



Third Grade Curriculum Map

Crosscutting Concepts: Systems and System Models; Patterns; Cause and Effect; Stability and Change

Topics: Pollution and Conservation

Estimated Time Instructional Segment: 8 weeks

Anchoring Phenomenon	Standard	Instructional Segment	Disciplinary Core Ideas	Science and Engineering Practices	Instructional Notes
<p>Show the Rubber Duck Race PowerPoint (located in Teacher Resource Link) and discuss what happens to the ducks after the race.</p>	S3L2 a, b	Conservation and Pollution	<p>From A Framework for K-12 Science Education:</p> <p>ESS3.A: Earth and Human Activity</p> <ul style="list-style-type: none"> All materials, energy, and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time and some are not. <p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> Individuals are doing things to help protect Earth’s resources and environments. For example, they are ... reducing the amounts of material they use and regulating sources of pollution such as emissions from factories and power plants or the runoff from agricultural activities. <p>LS4.C Adaptation</p> <ul style="list-style-type: none"> Changes in an organism’s habitat are sometimes beneficial to it and sometimes harmful. For any 	<ul style="list-style-type: none"> Asking questions and defining problems Obtain, evaluate, and communicate information 	<p>Background: Pollution is the act of introducing something into the environment that has harmful effects. Pollution can occur on land, in water, or in the air. Reducing the amount of waste we toss out, reusing items for a new purpose, or recycling materials can help minimize the effects of pollution. Collecting data on the amount of pollution around the school can help a student to realize that it is a local problem, and that they can help to rectify the pollution problem.</p> <p>Safety: Caution students that they should not pick up items that they find around the playground, only record them and/or take a digital picture. Discarded items could have sharp or rusty edges or contain chemicals that students should not handle.</p>

			<p>particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.</p>		<p>By the end of this unit, students are using the following language in their speaking and writing during EXPLAIN or ELABORATE.</p> <ul style="list-style-type: none"> ● Pollution ● Environment ● Resources ● Renewable ● Nonrenewable ● Reduce ● Reuse ● Recycle ● Protect ● Regulate ● Runoff ● Agricultural
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