

New Day	<div>2014-15</div> <div>3rd Grade Social Studies and Science Curriculum Plan</div>				
Unit 2, 28 Days	<div>Unit 2: Maps, geography, and our world! Old-Unit 1: Maps, geography, and our world!</div> <div>6.6.2 A. The World in Spatial Terms</div> <div>1. Explain the spatial concepts of location, distance and direction, including: . The location of school, home, neighborhood, community, state, and country; . The relative location of the community and places within it; and . The location of continents and oceans.</div> <div>2. Explain that the globe is a model of the Earth and maps are representations of local and distant places.</div> <div>3. Demonstrate basic globe and map skills.</div> <div>BIG IDEA concept objectives:</div> <ul style="list-style-type: none"> SWBAT understand how geography is vital to decisions and choices people have made in the past, present, and future. <ul style="list-style-type: none"> SWBAT understand how geography helps us to better organize our world and our surroundings. SWBAT understand the concepts of location, distance, and direction on maps and globes. <div>Resources for planning:</div> <div>CORE knowledge 4th Grade Unit: Getting to the core of world and state geography</div> <div>Additional Notes:</div> <div>***additional ideas for daily instruction/lessons*** *(from page 7 of CORE lesson) TW throw a “world ball” to S in the beginning of class. When S receives the ball, they must recite their city, state, country, and continent. Another variation is to have “ocean day” and then when S catch the ball, they have to identify the ocean closest to their finger. This will reinforce geography review daily.</div>				
2012- 2013 CHANG ES	Daily Topic	Resource/Read Aloud Book	Vocabulary	Objectives	Assessment/Experiment
Unit 2, Day 1	Vocabulary Preview		<ul style="list-style-type: none"> geography physical geography 	<ul style="list-style-type: none"> SWBAT use their schema to develop a preliminary understanding of 	<ul style="list-style-type: none"> Students will predict meaning of new vocabulary words based off of their

Third Grade Science/Social Studies Curriculum Plan

			<ul style="list-style-type: none"> • cultural geography • perspective • compass rose • cardinal directions • intermediate directions • map key • map scale • globe • hemisphere • absolute location • relative location • natural features • cultural features 	<p>vocabulary words.</p> <ul style="list-style-type: none"> ▪ SWBAT organize concepts and vocabulary based on similarities of their characteristics. ▪ SWBAT differentiate between the physical and cultural geography and natural and cultural features. 	<p>schema and using pictures to assist.</p> <ul style="list-style-type: none"> • Students will organize new vocabulary words based on their characteristics and similarities. ▪ Students will complete a worksheet in which they analyze the various vocabulary words that were introduced in this lesson. Students will use context clues to come to a fuller understanding of some of these words.
Unit 2, Day 2	Physical Geography- what is it? **Lesson Needs to be split in 2 Lessons 2 & 3	Resource: Page 2. Lesson 1- CORE Read Aloud: The Everything Kids Geography Book Page: 2	<ul style="list-style-type: none"> ▪ Geography ▪ Physical Geography 	<ul style="list-style-type: none"> ▪ SWBAT identify that geography is made up of two parts: physical geography and cultural geography. ▪ SWBAT identify that studying geography helps us to better understand and organize our world and our surroundings. 	<ul style="list-style-type: none"> ▪ SW identify one of two parts of geography focusing specifically on physical geography
Unit 2, Day 3	Cultural Geography- what is it?		<ul style="list-style-type: none"> ▪ Geography ▪ Cultural Geography 	<ul style="list-style-type: none"> ▪ SWBAT identify that geography is made up of two parts: physical geography and cultural geography. ▪ SWBAT identify that studying geography helps us to better understand and organize our world and our surroundings. 	<ul style="list-style-type: none"> ▪ SW identify one of two parts of geography focusing specifically on cultural geography. ▪ SW identify and write about why studying geography helps us to better understand and organize our world and our surroundings.
Unit 2, Day 4	What do we use to study geography?	Resource: Page 4- lesson 2	<ul style="list-style-type: none"> • Compass rose • north, south, east, west • northeast, northwest, 	<ul style="list-style-type: none"> ▪ SWBAT identify the 4 cardinal directions and the 4 intermediate directions. 	<ul style="list-style-type: none"> ▪ SW label a compass rose on a map with cardinal directions and intermediate directions.

Third Grade Science/Social Studies Curriculum Plan

		Read Aloud: Up North and Down South: Using Map Directions by: Doreen Gonzales	southeast, southwest	<ul style="list-style-type: none"> SWBAT place the cardinal directions and intermediate directions on a compass rose. 	<ul style="list-style-type: none"> SW create their own compass rose. SW locate different places using the cardinal and intermediate directions.
Unit 2, Day 5 2 days needed on map scales- more application *read aloud needs to be revised	Map Scales and Measuring Distance	Read Aloud: Are We There Yet? Using Map Scales This lesson needs to be revised to focus on modeling the process of using a map scale. More of a direct instruction lesson in order to set the student's up for the next day's lesson **Read aloud needs to be revised	<ul style="list-style-type: none"> Map scale distance 	<ul style="list-style-type: none"> SWBAT identify that distance is the space between 2 objects or places. SWBAT identify that maps have map scales to determine distance. SWBAT identify that different maps have different scales. 	<ul style="list-style-type: none"> SW identify what distance is. SW chant, "use the bar to find out how far" to help them remember what a map scale is. SW identify that because of different distances, different maps have different map scales.
Unit 2, Day 6	Continuation of Map Scales and Measuring Distance	This lesson should be the application piece where students are doing hands on activity of measuring distances on a map using the scale.	<ul style="list-style-type: none"> Map scale distance 	<ul style="list-style-type: none"> SWBAT identify that distance is the space between 2 objects or places. SWBAT identify that maps have map scales to determine distance. SWBAT identify that different maps have different scales. SWBAT apply their skills and understanding of a map scale in order to accurately measure the distances between different locations on a map. 	<ul style="list-style-type: none"> SW review the process of using a map scale in order to accurately measure the distance from one location on a map to another. SW use a map scale to determine distance.
Unit 2, Day 7	How do we study geography?	Read Aloud: Maps and Mapping by: Deborah	<ul style="list-style-type: none"> Globe Sphere Hemisphere 	<ul style="list-style-type: none"> SWBAT identify and label latitude and longitude on maps. SWBAT identify that the earth is 	<ul style="list-style-type: none"> SW differentiate between latitude and longitude: "fat" lat (waist, horizontal) and long longitude (vertical, up and down).

