Third Grade Probe *Overriding Theme: Conservation, Preservation, Consideration*	
Units of Study	**Georgia Standards of Excellence**
Pollution Solution Bees Water Opinion and Informational Writing	S3L2. Students will recognize the effects of pollution and humans on the environment. a. Explain the effects of pollution (such as littering) to the habitats of plants and animals. b. Identify ways to protect the environment. • Conservation of resources • Recycling of materials Earth Science S3E1. Students will investigate the physical attributes of rocks and soils. d. Determine how water and wind can change rocks and soil over time using observation and research..
Biomes of the World and Bear Research Projects Informational Writing Prepare for debate: Which are more important...Bears or bees? Opinion Writing	ELAGSE3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently ELAGSE3RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. ELAGSE3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others ELAGSE3W7: Conduct short research projects that build knowledge about a topic. S3CS6. Students will question scientific claims and arguments effectively. a. Support statements with facts found in books, articles, and databases, and identify the sources used. S3CS8. Students will understand important features of the process of scientific inquiry. c. Scientists use technology to increase their power to observe things and to measure and compare things accurately. Life Science S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat. a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there. b. Identify features of green plants that allow them to live and thrive in different regions of Georgia. c. Identify features of animals that allow them to live and thrive in different regions of Georgia. d. Explain what will happen to an organism if the habitat is changed.
Ruby Bridges and Civil Rights Reader's Theater Informational Writing	ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect SS3H2 The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy. b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them. SS3CG2 The student will discuss the character of different historical figures in SS3H2a. a. Describe how the different historical figures in SS3H2a display positive character traits of cooperation, diligence, courage, and leadership. b. Explain how the historical figures in SS3H2a used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression. c. Explain how the historical figures in SS3H2a chose when to respect and accept

	authority
Bloom's Reading Log Once a month	ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Chris Van Allsburg CVA: Inquiry activities, writing response, jeopardy Narrative Writing Landmarks = Informational	ELAGSE3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ELAGSE3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea. ELAGSE3RI6: Distinguish their own point of view from that of the author of a text. ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). ELAGSE3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). ELAGSE3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). SS3G1 The student will locate major topographical features. a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson. b. Identify major mountain ranges of the United States of America: Appalachian, Rocky. c. Locate the Equator, Prime Meridian, and lines of latitude and longitude on a globe.
Poetry Portfolio, Memorization, and Oral Presentation VoiceThread	ELAGSE3RL4: Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text. ELAGSE3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. ELAGSE3SL5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details
STEM and Robotics *Students participate in STEM or Robotics each week in the Probe resource classroom.*	S3CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures. a. Choose appropriate common materials for making simple mechanical constructions and repairing things. b. Use computers, cameras and recording devices for capturing information. c. Identify and practice accepted safety procedures in manipulating science materials and equipment. S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters. a. Observe and describe how parts influence one another in things with many parts.