



Third Grade Curriculum Map

These are bundles of core ideas from the Georgia Standards of Excellence related to an anchoring phenomenon.

This document is part of a framework that includes lessons and resources.

Instructional Segment:	Rocks, Soils, and Fossils	Under the Sun	Pollution and Conservation
Estimated Time	14 weeks	14 weeks	8 weeks
Crosscutting Concepts	<ul style="list-style-type: none"> ● Patterns ● Cause and Effect ● Structure and Function ● Stability and Change 	<ul style="list-style-type: none"> ● Structure and Function ● Cause and Effect ● Systems and System Models ● Energy and Matter 	<ul style="list-style-type: none"> ● Systems and System Models ● Cause and Effect ● Stability and Change
Anchoring Phenomenon	Show students the Rock Pictures PowerPoint, discuss how the items came to be in the rocks, and what effect the items might have on the rock in the future.	Project a map of the cities in Georgia onto the board at the front of the room. Place students into small groups of 3-4, making sure that you have at least five groups to include all of the geographic regions. Allow the groups to each select a different geographic region, and then pick two cities from that region to research.	Show the Rubber Duck Race PowerPoint, and discuss what happens to the ducks after the race.
Core Ideas	<ul style="list-style-type: none"> ● History of Planet Earth ● Earth and Earth’s Materials ● Roles of Water in Earth’s Surface Processes ● Evidence of Common Ancestry ● Adaptation 	<ul style="list-style-type: none"> ● Structure and Function ● Adaptation ● Conservation of Energy and Energy Transfer 	<ul style="list-style-type: none"> ● Human Impacts on Earth Systems ● Earth and Human Activity ● Adaptation
Science and Engineering Practices	<ul style="list-style-type: none"> ● Asking questions and defining problems ● Developing and using models ● Planning and carrying out investigations ● Constructing explanations and designing solutions ● Engaging in argument from evidence ● Obtaining, evaluating, and communicating information 	<ul style="list-style-type: none"> ● Planning and carrying out investigations ● Engaging in argument from evidence ● Constructing explanations and designing solutions ● Using mathematics and computational thinking ● Obtaining, evaluating, and communicating information 	<ul style="list-style-type: none"> ● Engaging in argument from evidence ● Asking questions ● Designing a model ● Obtain, evaluate, and communicate information
GSE	S3E1 a, b, c; S3E2 a, b; S3L1c	S3L1 a, b, c S3P1 a, b, c	S3L2 a, b