Third Grade Science/Social Studies Curriculum Plan

		Chancellor Pages 18-19, 20-21, 34-35 Read Aloud needs to be revised	<ul style="list-style-type: none"> Equator Latitude longitude 	<div>divided into hemispheres by the equator and the Prime Meridian.</div> <ul style="list-style-type: none"> SWBAT identify the hemisphere means half a sphere. SWBAT label the hemispheres. 	<ul style="list-style-type: none"> SW identify the 2 main lines of latitude and longitude. SW label the hemispheres: northern, southern, eastern, and western.
Unit 2, Day 8	How do we use latitude and longitude? Practicing	Resource: page 9- lesson 5	<ul style="list-style-type: none"> Latitude Longitude Location 	<ul style="list-style-type: none"> SWBAT identify that latitude and longitude identify a place's location on the USA/world maps.(latitude+longitude=location). SWBAT read maps and locate different places using latitude and longitude. 	<ul style="list-style-type: none"> SW locate different locations using latitude and longitude. SW use latitude and longitude to find places on a map. SW pick a location and then identify its latitude and longitude.
Unit 2, Day 9	Finding our state- CALIFORNIA	Resource: Page 10/11- lesson 6 Read Aloud: California children's book	<ul style="list-style-type: none"> Natural resources agricultural products 	<ul style="list-style-type: none"> SWBAT identify, locate, and label the state of CA in the western region of the country. SWBAT identify at least 3 different symbols of CA and explain why they are significant. SWBAT identify the significance of the state seal. 	<ul style="list-style-type: none"> SW identify, locate, and label the state of CA in the western region of the country. SW identify symbols of CA and explain the significance of each. SW identify the state seal and explain its importance.
Unit 2, Day 10	Our State: California	Read Aloud: California children's book	<ul style="list-style-type: none"> Natural features 	<ul style="list-style-type: none"> SWBAT identify the states that border CA. SWBAT identify the natural geographic landforms that create borders around CA. 	<ul style="list-style-type: none"> SW label the bordering states of OR, AZ, and NV on the map of the western region. SW label the major rivers, mountain ranges, deserts the Pacific Ocean, and the SF Bay on a blank map of CA.
Unit 2, Day 11 NEEDS TO BE UPDAT ED	US Regions: States and Capitals of the <i>West!</i>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> regions 	<ul style="list-style-type: none"> SWBAT recall the states in the Western region of the United States. SWBAT identify the capitals of the states in the West. <div>SWBAT use map skills to identify states based on their relative and absolute locations.</div>	<ul style="list-style-type: none"> In the introduction to new material, students will take notes on the state and capitals in the Western region of the United States. In the guided practice, students will create flashcards to practice their states and capitals.



**CAPITOL
COLLEGIATE**
compete • achieve • lead

Third Grade Science/Social Studies Curriculum Plan

from min/min plans this year (this part of the curriculum plan (obj/assess) was never updated					<ul style="list-style-type: none"> In the independent practice, students will construct the Western region using their flashcards. Students will then transfer the states onto a map and then flip their flashcards over and transfer the capitals onto the same map. Once maps have been approved, students will use map skills to answer questions about the location of various states within the West and Southwest regions.
Unit 2, Day 12 NEEDS TO BE UPDATED from min/min plans this year (this part of the curriculum plan (obj/assess) was never updated	US Regions: Capitals of the <i>West!</i>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> regions 	<ul style="list-style-type: none"> SWBAT identify the capitals in the Western region of the United States. SWBAT use map skills to identify states based on their relative and absolute locations. 	<ul style="list-style-type: none"> In the introduction to new material, students will take notes on the capitals in the Western region of the United States. In the guided practice, students will create flashcards to practice their capitals. In the independent practice SW complete a map of the states and capitals of the Southwestern and Mountain Range states.
Day 13 and 14	US Regions: Geography of the <i>West!</i>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> region landform climate 	<ul style="list-style-type: none"> SWBAT examine the natural features of the Western region. SWBAT determine the importance of 	<ul style="list-style-type: none"> Students will take notes on the physical geography of the Western region of the United States.

