental and Emotional Health**  **3.MEH.1**: Identify healthy strategies individuals may use to cope with disappointment, grief, sadness, and loss, including talking with a trusted adult.  **3.MEH.2**: Define positive and negative stress and identify how each type feels. Identify behaviors or ways to alleviate stress.  **3.MEH.3**: Describe how various sources can influence mental and emotional health and identify appropriate ways to respond. | * Morning Meetings * In Class discussions * Class Dojo (Big Ideas) |
| Throughout the year | **Strand 3: Safety and Disease Prevention**  **3.SDP.1**: Explain and practice procedures to follow in case of emergency.  **3.SDP.2**: Identify personal behaviors that contribute to a safe or unsafe environment and discuss safety rules at home, school, and in the community.  **3.SDP.3**: Describe safety guidelines for the internet and social media and describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks.  **3.SDP.4**: Describe procedures to follow when encountering another person’s blood or other bodily fluids. | * Procedures * White Ribbon Week * Jaime Clement * Nurse |