Third Grade Science/Social Studies Curriculum Plan

Make 2 day lesson on geography of North East				<p>the resources found in the Western region.</p> <ul style="list-style-type: none"> SWBAT evaluate how certain geographical aspects affect the Western region. 	<ul style="list-style-type: none"> In the guided practice, students will read a text and identify the resources that are utilized from the Western region. In the independent practice, students will complete a worksheet in which they evaluate the geography of the Western region. Students will determine the importance of resources that we obtain and utilize from the Western region by writing a letter identifying the resources they see on a “trip” to the Western region.
Unit 2, Day 15 Also- this needs to be updated from the min/min plan this year	US Regions: States of the <i>West!</i>	▪	▪ .	<ul style="list-style-type: none"> SWBAT recall the states in the Western region of the United States. SWBAT use map skills to locate and label the states and capitals of the southwest . 	<ul style="list-style-type: none"> In the introduction to new material, students will take notes on the state in the Southeast region of the United States. In the guided practice, students will create flashcards to practice their states. In the independent practice, students will construct the Southwest region using their flashcards. Students will then transfer the states onto a map and then flip their flashcards over and transfer the capitals onto the same map. Once maps have been approved, students will use map skills to answer questions about the location of various states within the Southwest region.
Unit 2, Day 16	US Regions: Capitals of the <i>Southwest!</i>	▪	▪	<ul style="list-style-type: none"> SWBAT identify the capitals of the states in the Southwest. SWBAT use map skills to locate and label the states and capitals of the southeast. 	<ul style="list-style-type: none"> In the introduction to new material, students will take notes on the capitals in the Southwest region of the United States. In the guided practice, students will create flashcards to practice their capitals. Once flash cards are complete, SW complete a map of the Southwest labeling the states and capitals.

Third Grade Science/Social Studies Curriculum Plan

Unit 2, Day 17 and 18 Make 2 day lesson	US Regions: Geography of the <i>Southwest!</i>	▪	<ul style="list-style-type: none"> ▪ region ▪ landform ▪ climate 	<ul style="list-style-type: none"> ▪ SWBAT examine the natural features of the Southwest region. ▪ SWBAT determine the importance of the resources found in the Southwest region. • SWBAT evaluate how certain geographical aspects affect the Southwest region. 	<ul style="list-style-type: none"> • Students will take notes on the physical of the Southwest region of the United States. • In the guided practice, students will read a text and identify the resources that are utilized from the Southwest region. ▪ In the independent practice, students will complete a worksheet in which they evaluate the geography of the Southwest region. Students will compare and contrast crops and coal as resources in the Southwest.
Unit 2, Day 19	Applying what we already know: Latitude/Longitude and natural/cultural features of the US regions	Read Aloud/Resource for planning lessons on atlases: National Geographic Student Atlas of the World and Read Aloud: The Everything Kids Geography Book	<ul style="list-style-type: none"> ▪ Latitude ▪ Longitude ▪ Cultural features ▪ Natural features 	<ul style="list-style-type: none"> ▪ SWBAT identify the latitude and longitude of key places in the USA. ▪ SWBAT identify and describe cultural and natural features of US regions and locations. 	<ul style="list-style-type: none"> ▪ SW differentiate and label by number and direction, lines of longitude and latitude on a map and a globe. ▪ SW find and label locations based on degree and direction using lines of latitude and longitude. ▪ SW identify different natural/cultural features of each region. ▪ SW match specific industries to regions of the US.
Unit 2, Day 20 NEW LESSON	Exploring atlases: How to Use an Atlas	Read Aloud/Resource for planning lessons on atlases: National Geographic Student Atlas of the World	<ul style="list-style-type: none"> ▪ Atlas ▪ Table of contents ▪ Diagrams ▪ Maps ▪ Headings ▪ Index ▪ Map key ▪ Map scale 	<p>SWBAT identify that an atlas is a book of maps and identify why atlases are important resources.</p> <ul style="list-style-type: none"> ▪ SWBAT identify that atlases tell the absolute and relative locations of places. ▪ 	<ul style="list-style-type: none"> ▪ SW navigate through an atlas in order to answer questions utilizing the different parts of an atlas. ▪ SW complete a scavenger hunt

Third Grade Science/Social Studies Curriculum Plan

Unit 2, Day 21 & 22	Exploring atlases: focus on continents and oceans	Read Aloud/Resource for planning lessons on atlases: National Geographic Student Atlas of the World	<ul style="list-style-type: none"> Continents: Africa, Antarctica, Australia, Asia, North and South America, Europe Oceans: Indian, Pacific, Atlantic, Arctic Atlas 	<ul style="list-style-type: none"> SWBAT name and locate the 7 continents. SWBAT name and locate the 4 oceans. SWBAT use an atlas to locate information and maps about each continent. 	<ul style="list-style-type: none"> SW identify that atlases contain many different maps. SW name and locate the 7 continents and the 5 oceans. SW use the index, table of contents, and other text features in an atlas to find information about each continent.
Unit 2, Day 23	End of Unit Project: Digging Deep Into the Atlas: analyzing, comparing, and contrasting world maps from the atlas- S projects	Resource to copy for S: National Geographic Student Atlas of the World, pages 6- 11, pages 15-41 (depending on which topics S use for projects)	Note: map topics include: the physical world, earth's climate, earth's natural vegetation, earth's water, the political world, world population, world cities, world languages, and world religions.	<ul style="list-style-type: none"> SWBAT use and read world maps from the world atlas to complete an end of unit project. SWBAT identify key information from 2 different maps in the world atlas and write a report on each maps symbols, key features, and importance of the map. SWBAT compare and contrast the two maps they study. 	<ul style="list-style-type: none"> SW use and read world maps from the world atlas to complete an end of unit project. SW identify key information from 2 different maps in the world atlas and write a report on each maps symbols, key features, and importance of the map. SW compare and contrast the two maps they study.
Unit 2, Day 24	S projects, day II	Resource to copy for S: National Geographic Student Atlas of the World, pages 6- 11, pages 15-41 (depending on which topics S use for projects)	Note: map topics include: the physical world, earth's climate, earth's natural vegetation, earth's water, the political world, world population, world cities, world languages, and world religions.	<ul style="list-style-type: none"> SWBAT use and read world maps from the world atlas to complete an end of unit project. SWBAT identify key information from 2 different maps in the world atlas and write a report on each maps symbols, key features, and importance of the map. SWBAT compare and contrast the two maps they study. 	<ul style="list-style-type: none"> SW use and read world maps from the world atlas to complete an end of unit project. SW identify key information from 2 different maps in the world atlas and write a report on each maps symbols, key features, and importance of the map. SW compare and contrast the two maps they study.
Unit 2, Day 25	S projects, day III	Resource to copy for S: National Geographic	Note: map topics include: the physical world, earth's climate,	<ul style="list-style-type: none"> SWBAT use and read world maps from the world atlas to complete an end of unit project. 	<ul style="list-style-type: none"> SW use and read world maps from the world atlas to complete an end of unit project.

Third Grade Science/Social Studies Curriculum Plan

		Student Atlas of the World, pages 6-11, pages 15-41 (depending on which topics S use for projects)	earth's natural vegetation, earth's water, the political world, world population, world cities, world languages, and world religions.	<ul style="list-style-type: none"> SWBAT identify key information from 2 different maps in the world atlas and write a report on each maps symbols, key features, and importance of the map. SWBAT compare and contrast the two maps they study. 	<ul style="list-style-type: none"> SW identify key information from 2 different maps in the world atlas and write a report on each maps symbols, key features, and importance of the map. SW compare and contrast the two maps they study.
Unit 2, Day 26	Review Day!		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> SWBAT complete the geography review packet. 	<ul style="list-style-type: none"> SW complete the geography review packet.
Unit 2, Day 27			<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> SWBAT complete a jeopardy review game to review the objectives of unit 2 	<ul style="list-style-type: none"> SW complete jeopardy review game.
Unit 2, Day 28	End of Unit Assessment		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> SWBAT complete the end of unit assessment. 	<ul style="list-style-type: none"> SW complete the end of unit assessment.
Unit 3, 18 Days	<p align="center">Unit 4: Gone Green: Ecology! Standard: 5.3 Life Science:</p> <p>5.3.4.C All animals and most plants depend on both other organisms and their environment to meet their basic needs. 5.3.4.C.1 Organisms can only survive in environments in which their needs are met. Within ecosystems, organisms interact with and are dependent on their physical and living environment. 5.3.4.C.2 Some changes in ecosystems occur slowly, while others occur rapidly. Changes can affect life forms, including humans.</p> <p>5.3.4.E Sometimes, differences between organisms of the same kind provide advantages for surviving and reproducing in different environments. 5.3.4.E.2 In any ecosystem, some populations of organisms thrive and grow, some decline, and others do not survive at all.</p> <p align="center">BIGIDEA concept objectives/essential questions:</p> <ul style="list-style-type: none"> Essential Questions (ecology): How do living things interact with each other and their environment? Why is it essential to take care of nature and not pollute the world around us? Essential Objectives: SWBAT understand how living things interact with each other and their environment. SWBAT respond to different types of literature in a variety of ways. SWBAT write for a variety of purposes and audiences. SWBAT identify the basic needs of all living creatures. <p align="center">Resources for planning: Gone Green, Ecology! 3rd Grade CORE knowledge</p>				

Third Grade Science/Social Studies Curriculum Plan

	***Scot Foresman→ Unit A Life Science→ Chapter 4 Unit B Earth Science→ Chapter 9				
Unit 3, Day 1	Vocabulary Preview			<ul style="list-style-type: none"> SWBAT complete the vocabulary preview to activate schema of these terms and introduce any vocabulary that may be new. SWBAT activate schema of ecosystems and the parts of an ecosystem. 	<ul style="list-style-type: none"> SW complete note cards as a resource to be used throughout the unit. SW complete a web to identify the different components of an ecosystem. SW analyze the new vocabulary terms through completion of a riddle sheet.
Unit 3, Day 2	What is an ecosystem?	Resource: Foresman; Chapter 3; Lesson 1 Read Aloud/Resource: Ecology (DK Eyewitness Books) by Steve Pollock	<ul style="list-style-type: none"> Environment Ecosystem population 	<ul style="list-style-type: none"> SWBAT determine that the Sun provides energy in the form of heat and light. SWBAT identify that an ecosystem is a place where groups of living things interact with each other and their nonliving environment. SWBAT identify the various ways that animals depend on plants for survival (for example, food, shelter, oxygen). 	<ul style="list-style-type: none"> SW analyze an ecosystem and all of its parts, including the living and nonliving things. SW evaluate the various ways that animals depend on plants for survival. SW recall that the Sun is the source of energy for plants.
Unit 3, Day 3	Ecosystems with Few Trees	Resource: Foresman; Chapter 3; Lesson 2	<ul style="list-style-type: none"> Grassland Tundra Desert 	<ul style="list-style-type: none"> SWBAT distinguish between various kinds of ecosystems. SWBAT figure out that some ecosystems have trees and some do not based on the climate that surrounds them. SWBAT to identify the grassland ecosystem as grassy with few trees. SWBAT to identify the desert ecosystem as dry and containing very little rain. 	<ul style="list-style-type: none"> SW determine that ecosystems with few trees are a result of the surrounding climate. SW analyze the grassland, desert, and tundra ecosystems. SW evaluate the distinguishing characteristics of each ecosystem with few trees. SW compare and contrast the characteristics of grasslands, tundra, and deserts.

Third Grade Science/Social Studies Curriculum Plan

				SWBAT to identify the tundra ecosystem as cold and dry.	
Unit 3, Day 4	Ecosystems with Trees ** This lesson needs to be revised to focus on the forest ecosystem as a whole, not differentiating among the three different types of forest ecosystems	Resource: Foresman; Chapter 3; Lesson 3	<ul style="list-style-type: none"> ▪ Natural Resources 	<ul style="list-style-type: none"> • SWBAT distinguish between various kinds of ecosystems, specifically focusing on the forest ecosystem. • SWBAT figure out that some ecosystems support tree life because of the climate and the surroundings. • SWBAT identify the different parts of a forest ecosystem. 	<ul style="list-style-type: none"> • SW analyze each type of forest and how each falls under the ecosystem of forests. ▪ SW differentiate between various kind of ecosystems.
Unit 3, Day 5	Underwater Ecosystems	Resource: Foresman; Chapter 3; Lesson 4	<ul style="list-style-type: none"> ▪ wetlands ▪ Saltwater ▪ Freshwater 	<ul style="list-style-type: none"> • SWBAT distinguish between various kinds of ecosystems, focusing on underwater ecosystems. • SWBAT evaluate the differences between freshwater and saltwater ecosystems. • SWBAT identify at least 3 kinds of freshwater ecosystems. • SWBAT identify a saltwater ecosystem as an ocean. 	<ul style="list-style-type: none"> • SW compare and contrast freshwater and saltwater ecosystems. • SW analyze the various kinds of ecosystems . • SW identify each ecosystem based on its most distinguishing characteristic.
Unit 3, Day 6	What do we need?	Resource: Page 3, Lesson 2	<ul style="list-style-type: none"> ▪ Survival ▪ Wildlife 	<ul style="list-style-type: none"> ▪ SWBAT identify how living things interact with each other and their environment. ▪ SWBAT identify and explain the 5 basic needs for all living things: food, water, shelter, space, and air. ▪ SWBAT match and then describe different organisms and their respective environments. 	<ul style="list-style-type: none"> • SW analyze how living things interact with each other and their environment. • SW conclude that the five basic needs for all living things are food, water, shelter, space, and air. • SW match a living thing to its correct ecosystem and explain how it interacts with its environment.



**CAPITOL
COLLEGIATE**
compete • achieve • lead

Third Grade Science/Social Studies Curriculum Plan

Unit 3, Day 7	What is interdependence	Resource: Page 5, lesson 3 Resources: Cactus Hotel (Big Book) by Brenda Z. Guiberson or One Small Place in a Tree by Barbara Brenner	<ul style="list-style-type: none"> Interdependence Wildlife Environment 	<ul style="list-style-type: none"> SWBAT identify that interdependence is the relationship between wildlife and its environment. SWBAT find examples of interdependence in nature and identify why it is essential. SWBAT describe the role of interdependence in the environment. 	<ul style="list-style-type: none"> SW identify that interdependence is the relationship between wildlife and its environment. SW identify cause and effect relationships of interdependence in nature and identify why it is essential. SW evaluate the role of interdependence in the environment by using a diagram to show the dependency.
Unit 3, Day 8 & 9 ***make this a 2 day lesson with more current events/r eal life example s***	Introduction to the balance of nature	Page 8- lesson 5	<ul style="list-style-type: none"> Balance of nature Constant 	<ul style="list-style-type: none"> SWBAT identify the balance of nature as the need to have everything in an environment stay balanced so the cycle of life is not disrupted. SWBAT identify the consequences of destroying/ruining the balance of nature. SWBAT evaluate the difference between balanced environments and imbalanced environments. 	<ul style="list-style-type: none"> In the do now, students will use their white boards to identify an ecosystem when given a characteristic. (checking for understanding of previously taught material) Students will take notes on the balance of nature and respond to various questions through cold call, call and response, and choral response. In the guided practice, student will work with a partner by responding to a scenario in which they identify the consequences of destroying/ruining the balance of nature. In the independent practice, students will complete a worksheet to evaluate the differences between balanced and imbalanced environments.
Unit 3, Day 10	Using the food chain to understand interdependence	Page 7- lesson 4 Read Aloud/Resource:	<ul style="list-style-type: none"> Food chain Interdependence 	<ul style="list-style-type: none"> SWBAT explain the food chain. SWBAT define and differentiate between producers, consumers, and decomposers. 	<ul style="list-style-type: none"> SW explain the food chain. (using prior knowledge from unit 2). SW define and differentiate between producers, consumers, and decomposers.

Third Grade Science/Social Studies Curriculum Plan

	(review from Unit 2)	Who Eats What? Food Chains and Food Webs (Let's-Read-and-Find... Science, Stage 2) by Patricia Lauber and Holly Keller		<ul style="list-style-type: none"> SWBAT create an example of a 4-step food chain. SWBAT identify the purpose/role of each producers, consumers, and decomposers. (classify and identify examples of) 	<ul style="list-style-type: none"> SW create an example of a 4-step food chain. SW identify the purpose/role of each producers, consumers, and decomposers. (classify and identify examples of)
Unit 3, Day 11	What are resources?	Foresman 3 rd grade Chapter 9 Lesson 1	<ul style="list-style-type: none"> Natural resources: Renewable resources Nonrenewable resources 	<ul style="list-style-type: none"> SWBAT identify ways natural resources are important. SWBAT classify resources as renewable or nonrenewable. SWBAT compare and contrast renewable and nonrenewable resources. 	<ul style="list-style-type: none"> In the do now, students will use their white boards to identify an ecosystem when given a characteristic. (checking for understanding of previously taught material) Students will complete a KWL to assess background knowledge. Students will take notes on natural, renewable, and nonrenewable resources. In the guided practice, student will work with a partner to compare and contrast renewable and nonrenewable resources using a Venn diagram. In addition, students will identify at least 3 examples of each. In the independent practice, students will complete a worksheet in which students will differentiate between renewable and nonrenewable resources as well as their uses.
Unit 3, Day 12	How can we protect our resources?	Foresman 3 rd grade Chapter 9 Lesson 2	<ul style="list-style-type: none"> conservation 	<ul style="list-style-type: none"> SWBAT evaluate how we can reuse, recycle, and reduce the use of natural resources SWBAT identify how natural resources improve and protect the 	<ul style="list-style-type: none"> In the do now, students will use their white boards to identify one renewable and one nonrenewable resource. Students will take notes on conservation of water, soil, and garbage. In the guided practice, student will

Third Grade Science/Social Studies Curriculum Plan

				<p>quality of life.</p> <ul style="list-style-type: none"> • SWBAT analyze the importance of protecting our resources. 	<p>create a PSA to promote the protection of natural resources.</p> <ul style="list-style-type: none"> ▪ In the independent practice, students will complete a worksheet in which they will analyze the importance on protecting our natural resources. They will connect this knowledge to their own lives so the students realize how it all affects them personally.
Unit 3, Day 13	What are ways to use resources again?	Foresman 3 rd grade Chapter 9 Lesson 3	<ul style="list-style-type: none"> • Recycle 	<ul style="list-style-type: none"> • SWBAT identify the ways that resources can be used again. • SWBAT understand the importance of recycling and how it can improve the quality of life. • SWBAT list the 4 main kinds of materials that can be recycled. • SWBAT evaluate the three R's: reduce, reuse, recycle. 	<ul style="list-style-type: none"> ▪ Students will take notes about the three R's: reduce, reuse and recycle. ▪ In the guided practice, student will evaluate the following scenario: a town in the year 2025 is overflowing with trash; what can the town do as a result of this and what can they do moving forward? ▪ In the independent practice, students will complete a worksheet in which they will analyze the importance of the three R's: reduce, reuse, and recycle. Students will have to consider the difference between reusing and recycling.
Unit 3, Day 14	Global Warming/End of Unit Project		<ul style="list-style-type: none"> • Greenhouse gases • Global Warming 	<ul style="list-style-type: none"> • SWBAT explain the Greenhouse effect. • SWBAT evaluate how the Greenhouse effect contributes to global warming. • SWBAT analyze the effects of Global Warming 	<ul style="list-style-type: none"> • In the do now, students will use their white boards to identify one renewable and nonrenewable resource, as well as the 4 materials that can be recycled. • Students will role play global warming, greenhouse gases, and the process of how both affect each other. • In the guided practice, students will reflect on the role play and write down how the process clarified global warming as well as

Third Grade Science/Social Studies Curriculum Plan

					<p>how it helped bring to life this issue.</p> <ul style="list-style-type: none"> In the independent practice, students will diagram global warming using their knowledge of the role play and discussion that takes place in the guided practice.
	Conserving Natural Energy		<ul style="list-style-type: none"> Conservation Natural resources 	<ul style="list-style-type: none"> SWBAT define conserve as to save or preserve something. SWBAT identify different resources that can be conserved. SWBAT identify why it is important to conserve natural resources. SWBAT list at least 2 ways they can conserve natural resources. 	<ul style="list-style-type: none"> SW define conserve as to save or preserve something. SW identify different resources that can be conserved. SW identify why it is important to conserve natural resources. SW list at least 2 ways they can conserve natural resources.
Unit 3, Day 15	Review Day- Review packet		■	<ul style="list-style-type: none"> SWBAT recall unit objectives of complete review packet. SWBAT complete Ecosystem Review Packet to check for understanding of Unit Objectives. 	<ul style="list-style-type: none"> SW complete a review packet to review all of unit 3's objectives.
Unit 3, Day 16	Insert Jeopardy Review day		■	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> SW take part in a jeopardy review game to revisit unit 3's objectives.
Unit 3, Day 17	End of Unit Assessment		■	<ul style="list-style-type: none"> SWBAT complete the end of unit assessment. 	<ul style="list-style-type: none"> SW complete the end of unit assessment.
Unit 3, Day 18 **This did not take place last year-lesson needs to be written	End of Unit Writing Assessment		■	<ul style="list-style-type: none"> SWBAT complete the end of unit writing assessment. 	<ul style="list-style-type: none"> SW complete the end of unit writing assessment.

Third Grade Science/Social Studies Curriculum Plan

Unit 4, 19 days	<p align="center">Unit 3: We The People: The Constitution and The Branches of Government</p> <p>Standard: 6.1 U.S. History: America in the World 6.1.4.A.2 The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. 1. Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American Democracy. 6.1.4.A.3 American Constitutional government is based on principles of limited government, shared authority, fairness, and equality. 1. Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.</p> <p align="center">BIG IDEA concept objectives:</p> <ul style="list-style-type: none"> The learner will demonstrate an understanding of the foundations of American democracy, including its basic principles and the foundations of the American political system. The learner will demonstrate an understanding of the role of the U.S. Constitution in American democracy, including the ways in which the U.S. government established by the Constitution embodies the purposes, values and principles of American democracy. <ul style="list-style-type: none"> Students will understand that the purpose of the Bill of Rights (the first ten Amendments to the Constitution of the United States) is to "prevent misconception or abuse" of the government's powers <p align="center">Resources for planning: American Government- 3rd grade CORE knowledge</p>				
Unit 4, Day 1	Vocabulary Preview			<ul style="list-style-type: none"> SWBAT complete vocabulary preview to activate schema about unit’s vocabulary terms. 	<ul style="list-style-type: none"> SW complete note cards as a resource to use throughout the unit. SW complete a KWL chart to frame their thinking about the unit. SW complete a worksheet to assess their ability to analyze new vocabulary terms.
Unit 4, Day 2	What do we already know about the government? Review of the Declaration of Independence and Constitution	Copies for each S (pre-lesson reading to activate schema): What is Government? By: Ann Marie-Kishel Read Aloud: If You Were there	<ul style="list-style-type: none"> Declaration of Independence Government Constitution 	<ul style="list-style-type: none"> SWBAT identify that the Declaration of Independence and the Constitution were essential early documents in our nation’s history. SWBAT identify the purpose of government and its importance in the development of the USA. 	<ul style="list-style-type: none"> SW compare and contrast the Declaration of Independence and the Constitution and determine why each of these documents was essential in our nation’s development. SW determine how the United States of America would be different today if our country was not based on these essential documents.

Third Grade Science/Social Studies Curriculum Plan

		when they signed the constitution by: Elizabeth Levy, pages 7-15 (review from 2 nd)			
Unit 4, Day 3	What is the constitution?	Resource: page 2- lesson 1 CORE Read Aloud: If You Were there when they signed the constitution by: Elizabeth Levy,	<ul style="list-style-type: none"> Constitution 	<ul style="list-style-type: none"> SWBAT identify how and why the constitution was created. SWBAT identify and describe how the constitution affects all American's lives. 	<ul style="list-style-type: none"> SW describe the constitution and its importance to everyday life in American life. SW construct a Constitution for their family (i.e. rules, responsibilities, etc.).
Unit 4, Day 4	3/5 Compromise	Page 3- lesson 2 CORE Read Aloud: If you were there when the Constitution was signed pgs. 48-49	<ul style="list-style-type: none"> Compromise Amendment 	<ul style="list-style-type: none"> SWBAT evaluate what it means to compromise and why compromising is necessary in government. SWBAT identify the three-fifths compromise and its results. 	<ul style="list-style-type: none"> SW identify what it means to compromise. SW role play what it means to compromise. SW examine why compromise was necessary when delegates created the three-fifths compromise.
Unit 4, Day 5	Preamble	Page 4- lesson 3 Read Aloud: We The Kids by David Catrow	<ul style="list-style-type: none"> Preamble Intentions Founding fathers 	<ul style="list-style-type: none"> SWBAT identify the purpose of the Preamble to the Constitution and describe WHY the founding fathers included this introduction. SWBAT identify the necessary components of a Preamble. SWBAT create their own preamble to the class constitution. <p><i>Notes: The Preamble to the United States Constitution is a brief introduction of the fundamental purposes and guiding principles that the Constitution is meant to serve. The preamble serves as evidence of the founding fathers</i></p>	<ul style="list-style-type: none"> SW identify the importance of the Preamble. SW construct their own Preamble to the class constitution. SW then compare and contrast the class Preamble to the real Preamble, assessing if all necessary components were included.

Third Grade Science/Social Studies Curriculum Plan

				<i>intentions regarding the Constitution's meaning and what they hoped it would achieve. Furthermore, the opening phrase, "we the people" is essential because it shows that the people of country "own" this important document.</i>	
Unit 4, Day 6	Executive Branch	Read Aloud: If you were there when the Constitution was signed pgs. 54-60	<ul style="list-style-type: none"> Executive President 	<ul style="list-style-type: none"> SWBAT identify the role of the executive branch of government. SWBAT identify that the President of the USA comprises the executive branch. 	<ul style="list-style-type: none"> SW evaluate the role of the executive branch of government. SW begin to create a graphic organizer of the branches of government. (only filling in the executive branch) SW write letters to the president evaluating his role and his involvement within the government
Unit 4, Day 7	Legislative Branch	Read Aloud: (If You Were There When The Constitution Was Signed pg. 62 IP Reading: The Constitution And You Pgs. 14-15	<ul style="list-style-type: none"> Legislative Congress Senate Bill Law 	<ul style="list-style-type: none"> SWBAT identify the role of the legislative branch of government. SWBAT identify the people/roles that create the legislative branch. SWBAT identify and explain the process of how a bill becomes a law. 	<ul style="list-style-type: none"> SW identify the role of the legislative branch of government. SW add to their graphic organizer of the branches of government. SW put the steps in order and explain the process of how a bill becomes a law.
Unit 4, Day 8	Judicial Branch	Read Aloud: If You were There When The Constitution was Signed Pg. 64	<ul style="list-style-type: none"> Judicial Supreme court Judge 	<ul style="list-style-type: none"> SWBAT identify that the judicial branch is made up of the court system, and judges. SWBAT evaluate the role of the judicial branch of government.. 	<ul style="list-style-type: none"> SW identify the role of the judicial branch of government. SW compose a proposal to be the next Supreme Court Justice to show understanding of role of the Judicial Branch.
Unit 4, Day 9 and 10 2 day	Checks and Balances	Read Aloud: The US Constitution and You by: Syl Sobel pg.	<ul style="list-style-type: none"> Minority Majority Checks and balances 	<ul style="list-style-type: none"> SWBAT identify that there is a system of checks and balances in the US Government. SWBAT identify why the checks/balances are essential to a fair, 	<ul style="list-style-type: none"> SW examine the system of checks and balances in the US Government. SW explain why the checks/balances are essential to a fair, just government.



**CAPITOL
COLLEGIATE**
compete • achieve • lead

Third Grade Science/Social Studies Curriculum Plan

<p>lesson-go deeper into the importance of WHY checks and balances exist (identify scenarios that could happen IF there weren't)</p>		19-21		<p>just government.</p> <ul style="list-style-type: none"> SWBAT evaluate how the three branches of government work together to lead and guide the country. 	<ul style="list-style-type: none"> SW conclude how the 3 branches of government work together to lead and guide the country.
<p>Unit 4, Day 11 & 12</p> <p>***make 2 day lesson**</p> <p>***add in whole group modeling of role plays before students</p>	<p>Role Play: Checks and Balances</p>	<p>Read Aloud: (do not read entire book, read selected pages that address objectives) The US Constitution and You by: Syl Sobel</p>	<ul style="list-style-type: none"> Checks and balances 	<ul style="list-style-type: none"> SWBAT role play scenarios when the checks/balances system of the 3 branch government is essential. SWBAT pretend to be branches of the government and simulate how the 3 sections work together to create checks and balances. SWBAT debate the fairness of laws and lawmaking. 	<ul style="list-style-type: none"> SW role play the three branches of the government and simulate how the 3 sections work together to create checks and balances. SW debate the fairness of laws and lawmaking. SW synthesize the information they have learned in order to compare and contrast all three in a three part Venn diagram.

Third Grade Science/Social Studies Curriculum Plan

get in groups					
Unit 4, Day 13	Bill of Rights 1-4	Read Aloud: A True Book: The Bill of Rights by: Christine Taylor, Butler (pg. 23-27) GP: S reading-30-35	<ul style="list-style-type: none"> ▪ Bill of rights ▪ Fundamental ▪ Amendment 	<ul style="list-style-type: none"> ▪ SWBAT identify that the Bill of Rights promises to protect and maintain certain rights and freedoms for all US citizens. ▪ SWBAT identify why the Bill of Rights is an essential document for the people of the US. ▪ SWBAT describe how US citizens lives are affected by the Bill of Rights by responding to a variety of different scenarios. 	<ul style="list-style-type: none"> ▪ SW identify that the Bill of Rights promises to protect and maintain certain rights and freedoms for all US citizens. ▪ SW determine why the Bill of Rights is an essential document for the people of the US. ▪ SW assess how US citizens lives are affected by the Bill of Rights by responding to a variety of different scenarios.
Unit 4, Day 14	Bill of Rights 5-10	Read Aloud: A True Book: The Bill of Rights by: Christine Taylor, Butler S reading: pg 36-39	<ul style="list-style-type: none"> ▪ Bill of rights ▪ Fundamental ▪ Amendment 	<ul style="list-style-type: none"> ▪ SWBAT identify that the Bill of Rights promises to protect and maintain certain rights and freedoms for all US citizens. ▪ SWBAT identify why the Bill of Rights is an essential document for the people of the US. ▪ SWBAT describe how US citizens lives are affected by the Bill of Rights by responding to a variety of different scenarios. 	<ul style="list-style-type: none"> ▪ SW identify that the Bill of Rights promises to protect and maintain certain rights and freedoms for all US citizens. ▪ SW determine why the Bill of Rights is an essential document for the people of the US. ▪ SW assess how US citizens lives are affected by the Bill of Rights by responding to a variety of different scenarios.
Unit 4, Day 15	Overview of the US government and Perspectives from History	We The people: The Story of Our Constitution by: Lynne Cheney	<ul style="list-style-type: none"> ▪ Revolutionary ▪ Founding fathers ▪ Progressive ▪ Ratified 	<ul style="list-style-type: none"> ▪ SWBAT name and describe each of the “founding father’s:” George Washington, James Madison, and Benjamin Franklin. ▪ SWBAT identify that the Constitution set the American Government apart from many other governments around the world because the people would have a direct say in who represented them. 	<ul style="list-style-type: none"> ▪ SW compare and contrast founding fathers and describe how their accomplishments made them good candidates to be an author of the Constitution.

Third Grade Science/Social Studies Curriculum Plan

				<ul style="list-style-type: none"> SWBAT identify the process of the Constitution beginning with the founding fathers and continuing through to our system of checks and balances. 	
Unit 4, Day 15 and 16 *add in reading to build more context*	Creating our own Government and Constitution- End of Unit Project		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> SWBAT pretend to be a news reporter from the 18th century and write an article about the Constitutional Convention. 	<ul style="list-style-type: none"> SW examine the Constitutional Convention of 1787 by writing an article which shows understanding of who was there, what was going on, why it happened, and how it affects our lives today.
Unit 4, Day 17 & 18	Review Day!		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> SWBAT recall unit objectives as review game is being played. SWBAT complete Government Review Packet to check for understanding of unit's objectives. 	<ul style="list-style-type: none"> SW take part in a Constitution Jeopardy game to review unit's objectives. SW complete Government Review Packet.
Unit 4, Day 19	End of Unit Assessment		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> SWBAT complete the end of unit assessment. 	<ul style="list-style-type: none"> SW complete the end of unit assessment.